

**DEVELOPING A PROGRAM TO STRENGTHEN TEACHERS'
SERVANT LEADERSHIP AT SUSTAINABLE CAMBODIA
ORGANIZATION IN PURSAT, CAMBODIA**

**BY
SAM SYNOUN**

**A thesis submitted in partial fulfillment of the requirements for
the degree of Master of Education in Educational Administration
at Mahasarakham University**

December 2016

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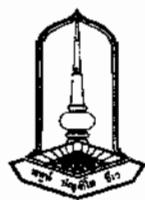
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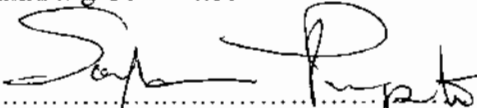
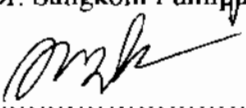
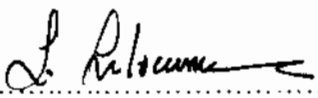
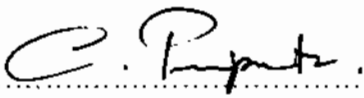
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The examining committee has unanimously approved this thesis, submitted by Sam Synoun, as a partial fulfillment of the requirements for the Master of Education in Educational Administration at Maharakham University.

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SAM SYNOUN



TITLE Developing a Program to Strengthen Teachers' Servant Leadership at Sustainable Cambodia organization in Pursat, Cambodia

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ABSTRACT

This study was aimed: (1) to investigate the components and indicators of teachers' servant leadership, (2) to explore the current state, desired state, and the strategy to strengthen teachers' servant leadership, and (3) to develop the program to strengthen the teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia. A five-point rating scale questionnaire was distributed to 326 samples to measure the level of the current and desired states of teachers' servant leadership at Sustainable Cambodia organization in Pursat province, Cambodia. In addition, the Priority Needs Index modified was used to analyze the data. The research findings were as follows:

There were six components of teachers' servant leadership including serving others, empowerment, caring for others, humility, trust and wisdom and 33 indicators.

The research showed that the overall current state of teachers' leadership at Sustainable Cambodia organization was at the medium level while the overall desired state of teachers' leadership was at the very high level. In the desired state of teachers' leadership, all the components were at very high levels. Trust was ranked as the first priority, second priority ranking was Caring for Others, Humility was ranked as the third priority, Wisdom was the fourth priority ranking, Empowerment was ranked as the 5th priority and Serving others was the last priority. Additionally, a training program was rated as an appropriate strategy to strengthen teachers' servant leadership at Sustainable Cambodia organization.

The training program was developed and evaluated on its suitability and feasibility level to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat province, Cambodia. The training program consisted of 10 components including 1) training objectives, (2) content of the training, (3) training



methods, (4) length of the training, (5) trainees, (6) size of the training, (7) trainer, (8) location of the training, (9) training materials, and (10) training evaluation.



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CHAPTER I

INTRODUCTION

Background

After undergoing civil war for decades, Cambodia finally restored peace in the 1990s and moved from isolation and stagnation to a market-based economy, which fostered development in every sector, including education. In the past, Cambodian education was traditionally conducted in pagodas, where monks were delegated with the task of teaching. Sadly, during the Khmer Rouge, the regime proclaimed education a crime; all schools and pagodas were closed or demolished and educated people and teachers were executed. After the regime, Cambodia's education suffered from severe setbacks. Since then, peace and stability have been restored and the country has declared education a development priority.

Thus, the education system has undergone great changes; education is no longer held in only pagodas but now take place in schools, institutions, and various private and public education centers. More specifically, the education system in Cambodia is divided into pre-school, primary school, secondary school, higher, and non-formal education according to the Ministry of Education, Youth and Sport (MoEYS) in Cambodia.

Given the fragility of post-genocide Cambodia, the highly localized approaches of many national and international Non-Governmental Organizations (NGOs) have been invaluable in fostering social capital and community participation. NGOs have been particularly effective as sources of educational innovation to address many of the key problems within the system, including the high dropout rate and lower enrollment rates in remote areas throughout the countryside.

NGOs have also had an important role in addressing education quality, capacity constraints, and curriculum relevance through methods that integrate community needs, foster participation, and promote improved accountability structures. The role of these NGOs is significant to the extent that the Minister of MoEYS is on public record saying that the input of these organizations is integral to Cambodia's education strategy; without the NGOs, the government would be unable to reach its education targets. The relationship between MoEYS and the non-profit sector is included in the 2010 Education Strategic Plan



which states as an objective: “Expand public/NGO/ community partnerships in formal and non-formal education in border, remote and disadvantaged areas as well as increase support for the provision of local life skills and vocational training and basic/required professional skills responsive to the needs of the social and labor market.”

With the government’s strong effort and the great support from NGOs, Cambodia has made substantial progress in re-establishing a more inclusive primary and secondary education system after years of instability and civil war. School enrollment has largely increased in recent years. According to a report from The United States Agency for International Development (USAID) updated on May 29, 2015, primary enrollment reached 96% of the child population.

However, according to the information from USAID (May 29, 2015), Cambodia’s education indicators are still among the lowest in Asia and its quality of education remains one of the biggest challenges for the development of Cambodia. To be more specific, more than 70 percent of nearly 90,000 of Cambodia's high school students, especially the poor students who took the 2014 national examination failed according to the announcement from the Ministry of Education in Cambodia last year.

To improve the quality of education in Cambodia, teachers are the most important resource and strengthening the effectiveness of their teaching is highly needed, especially teachers in NGOs who deal with a great population of impoverished students. According to a very famous educational company called TalentEd K-12 Strategic Talent Management, teachers are certainly leaders in their classrooms, and teachers with leadership skills are better equipped to help students excel at learning. According to a book titled Leadership Development for Educators that outlines different levels of leaderships within schools today, students are more engaged, disciplined and academically successful when their teacher exhibits strong leadership skills. A group called The LEEEGH, which stands for Leadership in Education, Energy, Environment, Governance and Health, wrote the book, and they states that teachers with leadership skills improve education in countless ways.

Teachers actually play different roles in the classroom. They are judges, participants, facilitators, organizers, and also leaders. They need a great leadership to help the students learn more effectively, especially with the impoverished students from the disadvantaged families with many different backgrounds, sensitive emotions, and personal



and social issues as well as the challenges from their families. Teachers need a great leadership style to serve them more effectively.

There are many leadership styles useful for the teachers and one of them is servant leadership that mainly puts the needs of others first and focuses on their growth and development (Greenleaf, 1970). Servant leadership can help teachers teach, and serve their students more effectively according to many recent researches including: Harro Van Brummelen, (2005) great teachers are servant leaders. Aaron Matthew Metzcar (2008), servant leadership really enhances the effectiveness of teaching in the classroom. J. Martin Hays (2008), applying the principles, values and practices of Servant Leadership to teaching can make a profound difference on the impact of learning and in the learning experience of both students and teachers. Shane D. Lavery (2009), servant leadership is one of the most important leadership models for teachers to help the students learn more effectively. Carolyn Crippen (2010), effective teachers should apply servant leadership into their classroom. REN Xiao-chuan (2010), servant leadership is increasingly in use in both formal and informal education and training programs in the United States and other countries. Servant leadership plays greater importance on the students rather than on the teacher who indulges himself or herself with absolute obedience from the students. It helps to develop and sustain trust between teachers and students. The Pennsylvania State University (2013) mentioned in their online article that teachers are an excellent example of the leaders in Servant Leadership. Ramajanaki Doraiswamy Iyer (2013) has shown that applying servant leadership principles in teaching really enhances the effectiveness of schools in developing better students, proposed servant leadership style for teachers. Anthony J. Scardino (2013), servant leadership has a strong influence on the student engagement in the classroom, and his study's results indicated a link between servant leadership and deep approaches to learning with a strong correlation to emotional healing. Ashlee Mattingly (2014): The most effective teachers are those who have strong servant leadership qualities and servant teaching can serve as the starting point for student-centered learning. Dr. Joyce Jamerson (2015), who has served the field of education since 1997 as a literacy coach, administrator, teacher, childcare facility owner, university professor and researcher, has mentioned in her most recent (2015) study that effective teachers are servant leaders.



According to the information above, there is clear evidence that developing servant leadership of the teachers is one of the most effective ways to improve quality of education in Cambodia.

Based on the reasons above, the researcher chose the title: “Developing a program to strengthen teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia” for this research to help the teachers at Sustainable Cambodia (SC) organization teach and serve the students more effectively and to ultimately contribute to development of the quality of education in Cambodia. Established in 2003, SC is an international nonprofit organization working to help the residents of rural Cambodian villages create a sustainable quality of life and self-sufficiency through wells, irrigation systems, education, training and empowerment.

SC provides education to the impoverished students ranging from preschool to grade 12 and university scholarships. SC has also established schools in over 20 rural villages to allow better access to quality education through community preschools, primary schools, and enrichment schools in remote areas.

Research Questions

There are three research questions as the following.

1. What are the components and indicators of teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia?
2. What are the current state and desired state and the strategy to strengthen teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia?
3. What is the program to strengthen teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia?

Research Objective

This research consists of the following three objectives.

1. To investigate the components and indicators of teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia.



2. To explore the current state, desired state, and the strategy to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia.

3. To design the program to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia.

Research Significances

Quality of education is still a big challenge in Cambodia and developing a program to strengthen teachers' servant leadership is highly needed. This research is an effort to bridge the gap in the literature by exploring the current and desired states of the teachers' servant leadership at Sustainable Cambodia organization in Pursat, Cambodia. Regarding practical contribution, with the findings and suggestions from the current state, desired state of the teachers' servant leadership, thereby, identifying the needs to develop the program to strengthen teachers' servant leadership will be developed.

The result of this research will directly benefit the teachers, students, village families, leaders and all stakeholders of Sustainable Cambodia organization. The leaders can use the useful information from this research to develop the servant leadership of the teachers so that they can serve the students more effectively and ultimately improve the quality of education in Cambodia. Finally, when the students can learn more and get better study results, everyone gets the benefits.

The result of this research will also indirectly benefit other stakeholders including other NGOs, private schools, and the government schools. They can use the finding from this research to develop their educational projects, teaching and learning curriculum or adjust this research result to use for their own purposes. It will also be useful for other students, scholars, teachers and researchers to use it for further studies in the future.

Research Scope

1. Scope of content

Sustainable Cambodia organization is selected as the target field for this research. This research will focus on investigating the current and desired states of teachers' servant leadership at Sustainable Cambodia organization in Pursat, Cambodia based on the



literature review (Spears, 1995; Jim Laub, 1999; Patterson, 2003; Don Page & Paul Wong, 2003; Dennis & Bocarnea, 2005; Whittington et al., 2006; Barbuto & Wheeler, 2006; Wong & Davey, 2007; Liden et al., 2008; Sendjaya et al., 2008; Dierendonck et al., 2011; Lora Reed et al., 2011; Mittal et al., 2012; Focht et al., 2015): serving others, empowerment, caring for others, humility, trust and wisdom.

2. Population and sample/Informants

In order to meet the research objectives, population and samples are present into 3 phases.

Phase 1: Investigation the components and indicators of teachers' servant leadership. Informants are five experts who will be invited to verify the contents of the components and indicators of the teachers' servant leadership.

Phase 2: Exploring the current state and desired state and the strategy to strengthen teachers' servant leadership at Sustainable Cambodia organization.

2.1 Population will consist of 950 students and 59 teachers currently working at Sustainable Cambodia organization, Cambodia.

2.2 The sample will consist of 274 of the students and 52 teachers and these sample sizes are obtained by comparing the total population to the Krejcie and Morgan's table and sampling by using a Stratified Random Sampling technique.

Phase 3: Designing a program to strengthen teachers' servant leadership at Sustainable Cambodia organization in Pursat, Cambodia. Informants are five experts who will be invited to evaluate the possibility and suitability of the program and give some suggestions to improve the program completely in order to apply to strengthen the teachers' servant leadership at Sustainable Cambodia organization in Pursat, Cambodia.

Theoretical Framework

The conceptual framework for teachers' servant leadership is based on the literature review (Spears, 1995; Jim Laub, 1999; Patterson, 2003; Don Page & Paul Wong, 2003; Dennis & Bocarnea, 2005; Whittington et al., 2006; Barbuto & Wheeler, 2006; Wong & Davey, 2007; Liden et al., 2008; Sendjaya et al., 2008; Dierendonck et al., 2011; Lora Reed et al., 2011; Mittal et al., 2012; Focht et al., 2015): (1) serving others, (2) empowerment, (3) caring for others, (4) humility, (5) trust and (6) wisdom. The program



will include (1) training objectives, (2) content of the training, (3) training methods, (4) length of the training, (5) trainees, (6) size of the training, (7) trainer, (8) location of the training, (9) training materials, and (10) training evaluation (PDI Ninth House, 2004; APCEIU and UNESCO Bangkok, 2006; Tayntor, 2010; Center for Creative Leadership, 2014; Professional Education, 2015; Build Leader, 2015; Educational Development Institute, 2015; Training and Consulting Centre, 2015).

This research will base on the following framework:

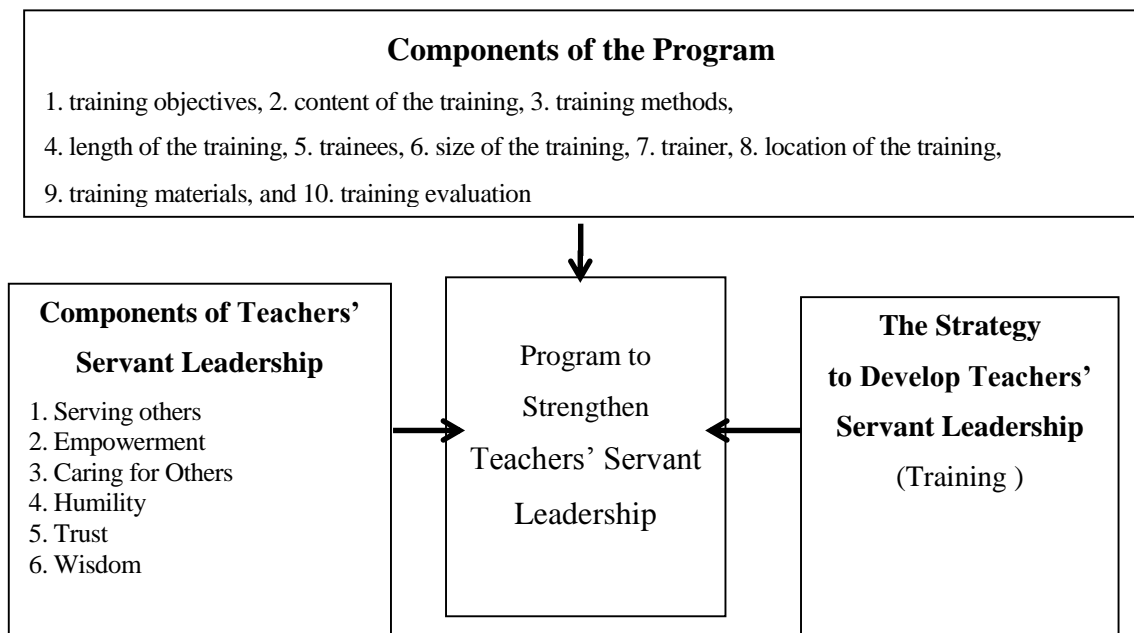


Figure 1 Theoretical Framework

Definition of Key Terms

The following terms provide definitions and clarify the understanding of the contents found in this study.

1. Teachers' Servant Leadership: Refers to the leadership that helps teachers become servant leaders who mainly serve the needs of the students and others first and focus on their growth and development, and it consists of six aspects including serving others, empowerment, caring for others, humility, trust, and wisdom.

1.1 Serving Others: Refers to self-sacrifice and high commitment of the teachers to the personal, educational, and spiritual growth of each student and help them reach their highest potential. Teachers always serve the needs of their students and others'



before their own, and they also build a good relationship with the students' parents and the community for the better success for all.

1.2 Empowerment: Teachers always empower their students and others in all possible ways. They value the ideas of their students and others. They always consult and involve their students and other relevant people in making decisions. They try to build a good collaboration with the students and others.

1.3 Caring for Others: Teachers love and inspire their students in all situations. They intently and receptively listen to the students to help them determine their own learning needs and other personal needs, and they try to understand, identify and empathize with all the concerns of the students. They accept that some students will fail and understand that failing is an important part of the learning process, and they know how to heal and rebuild the student's self-confidence and self-esteem after a failure. The teachers rely on the power of persuasion (not their authority) and focuses on helping students understand why a certain answer (or approach) is correct.

1.4 Humility: Teachers are truly humble, not humble as an act. They do not promote themselves; they promote their students and others. They understand that success is not about them—things happen through others; exemplary teachers know they cannot do things alone.

1.5 Trust: Teachers always interact openly, authentically, fairly and honestly with the students and others. They try to be a good model with high moral integrity for their students, and they trust their students and others.

1.6 Wisdom: The teachers have good knowledge and skills to help the students learn and develop effectively. They have a vision for their students. They know how the students react to the lesson plan, teaching methods and other issues and are able to adapt to serve the needs of the students. They keep learning and increasing their professional awareness.

2. Program: refers the training program consisting of training need assessment, training objectives, content of the training, training methods, length of the training, trainees, size of the training, trainer, location of the training, training materials, and training evaluation.



2.1 Training need assessment: refers to the method used to find out the needs of the trainees and the organization, the gap between desired performance and expected performance and the solutions before conducting the training program.

2.2 Training objectives: refer to expectations which describe what the program has to accomplish or what the trainees will learn, achieve or be able to do because of taking part in the training program.

2.3 Content of the training: refers to subject matters designed to improve teachers' servant leadership such as serving others, empowerment, caring for others, humility, trust and wisdom.

2.4 Training methods: refer to the methods use to enhance learning experiences or strategies such as brainstorming, role playing, films and videos, lecturing, presentation, coaching, mentoring, group discussions & tutorials, case studies, planned reading and workshops.

2.5 Length of the training: refers to duration of the training program in hours and days.

2.6 Trainees: refer all the teachers and other participants who will join in the training program.

2.7 Trainer: refers to the training facilitator who plans, designs, develops, conducts and evaluates the training program.

2.8 Location of the training: refers to the place (Sustainable Cambodia's office) that the training will take place.

2.9 Training materials: refer to name tags, folders, sticky wall, flip charts, pens, markers, note books, handouts, computer, LCD projector and other materials needed for the trainer and the trainees to make the training program run successfully.

2.10 Training evaluation: refers the formative and summative assessment through feedback, questionnaire, simulations, demonstration, participants' reflection and interview to determine if the trainees obtained the knowledge, skills, or attitudes identified as the goal and objective of the training program.

3. Strategy to strengthen teachers' servant leadership: refers to a type of a program conducted to strengthen teachers' servant leadership at Sustainable Cambodia organization.



4. Sustainable Cambodia (SC): SC is an international nonprofit organization established in 2003 working to help the people of rural Cambodian villages create a sustainable quality of life and self-sufficiency through wells, irrigation systems, education, training and empowerment.

5. Teachers: Refer to all full-time and part-time teaching staff at Sustainable Cambodia organization in Pursat province, Cambodia. They are contracted staff.



CHAPTER II

LITERATURE REVIEW

This research will focus on “Developing the program to strengthen teacher’s servant leadership at Sustainable Cambodia organization in Pursat, Cambodia. This chapter reviews the related literature covering the following topics:

1. Leadership

1.1 Definitions of Leadership

1.2 Leadership Theories

1.2.1 Great Man Theory

1.2.2 Trait Theory

1.2.3 Participative Leadership Theory

1.2.4 Situational Leadership Theory

1.2.5 Contingency Theory of Leadership

1.2.6 Path-Goal Theory of Leadership

1.2.7 Authentic Leadership Theory

1.2.8 Charismatic Leadership Theory

1.2.9 Transformational Leadership Theory

2. Servant Leadership

2.1 Definitions of Servant Leadership

2.2 Models of Servant Leadership

3. Teachers’ Servant Leadership

3.1 Components of Teacher’s Servant Leadership

4. The Strategy to strengthen Teacher’s Servant Leadership

5. Program and components of program

5.1 Definition of the program

5.2 Components of the program

6. Background of Sustainable Cambodia Organization

7. Related Studies/articles



Leadership

1.1 Definitions of Leadership

Unfortunately, leadership doesn't have a one-size-fits-all definition. All experts and scholars have their own ideas about what it means to be a good leader. For example, some people think leadership means guiding others to complete a particular task, while others believe it means motivating the members of your team to be their best selves.

“Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success.” (Zeitchik, 2012).

“Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.” (Kruse, 2013).

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential.” (Northouse, 2007).

“...leadership is a complex phenomenon that touches on many other important organizational, social and personal processes. It depends on a process of influence, whereby people are inspired to work towards group goals, not through coercion, but through personal motivation.” (Bolden, 2004)

“Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers.” (Burns, 1978).

1.2 Leadership Theories

1.2.1 Great Man Theory

Do you believe that some people are just born to lead? That's the basis behind this early 20th century theory proposed by Thomas Carlyle. Carlyle believed that history could largely be explained through the actions of “great men,” individuals who he believed exerted high levels of influence over others through their inborn charisma, intelligence, wisdom, or drive for power. While there may be some truth to Carlyle's



idea that some people are born with characteristics that make them more apt to become leaders, his theory was refuted soundly by Herbert Spencer. Spencer believed that even those predisposed to leadership couldn't emerge as influential figures without the help of social conditions outside of their control, and that great leaders were more the products of their environments than any particular inborn talents. It's an interesting issue and one that we still struggle with today when trying to figure out just what drives some into great leadership roles, whether it's nature, nurture, or some combination of the two.

1.2.2 Trait Theory

Taking a look at trait theory, you'll see that it is in many ways related to Great Man Theory when it comes to understanding leadership. In the 1930s, many working in leadership studies believed that the traits of leaders were simply different than those of non-leaders, and that effective leaders were born, not made. A number of studies were done that looked at those in leadership roles, examining their physical, mental, and social characteristics to come up with a list of traits that could be linked to leadership effectiveness. While researchers initially thought there was great promise in this theory, studies would go on to show that there were no universal traits that consistently separated effective leaders from other individuals, though this may have been in part to blame on poor methodology on the part of the researchers. Yet these findings do bring up some interesting points and also showcase just how hard it is to pin down what separates good leaders from bad ones.

1.2.3 Participative Leadership Theory

The idea of a participative leadership style arises from the work of Dr. Rensis Likert in 1967. Likert proposed several types of leadership styles including exploitative authoritative, benevolent authoritative, consultative, and participative. Participative leaders were those who show great concern for employees and use input and advice from these individuals when making decisions. Today, the ability to be seen as a participative leader can still be important and those in leadership positions that don't take the thoughts and feelings of their subordinates into account are rarely regarded as truly great leaders.



1.2.4 Situational Leadership Theory

Situational theories of leadership generally propose that leaders choose the best course of action based on variables that change from situation to situation. It was first proposed by Dr. Paul Hersey and Dr. Ken Blanchard, who believed that leaders chose their leadership style based on the maturity or level of the follower, dividing up the necessary leadership behaviors into four different quadrants. These included directing, coaching, supporting, and delegating, in order of those that provide the most supervision and direction to those that require the least. The fundamental lesson of this theory is that there is no one “best” style of leadership, and to truly be effective, leaders have to change and adapt their methods depending on the situation and the person or group they’re working with. Not bad advice, no matter who you’re leading.

1.2.5 Contingency Theory of Leadership

If you believe that a given environment determines what leadership strategy is best, then you’ll want to learn more about the Contingency Theory of Leadership. Proposed by Dr. Fred Fiedler, this theory states that the best leadership style isn’t set in stone but varies depending on a given situation, meaning that some leaders simply may not be a good fit for certain environments. Fiedler developed the Least Preferred Coworker Scale as a way to determine which managers would be the best fit for a leadership assignment. In order to determine whether a leader is favorable for a given task, Fiedler examined three factors: the leader-member relationship, the degree of task structure, and the leader’s position power. If all three of these dimensions are high, the leader, and his or her leadership style, is considered a favorable match. For example, a leader with a drill sergeant-like attitude probably isn’t the best choice for an office that requires creative thinking and collaboration.

1.2.6 Path-Goal Theory of Leadership

The Path-Goal Theory of Leadership was developed in the mid-’70s by Martin G. Evans and Robert J. House and draws heavily on an earlier theory by Victor Vroom called the Expectancy Theory. The theory relies on the assumption that subordinates will be motivated to do work when three conditions are fulfilled: they believe they can do the work, they believe their efforts will result in a specific outcome or reward, and they believe the outcome or reward will be worthwhile. The Path-Goal



part of the theory comes in with respect to how leaders can help get subordinates to feel this way about the task at hand. According to their theory, leaders will be able to improve the motivation of subordinates by increasing the number of payoffs, making the path to the goal clear through direction and coaching, removing obstacles and road blocks, and making work more satisfying. This theory may be decades old, but the lessons it offers are just as relevant in today's workplace as they were then, offering some scientifically backed fundamentals of leadership everyone should know.

1.2.7 Authentic Leadership Theory

Authentic Leadership Theory is relatively new, coming onto the scene in 2008 when it was coined by researchers Bruce Avolio and Fred Luthans, and it's undoubtedly a term you've heard in business or leadership literature before. At the heart of the authentic leadership theory is the idea that leaders should demonstrate a pattern of behavior that promotes a healthy work environment, both mentally and physically, creates an ethical climate, fosters self-awareness, is transparent, and offers an internal moral perspective. That's a tall order, but one that many businesses, some hopelessly focused on profit over personnel, may need to find in management to help retain and motivate employees.

1.2.8 Charismatic Leadership Theory

This leadership theory is drawn from the term "charismatic authority," coined by sociologist Max Weber, which he defined as "devotion to the exceptional sanctity, heroism, or exemplary character of an individual person, and of the normative patterns of order revealed or ordained by him." Weber believed that certain people are exceptional due to their individual personalities, which makes them more attractive and charismatic as leaders, with people naturally wanting to follow their lead. If you want to see this in action, head to any schoolyard playground and see which kids are running the show; they're likely to be the most charismatic. Yet, this type of leadership isn't the most stable, Weber warns, and can easily dissolve in the absence of the leader or when his or her qualities are called into question.

1.2.9 Transformational Leadership Theory

If you're looking for a leadership theory with a broad base of research behind it, then Transformational Leadership Theory is probably your best bet. It has been the subject of countless books, articles, and academic investigations from the



1980s up to the present day, including a seminal work on the theory by James McGregor Burns in 1978. According to Burns' book, transformational leadership exists in opposition to transactional leadership. Where transactional leadership is superficial, transformational leadership is a process by which real, lasting changes are made in both followers and leaders. Burns states that in transformational leadership, "leaders and followers raise one another to higher levels of morality and motivation." In subsequent literature, some researchers have suggested that transformational leaders motivate followers by focusing on a common purpose, addressing intrinsic rewards and higher needs like self-actualization, and by developing a deep and lasting commitment with and in those being led. It is ideally what every leader should aspire to be, and there's more than a few books out there that can help any budding business professional learn a thing or two about this style of management.

Servant Leadership Theory

The concept of the leaders serving their followers is not a new idea, but it has a long history. It is beyond the geographical locations, cultures, religion and philosophy. It especially plays an important role in many religions throughout the world and they include Judaism, Hinduism, Islam, Confucianism, Christianity and Buddhism (Sendjaya, Sarros, & Santora, 2008; Bekker, 2010; Rohm, 2013). As a philosophical idea, servant leadership supports the archetype of the golden rule, treating others as one would like to be treated. The golden rule is evident in at least 20 major religions (Edmonton Interfaith Centre for Education and Action, n.d.).

Servant leadership formally entered academics through the work of Robert Greenleaf (1904-1990). Greenleaf was the pioneer of modern servant leadership, and he spent his life working at AT&T, retiring in 1964. After that, he founded the Center for Applied Ethics, today known as the Greenleaf Center for Servant Leadership. In 1970 with his essay "The Servant as Leader", Greenleaf began a 20-year career of writing, teaching, and living servant leadership. Greenleaf said that servant leaders are first and foremost a servant and help their followers become "...healthier, wiser, freer, more autonomous, and more likely themselves to become servant leaders" (Greenleaf, 2002, p. 27).



2.1 Definition of Servant Leadership

Sendjaya and Sarros (2002) stated that only anecdotal evidence exists "to support a commitment to an understanding of servant leadership... One reason for the scarcity of research on servant leadership is that the very notion of 'servant as leader' is an oxymoron" (p. 57). In 2010, Winston stated that we still "lack a unified accepted theory of servant leadership" (p. 186). In the same year, Van Dierendonck observed, "despite its introduction 40 years ago and empirical studies that started more than a decade ago (Laub, 1999), there is still no consensus about a definition and theoretical framework of servant leadership" (p.2).

In the same article that Greenleaf (1977) coined the term servant leadership, he gave a broad definition and stated how to best measure the phenomenon:

The difference manifests itself in the care taken by the servant—first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 1977).

To sum up, Servant Leadership is the leadership type that can help teachers become servant leaders who mainly serve the needs of the students and others first and focus on their growth and development before their own.

2.2 Components of Servant Leadership

Since Greenleaf's writings, many authors and scholars have developed many different components of servant leadership that are reviewed in this study. The servant leadership's components often overlap, building on the earlier work of authors and scholars.

Larry Spears, CEO of the Greenleaf Center for Servant Leadership from 1990-2007, and a servant leader in his own right, assembled one of the first lists of servant leader traits. Spears (1995, 1996, 2005) combed through Greenleaf's published and many unpublished works, compiling Greenleaf's ideas into the 10 components listed in the following table.



Table 1 Components of Servant leadership by Spears

Components	Explanations
Listening	Servant leaders' communication skills are enhanced through a deep commitment to listening intently to the followers. Servant leaders seek to identify and clarify the will of the group. Receptive listening and reflection are essential to the growth of a servant leader.
Empathy	Servant leaders strive to understand and empathize with others. They accept and recognize followers for their unique spirits; and they assume others have good intentions, even if they disagree with behavior or performance.
Healing	Servant leaders are adept at healing others as well as themselves. They help make others whole by facilitating the healing of broken spirits. Servant leaders share with followers the search for wholeness.
Awareness	Servant leaders exhibit a general awareness of what is happening in the organization. They possess a keen sense of self-awareness and an understanding of issues involving ethics and values. Servant leaders are often described as disturbers and awakeners.
Persuasion	Servant leaders employ persuasion rather than position authority when making decisions within the organization. They prefer to convince rather than coerce followers. Servant leaders are very effective with building consensus within the group.
Conceptualization	Servant leaders do not deal only with short-term goals and thinking. They are able to stretch their thinking to encompass broader-based conceptual thinking. Servant leaders can nurture the abilities of others to "dream great dreams" and to think beyond day-to-day realities.



Table 1 (Continued)

Components	Explanations
Foresight	Servant leaders are capable of understanding lessons from the past, seeing the realities of the present, and predicting likely consequences of decisions. They are adept at intuitive thinking.
Stewardship	Servant leaders are dedicated to holding their institutions in trust for the greater good of society. They are committed to serving the needs of others.
Commitment to the Growth of People	Servant leaders believe in the intrinsic value of people beyond their tangible contributions as workers. They feel responsible for nurturing the personal, professional and spiritual growth of employees.
Building Community	Servant leaders are dedicated to rebuilding the sense of community that has been lost with the shift to large institutions.

Jim Laub (1999) has been studying servant leadership since his doctoral dissertation in 1999 on servant organizations. Laub is the Dean of the MacArthur School of Leadership at Palm Beach Atlantic University and the President of the OLAGroup (OLAGroup, 2011). Jim Laub's doctoral dissertation aimed at answering three basic research questions concerning Servant Leadership; the first one was to define servant leadership, the second one to determine the components of servant leadership, and the third one to assess the presence of these components through a written instrument. Laub is also one of the most cited authors concerning the definition of servant leadership (Parris & Peachey, 2013).

Laub also developed a measuring instrument (Organizational Leadership Assessment, OLA). After performing an extensive review, Laub identified twenty components of servant leaders and submitted them to a discussion with experts through a Delphi group. After two rounds of the Delphi group, Laub managed to identify the essential components of servant leaders and grouped them in the following six components.



Table 2 Laub's (1999) Servant Leadership

Components	Explanation
Values people	Leaders receptively listen to their followers. Both believe in and trust each other. All have an attitude of serving others.
Develops people	Leaders encourage followers through affirmation and model desired behavior. They set the example for others to follow. The organization provides opportunities for learning and personal growth.
Builds community	Leaders build relationships and work collaboratively with their followers. They value diversity and differences in people.
Displays authenticity	Leaders are open and accountable. They are transparent in all they do. Leaders and followers conduct themselves with honesty and integrity. All are willing to learn from each other.
Provides leadership	Leaders envision the future by setting the vision and mission of the organization. They translate these into goals, taking the initiative to accomplish them.
Shares leadership	Leaders share their vision with all in the organization. They share power by delegating responsibility, thus releasing control and empowering followers to make decisions. Leaders share their status, not being above their followers.

Patterson's (2003) dissertation examined the servant leadership literature and proposed a model with seven components: (1) agapao love, (2) humility, (3) altruism, (4) vision, (5) trust, (6) empowerment, and (7) service. Patterson defined servant leaders as ones "who lead an organization by focusing on their followers, such that the followers are the primary concern and the organizational concerns are peripheral". This model is unique in that it is the only one that includes love as a dimension of servant leadership.



Table 3 Patterson's (2003) Servant Leadership

Components	Explanations
Agapao Love	Love is the cornerstone of the servant leader-follower relationship. Servant leaders see followers as whole persons with different gifts and talents. They are able to focus on followers first, then on their talents and how those talents benefit the organization.
Humility	Servant leaders are able to keep their accomplishments and talents in perspective. They focus on others rather than themselves. Servant leaders have an authentic desire to help others, and they search for ways to serve others through staying in touch with their followers.
Altruism	Servant leaders help others just for the sake of helping. They have an unselfish concern for others which often involves personal sacrifice. Servant leaders' behaviors are directed toward the benefit of others even when those behaviors are against their own personal interests.
Vision	Servant leaders have a vision for their individual followers. They help others to see the big picture by enabling them to develop a clear sense of purpose and direction. Servant leaders develop within others the mission to serve and encourage followers to become more than they thought possible.
Trust	Servant leaders develop trust through demonstrating integrity and concern for others. They create open environments where everyone has a voice and they work collaboratively.
Empowerment	Servant leaders empower others with the best interest of those being served in mind. They teach and develop people as leaders through shared decision-making and shared responsibility. Servant leaders make it a priority to grow new servant leaders.
Service	Servant leaders choose the interests of others over self-interests. They see leadership as a calling - a life mission. Servant leaders accept the responsibility for serving others; and they are committed to an authentic, personal involvement with followers through the giving of their time, energy, care, and compassion.



Page and Wong (2003) identified authoritarian hierarchy and egotistical pride as the opposing forces to servant leadership, and they wanted their new instrument to reflect these two new factors. By rearranging and modifying some of the original 99 items, Page and Wong created the Servant Leadership Profile – Revised (SLPR). The SLPR contains 62 items divided into 7 components: (1) Empowering and Developing Others, (2) Vulnerability and Humility, (3) Serving Others, (4) Open, Participatory Leadership, (5) Inspiring Leadership, (6) Visionary Leadership, (7) Courageous Leadership (Integrity and Authenticity).

Table 4 Page and Wong's (2003) Servant Leadership

Components	Explanations
Developing and empowering others	Leaders consistently delegate responsibility and empower followers. Leaders find ways to serve followers and make them successful.
Vulnerability and humility	This is actually scored as Power and Pride, negative traits that are opposite of vulnerability and humility. Scores below 2.0 on these items indicates servant leadership.
Authentic leadership	Leader is genuine, honest, and transparent. Leader has a servant's heart.
Open, participatory leadership	Leader listens actively and receptively to followers' concerns, even in areas of disagreement. Leader cares for the welfare of followers.
Inspiring leadership	Leader communicates and casts vision with enthusiasm and confidence that followers embrace.
Visionary leadership	Leader has a definite mission. Leader is proactive rather than reactive.
Courageous leadership	Leader means what he or she says and says what he or she means. Leader has courage and determination in difficult situations.

Dennis and Bocarnea (2005) refined the 42- item Servant Leadership Assessment Instrument to measure Patterson's (2003) model within organizations.



Dennis and Bocarnea did not find evidence of Patterson’s altruism and service components, noting that they may require further definition. They modified the servant leadership model to five components: (1) agapao love, (2) humility, (3) vision, (4) trust, and (5) empowerment.

Table 5 Dennis and Bocarnea’s (2005) Servant Leadership

Components	Explanations
Agapao Love	Love is the cornerstone of the servant leader-follower relationship. Servant leaders see followers as whole persons with different gifts and talents. They are able to focus on followers first, then on their talents and how those talents benefit the organization.
Humility	Servant leaders are able to keep their accomplishments and talents in perspective. They focus on others rather than themselves. Servant leaders have an authentic desire to help others, and they search for ways to serve others through staying in touch with their followers.
Vision	Servant leaders have a vision for their individual followers. They help others to see the big picture by enabling them to develop a clear sense of purpose and direction. Servant leaders develop within others the mission to serve and encourage followers to become more than they thought possible.
Trust	Servant leaders develop trust through demonstrating integrity and concern for others. They create open environments where everyone has a voice and they work collaboratively.
Empowerment	Servant leaders empower others with the best interest of those being served in mind. They teach and develop people as leaders through shared decision-making and shared responsibility. Servant leaders make it a priority to grow new servant leaders.

Whittington, Frank, May, Murray, and Goodwin (2006) developed a Servant Shepherd Leadership Indicator (SSLI), 75-item survey with 72 questions on an 8- point Likert scale with three open-ended questions that leads to four components of



servant leadership including (1) other-centeredness, (2) facilitative environment, (3) self-sacrifice, and (4) follower affirmation.

Table 6 Whittington et al.'s (2006) Servant Leadership

Components	Explanations
Other-centeredness	Empathy, humility, listening
Facilitative environment	Foster learning and teamwork, remove obstacles
Self-sacrifice	Service to others, keeps high commitments
Follower affirmation	Recognize unique contribution, inherent worth, look out for best interest of individual above that of the organization

John E. Barbuto and Jr. Daniel W. Wheeler (2006) reviewed Spears' (1995) 10 servant leadership components and added an eleventh—calling, the natural desire to serve; calling, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and community building. Data from 80 leaders and 388 raters were used to test the internal consistency, confirm factor structure, and assess convergent, divergent, and predictive validity. They finally got five servant leadership factors— (1) altruistic calling, (2) emotional healing, (3) persuasive mapping, (4) wisdom, and (5) organizational stewardship.

Table 7 Barbuto et al.'s (2006) Servant Leadership

Components	Explanations
Altruistic calling	Making a positive difference. Meeting followers' needs. Putting other's interests first.
Emotional healing	Empathy, listening, safe environments to voice opinions, facilitate healing
Wisdom	Awareness, observation, anticipation of environment and consequences.



Table 7 (continued)

Components	Explanations
Persuasive mapping	Sound reasoning, mental frameworks, conceptualization, visualization, compelling.
Organizational stewardship	Societal contribution, community development, responsibility, well-being, making things better, positive legacy.

Wong and Davey (2007) contemplated narrowing the model to five components but no further development has occurred. The new 5 components would be (1) a servant’s heart (humility and selflessness), who we are, our self-identity; (2) serving and developing others, why we want to lead, our motive; (3) consulting and involving others, how we lead, our method; (4) inspiring and influencing others, what affects we have, our impact; and (5) modeling integrity and authenticity, how others see us, our character.

Robert Liden, Sandy Wayne, Hao Zhao and David Henderson (2008) examined previous servant leadership models, including Spears’ (1995), Page and Wong’s (2000), and Barbuto and Wheeler’s (2006). Through testing and controlling for both transformational leadership and leader–member exchange, they developed seven components of servant leadership. (1) conceptual skills, (2) empowering, (3) helping subordinates grow and succeed, (4) creating value for the community, (5) behaving ethically, (6) emotional healing, and (7) putting subordinates first.

Table 8 Liden et al.’s (2008) Servant Leadership

Components	Explanations
Emotional healing	“Act of showing sensitivity to others’ personal concerns”.
Creating value for community	“Conscious, genuine concern for helping the community”.
Conceptual skills	“Possessing the knowledge of the organization and tasks at hand so as to be in a position to effectively support and assist others, especially immediate followers”



Table 8 (continued)

Components	Explanations
Empowering	“Encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks”
Helping subordinates grow/succeed	“Demonstrating genuine concern for others' career growth and development by providing support and mentoring” (p. 161).
Putting subordinates first	“Using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority”.
Behaving ethically	“Interacting openly, fairly, and honestly with others”.

Sendjaya, Sarros and Santora (2008) reviewed previous servant leadership literature, the authors identified 22 behaviors associated with the practice of servant leadership and classified them into six components: (1) Voluntary subordination; (2) Authentic self; (3) Covenantal relationship; (4) Responsible morality; (5) Transcendental spirituality; and (6) Transforming influence.

Table 9 Sendjaya et al.'s (2008) Servant Leadership

Components	Explanations
Voluntary subordination	Willingness to serve and acts of service. A “willingness to take up opportunities to serve others whenever there is a legitimate need regardless of the nature of the service, the person served, or the mood of the servant leader” (p. 406).
Authentic self	A “secure sense of self” (p. 407) derived from humility, integrity, accountability, security, and vulnerability.
Covenantal relationship	Unconditional acceptance of others, to include acceptance, availability, equality, and collaboration. An “intensely personal bond marked by shared values, open-ended commitment, mutual trust, and



Table 9 (continued)

Components	Explanations
	concern for the welfare of the other party” (p. 407).
Responsible morality	Moral reasoning based on internalized principles and moral action in ends and means. Helps people internalize justice and doing the right thing. Ends and means “are morally legitimized, thoughtfully reasoned, and ethically justified” (p. 407).
Transcendental spirituality	Fosters intrinsic motivation, religiousness, interconnectedness, sense of mission, and wholeness. One is “attuned to the idea of calling in seeking to make a difference in the lives of others through service, from which one derives the meaning and purpose of life” (p. 408).
Transforming influence	Followers want to become like the leader through vision, modeling, mentoring, trust, and empowerment. “Those served by servant leaders are positively transformed in multiple components (e.g. emotionally, intellectually, socially, and spiritually) into servant leaders themselves” (p. 408).

Dirk van Dierendonck, Inge Nuijten (2011) provided a recent comprehensive review of servant leadership concepts, models, and survey instruments. After an exhaustive review of perhaps all previous servant leadership literature and models, they derived an eight-dimension model from a 30-item survey instrument. The components include (1) empowerment, (2) accountability, (3) standing back, (4) humility, (5) authenticity, (6) courage, (7) interpersonal acceptance, and (8) stewardship.

Table 10 Dierendonck et al.’s (2011) Servant Leadership

Components	Explanations
Empowerment	Enabling and encouraging development, proactiveness, self-confidence, information sharing, and decision making.
Accountability	Providing boundaries for and showing confidence in followers..



Table 10 (continued)

Components	Explanations
	Giving responsibility to followers for outcomes
Standing back	“Extent to which a leader gives priority to the interest of others first and gives them the necessary support and credits”
Humility	Realizing one’s strengths and weaknesses, seeking follower’s contributions to overcome these, and admitting mistakes.
Authenticity	Being transparent and true to oneself.
Courage	Guided by values, taking risks, innovation, creativity, challenging the status quo.
Interpersonal acceptance	Empathy, forgiveness, trust, no revenge.
Stewardship	Being a caretaker and role model.

Reed, Vidaver-Cohen, Colwell (2011), in a perceived need to define and measure servant leadership for senior executives, they created the Executive Servant Leadership Scale. Though much of their discussion is on ethical leadership, they considered the model one of servant leadership. They took 55 items from four earlier servant leadership instruments (Barbuto & Wheeler, 2006; Ehrhart, 2004; Liden et al., 2008; Page & Wong, 2003), created a 4-point Likert scale, and tested their model with 218 adult learners and alumni at a Florida private college, presumably Eckerd College, where Reed works. Through factor analysis, they reduced the number of items to 25. These loaded on five components including (1) interpersonal support, (2) building community, (3) altruism, (4) egalitarianism, and (5) moral integrity.



Table 11 Reed et al.'s (2011) Servant Leadership

Components	Explanations
Interpersonal support	“Helping others succeed, nurturing employees’ leadership potential, listening carefully to others, sharing decision-making with those most affected by decisions, treating employees with dignity and respect, and recognizing when organizational morale is low” (p. 425).
Building community	“Valuing individual differences, encouraging a spirit of cooperation, and inspiring organizational commitment” (p. 425).
Altruism	“Serving others willingly with no expectation of reward, sacrificing personal benefit to meet employee needs, placing the interests of others before self-interest, and preferring to serve others over being served” (p. 425).
Egalitarianism	“Welcoming constructive criticism, displaying interest in learning from employees, inviting input from all levels of the organization and encouraging debate of their ideas”
Moral integrity	“Behavior that inspires employee trust and promotes transparency and honesty throughout the organization—refusing to use manipulation or deceit to achieve personal goals, freely admitting mistakes, and valuing integrity over profit or material gain”

Mittal and Dorfman (2012) developed a servant leadership model with five components including (1) egalitarianism, (2) moral integrity, (3) empowering, (4) empathy, and (5) humility. Dorfman is one of the original lead investigators in the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study. House, Hanes, Javidan, Dorfman, and Gupta’s (2004) GLOBE project identifies nine different cultural components from an extensive survey in the years 1994-1997 of 17,000 managers in 951 organizations within 62 societies. Mittal and Dorfman took the 112 items in the GLOBE survey instrument and culled it down to 41, 35, and finally 27 items through exploratory factor analysis. They compared the data of 12,681 respondents from the GLOBE studies for these 27 items and came up with the following five components (cited by Rohm, 2013).



Table 12 Mittal and Dorfman's (2012) Servant Leadership

Components	Explanations
Egalitarianism	"Service, consultative, putting subordinates first"
Moral Integrity	"Moral courage, ethical behavior"
Empowering	"Empowering and developing people"
Empathy	"Interpersonal acceptance and emotional healing"
Humility	"Humility and modesty"

Focht & Ponton (2015) developed the latest model of servant leadership in this year. They conducted a study with main purpose to more clearly define servant leadership by identifying primary components of the phenomenon through a Delphi study. Greenleaf (1977) stated that servant leadership "begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (p. 13). Greenleaf clearly stated that in servant leadership, service comes before leadership. Because a servant leader serves first, they designated those components of a servant as the primary components of servant leadership. In order to serve first, a servant leader must first exhibit the primary components and then aspire to lead. Over 100 components of servant leadership have been identified in the literature (Sendjaya, 2003, p. 4). Focht & Ponton conducted a Delphi study with scholars in the field of servant leadership and, after three rounds, 12 components were identified as primary components of servant leadership. These components include (1) valuing people, (2) humility, (3) listening, (4) trust, (5) caring, (6) integrity, (7) service, (8) empowering, (9) serving others' needs before their own, (10) collaboration, (11) love/unconditional love, and (12) learning.



Table 13 Focht & Ponton's (2015) Servant Leadership

Components	Explanations
Value people	Servant leaders truly value people for who they are, not just for what they give to the organization. Servant leaders are first and foremost committed to people, particularly their followers.
Humility	Servant leaders do not promote themselves, they promote others . . . putting others first. They are truly humble, not humble as an act.
Listening	Listens receptively—nonjudgmentally. Are willing to listen because they truly want to learn from others; to understand follower/associates, they have to listen deeply. Seek first to understand. Like discernment enables one to know when or where service is needed.
Trust	Servant leaders give trust to others. They are willing to take risks to serve others well. Servant leaders are trusted because they are authentic and dependable.
Caring	They display a kindness toward others and a concern for others. Servant leaders care more for the people than for the organization.
Integrity	Servant leaders are honest, credible, and can be trusted.
Service	The servant leader is servant first.
Empowering	Servant leaders empower others and expect accountability.
Serve others' needs before their own	Servant leaders serve others before self. This is foundational to what it means to be a servant leader. Put others' interests before our own.
Collaboration	Servant leaders reject the need for competition and pitting people against each other. They bring people together. Servant leaders do not go it alone; they work together with others in collaborative endeavors that serve the needs of followers and their organization.
Love	Unconditional love or the ultimate motive to serve.
Learning	This includes learning from those below them in the organization. Servant leaders are learners. They truly want to learn from others.



Teachers' Servant Leadership

In this study, the researcher will review and group the components of servant leadership from all authors described in the previous section to gain the final components for teachers' servant leadership which the researcher believes that they can help teachers become servant leader who mainly serve the needs of the students and others first and focus on their growth and development before their own. The summary of the components and authors are listed in the following table.

3.1 Components and Indicators of Teacher's Servant Leadership

According to the review in this study, there are 92 components of servant leadership from 14 different authors developed since Greenleaf's writings in 1970. However, as we can see that most of the components are very similar in meaning even though the scholars have used different words to describe their components of servant leadership. This allows the researcher to be able to put them into 8 groups as the following:



Table 14 Components of Servant leadership

No	Components	Spears (1995)	Laub (1999)	Patterson (2003)	Don Page, et al. (2003)	Dennis et al. (2005)	Whittington et al. (2006)	Barbuto, et al. (2006)	Wong et al. (2007)	Liden, et al. (2008)	Sendjaya, et al. (2008)	Dirk van et al. (2011)	Lora Reed et al. (2011)	Rakesh et al. (2012)	Adam Focht et al. (2015)	Frequency
1	Commitment to the growth of others, Building Community, Stewardship, Developing people, Service, Developing others, Self-sacrifice, Organizational stewardship, Serving and developing others, Creating value for community, Voluntary subordination, Serve others' needs before their own	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	12



Table 14 (continued)

No	Components	Spears (1995)	Laub (1999)	Patterson (2003)	Don Page, et al. (2003)	Dennis et al. (2005)	Whittington et al. (2006)	Barbuto, et al. (2006)	Wong et al. (2007)	Liden, et al. (2008)	Sendjaya, et al. (2008)	Dirk van et al. (2011)	Lora Reed et al. (2011)	Rakesh et al. (2012)	Adam Focht et al. (2015)	Frequency
2	Empowering others, Empowerment, Valuing people, Sharing leadership, Providing leadership, Facilitative environment, Consulting and involving others, Helping subordinates grow/succeed, Transforming influence, Interpersonal support, Egalitarianism, Collaboration		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	12
3	Humility, Vulnerability, Follower affirmation, Altruistic calling, Servant's heart, Putting subordinates first, Covenantal relationship, Standing back			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	11



Table 14 (continued)

No	Components	Spears (1995)	Laub (1999)	Patterson (2003)	Don Page, et al. (2003)	Dennis et al. (2005)	Whittington et al. (2006)	Barbuto, et al. (2006)	Wong et al. (2007)	Liden, et al. (2008)	Sendjaya, et al. (2008)	Dirk van et al. (2011)	Lora Reed et al. (2011)	Rakesh et al. (2012)	Adam Focht et al. (2015)	Frequency
4	Authenticity, Trust, Courageous leadership, Modeling integrity, Behaving ethically, Responsible morality, authentic self, Accountability, Moral integrity, Integrity		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	11
5	Listening, Empathy, Healing, Agapao love, Altruism, Open & participatory leadership, Other-centeredness, Interpersonal acceptance, Caring	✓		✓	✓		✓					✓			✓	6
6	Inspiring leadership, Inspiring, Persuasion, Persuasive mapping, influencing others, Transcendental spirituality,	✓			✓			✓	✓		✓					5
7	Wisdom, Conceptual skills, learning, Courage, Awareness,	✓						✓		✓		✓			✓	5



Table 14 (continued)

No	Components	Spears (1995)	Laub (1999)	Patterson (2003)	Don Page, et al. (2003)	Dennis et al. (2005)	Whittington et al. (2006)	Barbuto, et al. (2006)	Wong et al. (2007)	Liden, et al. (2008)	Sendjaya, et al. (2008)	Dirk van et al. (2011)	Lora Reed et al. (2011)	Rakesh et al. (2012)	Adam Focht et al.	Frequency
8	Foresight, Vision, Visionary leadership	✓		✓	✓	✓										4

According to the table 14, we could see that the first 2 groups have the most frequencies (12 each), then group #3 and group #4 (11 each) and followed by other groups (6, 5 and 4).

However, to make it easier to understand and more convenient for the researcher to conduct the research, the researcher named the new names represent the meaning of each group presented in the table # A above. The researcher has also noticed that the some groups have similar meaning, so he merged them together for the broader meaning for this research. Finally, the researcher grouped them into 6 components and named them as the following.

Serving Others

Since the researcher can see that Commitment to the growth of others, Building Community and Stewardship by Spears (1995); Building Community and Developing people by Laub (1999); Service by Patterson (2003); Developing and empowering others by Page & Wong (2003); Self-sacrifice by Whittington et al. (2006); Organizational stewardship by Barbuto, Wheeler (2006); Serving and developing others by Wong and Davey (2007); Creating value for community by Liden, Wayne, Hao Zhao, Henderson (2008); Voluntary subordination by Sendjaya, Sarros & Santora (2008); Stewardship and Altruism by Dirk van Dierendonck, Nuijten (2011); Building Community by Reed, Vidaver-Cohen, Colwell (2011); Service and Serve others' needs



before their own by Focht & Ponton (2015) all have the similar meaning to serving others, the researcher named the new component as Serving others to represent these components.

Empowerment

Since the researcher has learned that Valuing people, Sharing leadership and Providing leadership by Laub (1999); Empowerment by Patterson (2003); Empowering others by Page, Wong (2003); Empowerment by Dennis & Bocarnea (2005); Facilitative environment by Whittington et al. (2006); Consulting and involving others by Wong and Davey (2007); Empowering others and Helping subordinates grow/succeed by Liden, Wayne, Hao Zhao, Henderson (2008); Transforming influence by Sendjaya, Sarros & Santora (2008); Empowerment by Dierendonck, Nuijten (2011); Interpersonal support and Egalitarianism by Reed, Vidaver-Cohen, Colwell (2011); Empowering others and Egalitarianism by Mittal, Dorfman (2012); Valuing people, Empowering others and Collaboration by Focht & Ponton (2015) all have similar meaning to empowerment, the researcher named the new component as Empowerment to represent these components.

Caring for Others

The research also noticed that Listening, Empathy, Healing, Persuasion by Spears (1995); Agapao love, Altruism by Patterson (2003); Open & participatory leadership, Inspiring leadership by Page, Wong (2003); Agapao love by Dennis & Bocarnea (2005); Other-centeredness by Whittington et al. (2006); Healing, Persuasive mapping by Barbuto, Wheeler (2006); Inspiring and influencing others by Wong and Davey (2007); Healing by Liden, Wayne, Hao Zhao, Henderson (2008); Transcendental spirituality by Sendjaya, Sarros & Santora (2008); Interpersonal acceptance by Dierendonck, Nuijten (2011); Empathy by Mittal, Dorfman (2012); Listening, Agapao love, Caring by Focht & Ponton (2015) all have similar meaning to caring for others, the researcher named the new component as Caring for Others to represent these components.



Humility

The research has also found out that Humility by Patterson (2003); Humility, Vulnerability by Page, Wong (2003); Humility by Dennis & Bocarnea (2005); Follower affirmation by Whittington et al. (2006); Altruistic calling by Barbuto, Wheeler (2006); Servant's heart by Wong and Davey (2007); Putting subordinates first by Liden, Wayne, Hao Zhao, Henderson (2008); Covenantal relationship by Sendjaya, Sarros & Santora (2008); Humility, Standing back by Dierendonck, Nuijten (2011); humility by Mittal, Dorfman (2012) and by Focht & Ponton (2015) all have similar meaning to humility so he named the new component as Humility to represent these components.

Trust

The researcher has also learned that Authenticity by Laub (1999); Trust by Patterson (2003); Courageous leadership, Authenticity by Page, Wong (2003); Trust by Dennis & Bocarnea (2005); Modeling integrity, Authenticity by Wong and Davey (2007); Behaving ethically by Liden, Wayne, Hao Zhao, Henderson (2008); Responsible morality, authentic self by Sendjaya, Sarros & Santora (2008); Accountability, authenticity by Dierendonck, Nuijten (2011); Moral integrity by Reed, Vidaver-Cohen, Colwell (2011) and by Mittal, Dorfman (2012); Trust, Integrity by Focht & Ponton (2015) all have similar meaning to trust so the researcher named the new component as Trust to represent these components.

Wisdom

Last but not least, the researcher has also noticed that Foresight and Awareness by Spears (1995); Vision by Patterson (2003) and by Dennis & Bocarnea (2005); Visionary leadership by Page, Wong (2003); Wisdom by Barbuto, Wheeler (2006); Conceptual skills by Liden, Wayne, Hao Zhao, Henderson (2008); Courage by Dierendonck, Nuijten (2011); Learning by Focht & Ponton (2015) all have similar meaning to wisdom, the researcher named Wisdom as the new component to represent these component.



Table 15 Frequencies of the Synthesized Components of Teachers' Servant leadership

No	Synthesized Components	Spears (1995)	Laub (1999)	Patterson (2003)	Don Page, et al. (2003)	Dennis et al. (2005)	Whittington et al. (2006)	Barbuto, et al. (2006)	Wong et al. (2007)	Liden, et al. (2008)	Sendjaya, et al. (2008)	Dirk van et al. (2011)	Lora Reed et al. (2011)	Rakesh et al. (2012)	Adam Focht et al. (2015)	Frequency
1	Serving Others	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	12
2	Empowerment		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	12
3	Caring for Others	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	12
4	Humility			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	11
5	Trust		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	11
6	Wisdom	✓		✓	✓	✓		✓		✓		✓			✓	8

According to table 15, the first three components (Serving Others, Empowerment, and Caring for Others) have the most frequencies with 12 ticks, followed by Humility and Trust with 11 ticks. Wisdom is the last component that has only 8 ticks.

In conclusion, there are 6 components of teachers' servant leadership including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom, and the research has used all of them to conduct his research.

Table 16 Components and indicators of teachers' servant leadership

Teachers' Servant Leadership		
No	Components	Indicators
1	Serving others	<ol style="list-style-type: none"> Teachers work with self-sacrifice and high commitment to the growth of students. Teachers are willing to help all co-workers to grow altogether. Teachers are willing to help the organization as needed. Teachers serve the needs of the students before their own.



No	Components	Indicators
		5. Teachers try to develop people, organization and the community.
2	Empowerment	1. Teachers value the students and others in all situations. 2. Teachers provide good leadership to the students and others. 3. Teachers consult with the students and others and involve them in making any important decisions. 4. Teachers work as a team. 5. Teachers try to build a good collaboration with the students and others.
3	Caring for Others	1. Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs. 2. Teachers try to understand, identify and empathize with all the concerns of the students. 3. Teachers accept that some students will fail at some point. 4. Teachers understand that failing is an important part of the learning process. 5. Teachers know how to rebuild the student's self-confidence after a failure. 6. Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct. 7. Teachers inspire the students study hard.
4	Humility	1. Teachers are humble. 2. Teachers are happy to get feedback from the students and others. 3. Teachers do not promote themselves; they promote their students and others. 4. Teachers readily admit when they are wrong. 5. Teachers put the students and others first.
5	Trust	1. Teachers try to be a good model with high moral integrity for their students. 2. Teachers are willing to build trust through honesty and empathy. 3. Teachers are willing to be vulnerable in order to be transparent. 4. Teachers promote tolerance, kindness, and honesty in the work place. 5. Teachers behaving ethically, authentically and accountably.
6	Wisdom	1. Teachers know how the students react to the lesson plan, teaching methods and other issues. 2. Teachers are able to adapt to serve the needs of the students. 3. Teachers have a clear vision for their students. 4. Teachers have good knowledge and skills to help the students learn and



Table 15 (continued)

No	Components	Indicators
6	Wisdom	develop effectively. 5. Teachers are very focused and disciplined at work. 6. Teachers always keep learning and improving their knowledge and skills.

The Strategies to Develop Teachers’ Servant Leadership

The trait leadership theory believes that people are either born or are made with certain qualities that will make them excel in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values put anyone in the shoes of a good leader. Moreover, behavioral theories of leadership are also based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states, so people can learn to become leaders through different ways.

According to leadership training company named Business and Industry on the website of the Queensland Government, they have recommended 4 main strategies to develop leadership skills as the following:

1. Coaching: This is a structured form of learning over a set period, where a dedicated coach trains an individual in a set task or skill. It has clear, measurable goals, and is useful for business leadership because it's difficult to improve leadership skills in an isolated one-off training session.

2. Mentoring: One-to-one relationships where knowledge, skills and perspectives are shared within a business provide an efficient and cost-effective training method. It can often help to motivate and improve the skills of both the mentee and the mentor. Unlike coaching, it is an ongoing process of development.

3. Workshops and training: Group training sessions and workshops can be a useful and cost-effective way to train a number of your staff in leadership skills.

4. Networking: Observe and speak with other influential leaders to find out how they developed their leadership skills. You can also try to emulate their leadership style.

According to an article “Nurturing leadership qualities in your staff” shared by

a company called Inspiring Business Performance posted on its website on 27 Jul 2015, they recommended 4 strategies to nurture leadership qualities in the employees as the following:

1. Give increased responsibility: Providing opportunities to take on additional responsibility will show your employee how much you trust them. How you do this depends on the person's role and your organization but there are usually ways to offer small leadership roles, such as a place on a committee or chairing a team meeting. Other ways to increase an individual's responsibility include delegating challenging assignments and tasking them with special projects. Give those you're nurturing the autonomy and freedom to solve problems for your organization.

2. Mentoring programme: Offering a mentor programme can help to support those in whom you spot potential. Pairing them with a senior leader will give your junior staff the opportunity to benefit from the senior member's experience and they can be inspired to push forward and achieve their goals. Providing mentors can also assist your future leaders in growing their leadership skills. The mentors could suggest books to read, TED talks to watch, and so on.

3. Provide training in areas of development: In their current role it might not be possible for your future leaders to be exposed to areas that they need to develop, for example commercial knowledge. Offering training that fills these knowledge gaps is a good way to help your staff develop. This could be done formally through an external training provider or informally through work-shadowing or internal coaching on specific skills and leadership competencies.

4. Recognize achievements and show your appreciation: One of the traits of a good leader is commitment and dedication to the organization. Your leadership team needs to be fully invested in your company, aiming to be able to encourage and engage junior employees. Thanking your staff and giving honest recognition for their work achievements can help them to feel appreciated and enhance their job satisfaction. As Bart Cleveland wrote for Ad Age, "Sure, it is an employee's job to do their best. But ask yourself, would you give even more if you knew you were appreciated?"

Developing the capabilities is accomplished mostly through time and experience including supplemented by external study, select course-work, good feedback and coaching from someone in the professional world (Leadership & the



Project Manager, 2009 Art Petty). There are some ideas as follows:

1. Seek out a senior level leadership mentor in your organization. Find someone you respect and that you believe exhibits the characteristics that you aspire to develop and engage their help as a mentor. Many people are thrilled to be asked.
2. Have your team members and colleagues evaluate you.
3. Create developmental opportunities in the areas that your team members indicate improvement and challenge yourself to improve. Ask for follow-up feedback.
4. Work hard to cultivate your executive sponsor and gain insights into how your projects fit into the firm's strategic plans. Have your sponsor update the team.
5. Change your reading habits. Read something from the world of leadership or strategy for 60 minutes every day.
6. Work on improving your meeting management habits. Reduce the number of status meetings and reduce their scheduled time. Always pre-publish an agenda and stay on task.
7. Sign up for Toastmasters or take another program in public speaking.
8. Actively solicit feedback from your team members on your own performance. Learn to be a great receiver of feedback.

Burroughs Wellcome Fund Howard Hughes Medical Institute (2006) also present some formal ways to develop leadership skills such as: find a mentor, read books and attend training, seminars or short courses offered at university and get to know the strength and weaknesses.

Frank Gallo, Ph.D., Chief Leadership Consultant, Hewitt Greater China, wrote in his article "What Should a Leadership Program Look Like?" in 2010 that there are numerous components to a leadership development program. A company need not have them all, but the more you do, the more likely you will reach people in ways that will help them be better leaders. Common leadership development programs include: mentoring personal development, coaching, training, developmental assignments, key project teams (action learning), rotational assignments, and global assignments. Certainly, the best practice is to combine many of these into a formal program as some companies in Asia are doing now.

To sum up, teachers' servant leadership can be developed in many different ways, training is one of the most effective and efficient ways because training is popular



and effective in the context of Cambodia, and there are many good strategies that the trainer can use to make the training program the most successful experience for both the trainer and the participants. The following are most common training strategies.

Classroom or Instructor-Led Training: Instructor-led training remains one of the most popular training techniques for trainers. There are many types including:

Blackboard or whiteboard: This may be the most “old-fashioned” method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.

Overhead projector: This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customize presentations easily on the spot.

Video portion: Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.

PowerPoint presentation: Presentation software is used to create customized group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Employees can also use the programs individually, which allows for easy make-up sessions for employees who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods.

Storytelling: Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described.

Interactive Methods: There are many ways that you can break up training sessions and keep trainees attentive and involved, including:

Quizzes: For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a pre-quiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their pre-quiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.

Small group discussions: Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran employees to pass on their experience to newer employees.

Case studies: Adults tend to bring a problem-oriented way of thinking to



workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real job-related situations, employees can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.

Active summaries: Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.

Q & A sessions: Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.

Question cards: During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.

Role-playing: By assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.

Participant control: Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.

Demonstrations: Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.

Hands-On Training: Experiential, or hands-on, training, offers several more effective techniques for teaching employees, including:

Cross training: This method allows employees to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having employees who can perform more than one job. Cross-training also gives employees a better appreciation of what co-workers do and how their own jobs fit in with the work of others to achieve company goals.

Demonstrations: They are attention-grabbers. They are an excellent way to



teach employees to use new equipment or to teach the steps in a new process. They are also effective in teaching safety skills. Combined with the opportunity for questions and answers, this is a powerful, engaging form of training.

Coaching: The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kinds of training. There are usually no set training sessions. A manager, supervisor, or veteran employee serves as the coach. He or she gets together with the employee being coached when time allows and works with this employee to answer questions, suggest more effective strategies, correct errors, guide toward goals, give support and encouragement or provide knowledgeable feedback.

Apprenticeships: They give employers the opportunity to shape inexperienced workers to fit existing and future jobs. These programs give young workers the opportunity to learn a trade or profession and earn a modest income. Apprenticeship combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more.

Drills: Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness, for example.

Computer-Based Training (CBT): It is becoming increasingly prevalent as technology becomes more widespread and easy to use. Though traditional forms of training are not likely to be replaced completely by technological solutions, they will most likely be enhanced by them. Human interaction will always remain a key component of workplace training.

Nonetheless, it is a good idea to look more closely at what training technologies have to offer and how they might be used to supplement existing training programs or used when developing new ones. Computer-based training formats vary from the simplest text-only programs to highly sophisticated multimedia programs to virtual reality. Consider the following types:

Text-only: The simplest computer-based training programs offer self-paced training in a text-only format. These programs are similar to print-based, individualized training modules with the addition, in most cases, of interactive features. While simple in format, these programs can be highly effective and present complicated information and concepts in a comprehensible and easily accessible way.



CD-ROM: A wide variety of off-the-shelf training programs covering a broad range of workplace topics are available on CD-ROM. Programs can also be created by training consultants for the specific needs of the particular organization or individual departments.

Multimedia: These training materials are an advanced form of computer-based training. They are much more sophisticated than the original text-only programs. In addition to text, they provide stimulating graphics, audio, animation, and/or video. Multimedia tends to be more provocative and challenging and, therefore, more stimulating to the adult mind. Although costs are higher than text-only software, the benefits in terms of employee learning may well be worth it. Multimedia training materials are typically found in DVD format.

Virtual reality: Virtual reality is three-dimensional and interactive, immersing the trainee in a learning experience. Most virtual reality training programs take the form of simulation, which is a highly effective form of training. It is hands-on experience without the risks of actual performance. Flight simulators, for example, have been used successfully for years to train airline and military pilots in critical flying skills, as well as to prepare them for emergency situations in a safe and forgiving environment.

Online or E-Learning: In addition to computer-based training, many companies with employees in a variety of locations across the country are relying on other technologies to deliver training. According to the ASTD “State of the Industry” report, companies are using a record level of e-learning, and ASTD predicts that number will continue to rise. This method is becoming more and more popular as access to the Web becomes more widely available. Some examples include:

Web-based training. This method puts computer-based training modules onto the Web, which companies can then make available to their employees either on the company’s intranet or on a section of the vendor’s website that is set up for your company. There are many courses available on the Internet in many different topic areas. These courses provide a hands-on, interactive way for employees to work through training presentations that are similar to CD-ROM or PowerPoint, on their own. Training materials are standardized because all trainees will use the same program. Materials are also easy to update, so your training is always in step with your industry. Web-based training programs are also often linked with software (a learning



management system, or LMS) that makes trainees' progress trackable, which makes recordkeeping very easy for the training administrator.

Tele-or-videoconferencing. These methods allow the trainer to be in one location and trainees to be scattered in several locations. Participants are networked into the central location and can usually ask questions of the trainer via the telephone or by a web chat feature. Lectures and demonstrations can be effective using this method.

Audio-conferencing: This method is similar to videoconferencing but involves audio only. Participants dial in at the scheduled meeting time and hear speakers present their training. Question and answer sessions are frequently held at the end of sessions in which participants can email questions or call in and talk to a presenter.

Web meetings, or webinars: This method contains audio and visual components. Participants dial in to receive live audio training and also follow visual material that appears on their computer screens. These presentations are similar to CD-ROM or PowerPoint presentations and sometimes offer minimal online interactivity. Q & A sessions may also be held at the end of sessions.

Online colleges and universities: This method is also known as distance learning, and many schools now offer certificates or degrees through online programs that require only minimal on-campus residency.

Collaborative document preparation: This method requires participants to be linked on the same network. It can be used with coaches and trainees to teach writing reports and technical documents.

E-mail: You can use e-mail to promote or enhance training. Send reminders for upcoming training. Solicit follow-up questions for trainers and/or managers. Conduct training evaluations through e-mail forms.

Blended Learning Approach: Blended learning is a commonsense concept that results in great learning success. The blended learning approach is simply acknowledging that one size doesn't fit all when it comes to training. In a nutshell, blended learning means using more than one training method to train on one subject.

To sum up, training with a blended learning approach is the best strategy to strengthen teachers' servant leadership because one size doesn't fit all when it comes to training and it allows the trainer to use more than one training method.



Program and Components of Program

5.1 Definition of program

There are some definitions of program such as:

A program, defined by businessdictionary.com, is “a plan of action aimed at accomplishing a clear business objective, with details on what work is to be done, by whom, when, and what means or resources will be used”.

A program, defined by thefreedictionary.com, is “a plan which has been developed for a particular purpose”; “a series of steps to be carried out or goals to be accomplished” or “a system of projects or services intended to meet a public need”.

A program, defined by [a dictionary.reference.com](http://dictionary.reference.com), is “a plan or schedule of activities, procedures, etc., to be followed; planned, coordinated group of activities, procedures, etc., often for a specific purpose, or a facility offering such a series of activities”.

In conclusion, program is about the continuous training for employees that should be applied through workshops, seminars, training courses and conferences in order to improve and foster their knowledge and skills by learning from three sources (the instruction, materials and the other participants) to enable them to have effective performance in organization.

5.2 Components of program

PDI Ninth House (2004) created the Successful Manager’s Leadership Program with clear components as follows: (1) background and overview about university, (2) experience of university in providing expertise in developing a wide range of continuing professional education, (3) program purpose, (4) program scope; (5) PROFILOR® 360 feedback tool, (6) program objectives, (7) contents, (8) program length, (9) program design and philosophy, (10) participants, and (11) instructors.

APCEIU and UNESCO Bangkok (2006) mentioned about designing Training Programmes for EIU and ESD: A Trainer’s Guide in which to design a training of trainers’ workshop including some components: (1) purpose, (2) context, (3) process, (4) targets group, (5) length, (6) location, (7) budget, (8) resources and materials, (9) list the need and expectations of the target group, (10) expectations of organizations, (11) methodologies, (12) support team, (13) how many people involved



and (13) evaluation/effectiveness.

Tayntor (2010) presents “Training is critical”. Developing appropriate training and having the correct trainer help ensure that the experience is positive. Effective training is training that is targeted to customers’ needs and comfort zones and delivered by skilled trainers. The training program includes some components such as: (1) target participants, (2) training method, (3) trainer, (4) brief description of training, (5) length (hours), (6) prerequisites, (7) participant materials (List of all materials that trainer will be provided to participants), and (8) other training materials (List of other materials that trainer will require to conduct the class).

Center for Creative Leadership (2014) created the core development program for the Leading Managers audience. This program will strengthen the ability to manage complexity, balance competing priorities and collaborate up, down and across the organization to drive tangible results. Leadership is a five-day program that provides skills (to lead effectively up, down, and across the organization), knowledge (about themselves and their context to improve their ability to get things done) and confidence (to own their role and unlock leadership potential). This program includes (1) objectives of program, (2) contents, (3) participants, (4) tuition, (5) length, (6) class size, (7) instructors, (8) coaching, (9) locations, (10) language and (11) scale-up option.

Professional Education (2015) that recently created the short programs with the title “Challenges of leadership in teams”, there are main components including: (1) content, (2) delivered methods, (3) level, (4) assessment, (5) who should attend, (6) learning objectives, (7) program outline, (8) schedule, (9) participants comments, (10) instructors; and (11) location.

Build Leader (2015) is one of the well-known companies providing leadership training and business development services in Cambodia, and recently it provided 2 day training on "Leadership for Excellence" its costumers. The training program include (1) trainees (who should take this course?), (2) training objective (why should you take this course?), (3) contents, (4) approach, (5) training details (dates, timing, venue, fees, registration & deadline), (10) trainer.

Educational Development Institute (2015) is another famous organization in Cambodia that provides training services on leadership, management and other skills to their customers, and it recently provided a 4-day training course on " Management and



Leadership Skills for Managers" to their customers. That train program included (1) course objective, (2) course details (duration, date, language, venue, and fees), (3) course content, (4) trainer, (5) trainees (who should attend?).

Training and Consulting Centre (2015) is also one of the leading private companies that provide training services on leadership, management and other skills to their customers in Cambodia. Recently, it just finished a train program on "Procurement and Contract Management Skill" to their customers. The training program consisted of (1) training objective (why should you attend this training? and learning outcomes), (2) course contents, (3) trainer, (4) training methodology, (5) trainees (who should attend the course?), (5) training materials, (6) training fees.

After reviewing the programs from these eight sources, the researcher has found out that those programs have similar components and some components are overlap and not important to include in the program. Finally, the research can get 10 components of the program after grouping and synthesizing them as you can see in the following table.

Table 17 Grouping the components of the program

No	Synthesized Components	Grouping Similar Components
1	Training Objectives	Learning objectives (Professional Education), Program purpose and Program objectives (PDI Ninth House), Purpose (APCEIU and UNESCO Bangkok), Objectives of program (Center for Creative Leadership), Training objective (Training and Consulting Centre and Build Leader) and course objective (Educational Development Institute)
2	Content of the Training	Content (Professional Education, PDI Ninth House and Center for Creative Leadership, Training and Consulting Centre, Build Leader, Educational Development Institute), Course Name or Brief Description of Training (Tayntor)



Table 17 (continued)

No	Synthesized Components	Grouping Similar Components
3	Training Methods	Delivery methods (Professional Education), program design and philosophy (PDI Ninth House), methodologies and process (APCEIU and UNESCO Bangkok), training method (Tayntor), coaching, language and scale-up option (Center for Creative Leadership), training methodology (Training and Consulting Centre), approach (Build Leader)
4	Length of the training	Schedule (Professional Education), Program length (PDI Ninth House), Length (APCEIU and UNESCO Bangkok, Tayntor and Center for Creative Leadership), duration (Educational Development Institute), timing (Build Leader)
5	Trainees	Who should attend (Professional Education, Training and Consulting Centre, Educational Development Institute), participants (PDI Ninth House and Center for Creative Leadership), targets group (APCEIU and UNESCO Bangkok), target participants (Tayntor)
6	Size of the training	Program scope (PDI Ninth House), How many people involved (APCEIU and UNESCO Bangkok), Class size (Center for Creative Leadership)
7	Trainer	Instructors (Professional Education, PDI Ninth House, Center for Creative Leadership), Support team (APCEIU and UNESCO Bangkok), Trainer (Tayntor, Training and Consulting Centre, Build Leader, Educational Development Institute)
8	Location of the Training	Location (Professional Education, APCEIU and UNESCO Bangkok, Center for Creative Leadership, Build Leader, Educational Development Institute)
9	Training Materials	Resources and materials (APCEIU & UNESCO Bangkok, Training and Consulting Centre), Participant materials and Other training materials (Tayntor)



Table 17 (continued)

No	Synthesized Components	Grouping Similar Components
10	Training Evaluation	Assessment (Professional Education), Evaluation/effectiveness (APCEIU and UNESCO Bangkok), PROFILOR® 360 feedback tool (PDI Ninth House)

Table 18 Frequencies of the components of the program

No	Synthesized Components	Sources	Professional Education	PDI Ninth House	APCEIU and UNESCO Bangkok	Tayntor	Center for Creative Leadership	Educational Development Institute	Build Leader	Training and Consulting Centre	Frequencies
1	Training Objectives		✓	✓	✓		✓	✓	✓	✓	7
2	Content of the Training		✓	✓		✓	✓	✓	✓	✓	7
3	Training Methods		✓	✓	✓	✓	✓		✓	✓	7
4	Length of the training		✓	✓	✓	✓	✓	✓	✓		7
5	Trainees		✓	✓	✓	✓	✓	✓	✓	✓	8
6	Size of the training			✓	✓		✓				3
7	Trainer		✓	✓	✓	✓	✓	✓	✓	✓	8
8	Location of the Training		✓		✓		✓	✓	✓		5
9	Training Materials				✓	✓				✓	3
10	Training Evaluation		✓	✓	✓						3

To sum up, training program with a blended learning approach will consist of eleven components including 1. training objectives, 2. content of the training, 3. training methods, 4. length of the training, 5. trainees, 6. size of the training, 7. trainer, 8. location of the training, 9. training materials, and 10. training evaluation.

Background of Sustainable Cambodia Organization

Established in 2003, Sustainable Cambodia (SC) is an international nonprofit



organization working to help the residents of rural Cambodian villages create a sustainable quality of life and self-sufficiency through wells, irrigation systems, education, training and empowerment. SC has its head office in the USA and its main operational office in Pursat, Cambodia.

SC's programs and projects are created by local village families and created for their local communities. As a grassroots, volunteer-based organization, every dollar of donations goes to rural village programs. All foreigners are un-paid volunteers and only Cambodians are paid staffs. SC currently has 99 staffs and 59 of them are teachers.

SC relies on public financial support through its projects and child sponsorships, the generous contributions of various International Rotary clubs, private and corporate donors, and the many volunteers who share their skills and expertise.

Utilizing a participatory model, SC facilitates and engages international, national, and local partners in planning and implementing its projects. This model encourages villages to become self-sustaining communities where residents are active participants in advancing their own education, health, economy, and resourcefulness.

SC provides free education to the impoverished students ranging from preschool to grade 12 and university scholarships. SC has also established enrichment schools in 3 main campuses and community schools over 20 rural villages to allow better access to quality education through community preschools, primary schools, and enrichment schools in remote areas.

Related Researches and Articles

Dr. Joyce Jamerson (2015), who has served the field of education since 1997 as a literacy coach, administrator, teacher, childcare facility owner, university professor and researcher, has also mentioned in her most recent article that effective teachers are servant leaders.

Ashlee Mattingly's (2014) online article "Servant Teaching: Applying the Principles of Servant Leadership to the Classroom" proved that the most effective teachers are those who have strong servant leadership qualities and servant teaching can serve as the starting point for student-centered learning.

In Anthony J. Scardino's (2013) dissertation "Servant Leadership in Higher



Education: The Influence of Servant-Led Faculty on Student Engagement”, he also found that servant leadership has a strong influence on the student engagement in the classroom, and his study's results indicated a link between servant leadership and deep approaches to learning with a strong correlation to emotional healing.

The Pennsylvania State University (2013) mentioned in their online article that teachers are an excellent example of the leaders in Servant Leadership.

In Ramajanaki Doraiswamy Iyer's (2013) article “Servant Leadership in Teaching”, it proved that applying servant leadership principles in teaching really enhances the effectiveness of schools in developing better students, and proposed servant leadership style for teachers.

In REN Xiao-chuan's (2010) article, it stated that servant leadership is increasingly in use in both formal and informal education and training programs in the United States and other countries. Servant leadership plays greater importance on the students rather than on the teacher who indulges himself or herself with absolute obedience from the students. It helps to develop and sustain trust between teachers and students.

Carolyn Crippen wrote an article in 2010 about “Serve, Teach, and Lead: It's All about Relationships” and proved that effective teachers should apply servant leadership into their classroom.

Shane D. Lavery's (2009) article with its title as “Religious educators: Promoting servant leadership” supported and proposed that servant leadership is one of the most important leadership models for teachers to help the students learn more effectively.

Dr Joe Martin Hays (2008) “Teacher as Servant Applications of Greenleaf's Servant Leadership in Higher Education” proved and proposed that applying the principles, values and practices of Servant Leadership to teaching can make a profound difference on the impact of learning and in the learning experience of both students and teachers.

Metzcar (2008) showed a positive relationship between servant leadership and effective teaching where a group of 764 National Board Certified Teachers (NBCTs) were surveyed using the Teacher Leadership Assessment (TLA). The results showed that providing leadership is the strength of NBCT, while building community is its weakness. Furthermore, grade level of students and teacher retention time significantly affect the level of servant leadership displayed. This may have implications in the educational setting as teachers of differing experience can increase their potential to



acquire or submit to servant leadership as a means of teaching their students effectively.

A study by Bowman (2005) on teachers as servant leaders suggests that servant leadership is a personal choice and brings accountability for the service to other people. Servant leadership in the classroom is said to grow from within the teacher, and can externally influence the organization. The creation and sustenance of faculty-student relationships for a holistic and shared objective and accountability is a core principle in servant leadership.

Herman and Marlowe (2005) attempted to relate the management values of servant leadership to both teachers and students with the aim of changing the classroom environment into a caring community. In the study, teachers are often seen to be compelled to be servant leaders by the poor environment in which they work, but leading a team toward change is said to be no easy task. For this reason, it was explained that teachers have to understand students' feelings, empathize with their students, and be trained in the skills required to be a servant leader.

Harro Van Brummelen (2005) proved that great teachers are servant leaders in his article called "Teachers as Servant Leaders" and he mentioned that "servant-leader teachers help create a vibrant and loving sense of togetherness and common purpose in their schools. Servant-leader teachers, in other words, willingly serve others in the school community. They invest in the lives of others around them."



CHAPTER III

RESEARCH METHODOLOGY

In conducting research entitle “Developing a Program to Strengthen Teachers’ Servant Leadership in Sustainable Cambodia organization, Pursat Province, Kingdom of Cambodia”, the Research and Development (R&D) technique will be employed for this research study. The process of this conducting research will be divided into three research phases as the following.

Research Phase I: To explore the components and indicators of teachers’ servant leadership

Research Phase II: To investigate the current and desired state of teachers’ servant leadership and the strategy to strengthen teachers’ servant leadership

Research Phase III: To develop a program to strengthen teachers’ servant leadership at Sustainable Cambodia organization

Each stage included procedures and expected outcome as shown in figure 2.



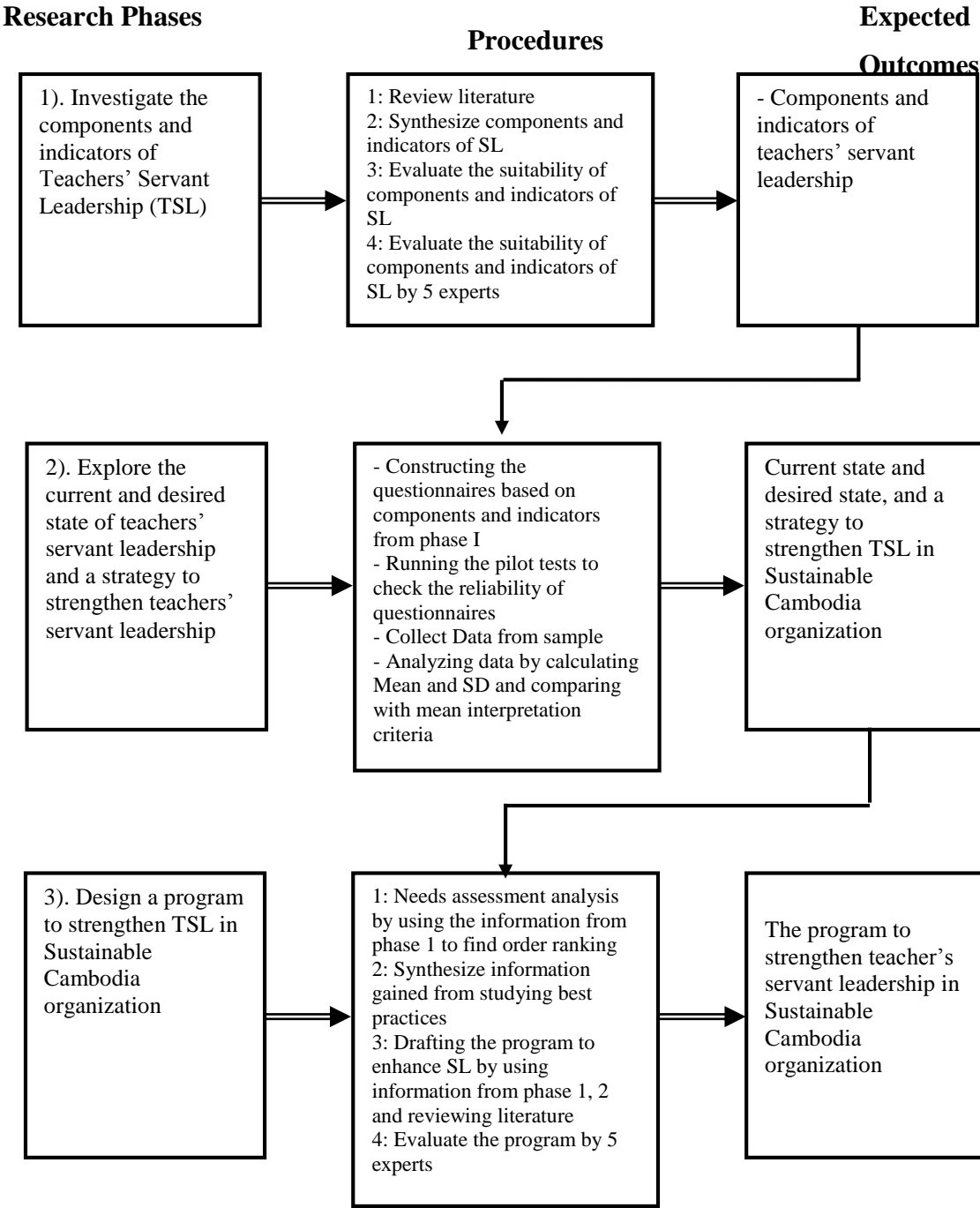


Figure 2 Stages, procedures, and expected outcomes of developing the program

Each stage of research studies will be mentioned in the following:

Research Phase I: Exploring the components and indicators of teachers' servant leadership in Sustainable Cambodia organization

1.1 Procedure

1.1.1 Studying documents, books, and research reports regarding to teachers' servant leadership in Sustainable Cambodia organization

1.1.2. Synthesizing information gained from literature reviews to find the components and indicators of teachers' servant leadership in Sustainable Cambodia organization

1.1.3. Verifying suitability of the components and indicators of teachers' servant leadership in Sustainable Cambodia organization

1.2 Informants

Informants will be 5 experts who will be invited to check and verify the components and indicators of teachers' servant leadership through an evaluation form. In order to find the informants as the experts that meet with criteria with at least 5 years of experience in the field of education, the researcher will ask for the assistance from the director of Sustainable Cambodia organization and from the Associate Dean of Faculty of Education, Maharakham University to indicate the specific experts from Maharakham University in Thailand. There will be 5 experts as the following:

1. Asst. Prof. Dr. Sangkom Pumipuntu, Lecturer of Faculty of Education, Maharakham University, Thailand.

2. Asst. Prof. Dr. Amnaj Chanawongse, Lecturer of Faculty of Education, Maharakham University, Thailand.

3. Mr. Chhim Sovorn, the manager of Kravanh Bright Future Centre (school) in Kravanh district, Pursat province, Cambodia

4. Mr. Pheng Sopheap, the principal of Sylvia Lasky Memorial School in Pursat town, Pursat province, Cambodia

5. Mr. Ruos Mon, the Community Education Project Manager at Sustainable Cambodia organization based in Pursat town, Pursat province, Cambodia



1.3 Research Instruments

1.3.1 Instrument Type

The instrument type in this research, the researcher will use an evaluation form. The evaluation form relating to teachers' servant leadership will be used in order to find the content validity through 5-rating scales of evaluation form. The accuracy of the content validity will be valid if the values of evaluation form range from 3.51 to 5.00. The 5-rating scales of evaluation form is considered as follows:

- 1 Strongly Agree refers to the components are very suitable to the content.
- 2 Agree refers to the components are suitable to the content.
- 3 Undecided refers to the components are unclear to the content.
- 4 Disagree refers to the component are unsuitable to the content.
- 5 Strongly Disagree refers to the component are very unsuitable to the content.

1.3.2 Evaluation Form

The components and indicators of teachers' servant leadership will be evaluated through 5-rating scales of evaluation form by five experts to measure the teachers' servant leadership in Sustainable Cambodia organization.

1.3.3. Instrument Construction

In the research, the researcher will construct the instrument as the following:

1.3.3.1. The evaluation form, the research instrument will be developed based on the literature review and previous studies related to teachers' servant leadership.

1.3.3.2. The researcher will propose the first draft of the evaluation form to Dr. Araya Piyakun, the advisor, to edit and give recommendation in order to get an accurate evaluation form.

1.3.3.3. The researcher will put the components and indicators in the evaluation form and send it to the five experts from Sustainable Cambodia organization and Mahasarakham University to verify through 5-rating scales of evaluation form and perfect them before constructing the questionnaires.



1.4 Data Collection

The data collection, the researcher will conduct as the following steps:

1.4.1 The researcher will request the approval letter. This letter will be done from Faculty of Education of Mahasarakham University, Kingdom of Thailand. This approval letter will be introduced the researcher from the university in order to make the experts confident to deliver the accurate information in the evaluation form.

1.4.2 The approval letter will be attached with hard copy of evaluation form and sent to the experts who are currently working at Sustainable Cambodia organization and Mahasarakham University in Kingdom of Thailand.

1.4.3 Then, the researcher will follow up and gather the evaluation form from the experts.

1.4.4 The researcher will get the evaluation form back from the experts.

1.5 Data Manipulation and Analysis

5.1. Data Manipulation

5.1.1. Check the completion of the response

5.1.2. Keep scoring by using the following criteria

Level of suitability:	Answer	Score
	Strongly Agree	5
	Agree	4
	Undecided	3
	Disagree	2
	Strongly Disagree	1

5.2. Data Analysis

5.2.1 Mean and standard deviation analysis of the suitability of the components and indicators

5.2.2 The interpretations of mean by using the following criteria

Mean range	Interpretation
4.51 - 5.00	Very Suitable
3.51 - 4.50	Suitable
2.51 - 3.50	Unclear



1.51 - 2.50	Unsuitable
1.00 - 1.50	Very Unsuitable

Research Phase II: Explore the current and desired states of teachers’ servant leadership in Sustainable Cambodia organization

2.1 Procedure

2.1.1 Using the research findings in the phase I to design a survey questionnaire in order to explore the current and desired states of teachers’ servant leadership in Sustainable Cambodia organization.

2.1.2 The first drafted questionnaire will be submitted to the advisor to edit and give recommendation in order to get an accurate questionnaire.

2.1.3 The validity of questionnaire will be verified by 5 experts.

2.1.4 The reliability of questionnaire will be tried out with 30 teachers

2.1.5 The survey study will be conducted, after the advisor approves it, in Sustainable Cambodia organization with 274 of the students and 52 teachers.

2.2 Population and Sample

2.2.1. Population

The population in this research will consist of 950 students and 59 teachers currently working and learning at Sustainable Cambodia organization, Cambodia.

2.2.2. Sample

The sample will consist of 274 of the students and 52 teachers and these sample sizes are obtained by comparing the total population to the Krejcie and Morgan’s table and sampling by using a Stratified Random Sampling technique.

Table 19 Numbers of the samples

Population Aspect	Population	Sample Size
Students	950	274
Teachers	59	52
Total	1009	326

2.3 Research Instrument

2.3.1 Instrument Type

The instrument type in this research, the researcher will use a Five-point Likert scale questionnaire including open-ended questions as the research instrument. The questionnaire will include the open-ended questions related to teachers' servant leadership. The accuracy of the content measurement scales of the questionnaire form will range from 1.00 to 5.00. The Five-point Likert scales of questionnaire form is considered as the following:

Current Teachers' Servant Leadership State	Desired Teachers' Servant Leadership State
1: Never	1: Very Undesirable
2: Seldom	2: Undesirable
3: Sometimes	3: Neutral
4: Often	4: Desirable
5: Always	5: Very Desirable

2.3.2 Questionnaire

Teachers' servant leadership based on samples' perception will be rated by five-point rating scale based on the literature review and findings from phase I to measure the teachers' servant leadership. The five-point rating scale will be used to rate teachers' servant leadership. Validity and Reliability

2.3.3 Validity

To design accurate research instruments, it was needed to be evaluated by experts to get validity of each instrument. The following steps were conducted to get questionnaire valid.

1. The first drafted questionnaire was sent to advisor in order to get evaluation and recommendation on it.

2. Then, Validity was measured on it by spreading drafted questionnaire to five experts to verify items of questionnaire by using IOC.

This phase purposes to construct the valid instruments. The items of questionnaire were measured by using IOC (Index of item-objective congruence) through experts' level agreement. IOC (Rovinelli & Hambleton, 1977) was a process where content experts rate individual items on the degree to which they do or do not



measure specific objectives. More specifically, expert was evaluated each item by giving the item a rating scale as follows:

- +1 refers to experts sure the item responds the content.
- 0 refers to experts are not sure the items respond the content.
- 1 refers to experts are sure the items does not respond the content.

The value of IOC can be calculated from the following equation:

$$IOC = \frac{\sum R}{N}$$

Where $\sum R$ = Sum of scores checked by experts

N = Number of experts

According to Brown (1996), if the value of IOC was higher than 0.5, the test was acceptable due to its congruence between the test and objectives or content, but if it was lower than 0.5, the test was unacceptable because it lacks of congruence.

The experts' input in evaluation form was analyzed as criteria $0.5 \leq IOC \leq 1.00$, the components and indicators are suitable. And then, if totally $IOC \leq 0.5$, the components and indicators are unsuitable or it was not valid components and indicators.

2.3.4 Reliability

After getting acceptable IOC level of questionnaire, pilot-testing of questionnaire were taken place at the primary school in Rumpin District, Bogor Regency, with the similar characteristics to the research population. This was for the participant with the number 15 Primary School principals and 15 teachers in Rumpin District. And to get the result of Try-out, Cornbach's Alpha as the formula was used to find out the level of reliability of the questionnaire. There was a commonly accepted rule for describing reliability. By knowing a commonly accepted rule, it was easy to make decision whether or not the items of questionnaire are reliable. A commonly accepted rule of thumb for describing reliability was showing the level of reliability. Here is the table as the result of conducting pilot-testing measuring reliability level of each component become to be used to collect the data.

2.3.5 Instrument Construction

In the research, the researcher will construct the instrument as the following:



2.3.5.1 The questionnaire, the research instrument will be developed based on the literature reviews, previous studies, and research finding from phase I that relates to teachers' servant leadership.

2.3.5.2 The researcher will propose the first draft of questionnaire to his advisor to edit in order to get an accurate questionnaire.

2.3.5.3 The researcher will submit the second draft to experts for checking and giving recommendation for accuracy purposes. There will be 5 experts to verify the questionnaire.

In order to find the informants as the experts that meet with criteria, the researcher will ask for some assistance from the director of Sustainable Cambodia organization and from the Associate Dean of Faculty of Education, Mahasarakham University to indicate the specific experts from Sustainable Cambodia and Mahasarakham University in Thailand. There will be 5 experts as the following:

1. Asst. Prof. Dr. Sangkom Pumipuntu, Lecturer of Faculty of Education, Mahasarakham University, Thailand
2. Asst. Prof. Dr. Amnaj Chanawongse, Lecturer of Faculty of Education, Mahsarakham University, Thailand
3. Mr. Chhim Sovorn, the manager of Kravanh Bright Future Centre (school) in Kravanh district, Pursat province, Cambodia
4. Mr. Pheng Sopheap, the principal of Sylvia Lasky Memorial School in Pursat town, Pursat province, Cambodia
5. Mr. Ruos Mon, the Community Education Project Manager at Sustainable Cambodia organization based in Pursat town, Pursat province, Cambodia

2.3.5.4 The experts will check the content validity to find the content validity through Index of Item-Objective Congruence (IOC) of questionnaires. The accuracy of the content validity is valid if the values of IOC range from 0.60 to 1.00. The researcher will revise the questionnaire based on the experts' suggestion and recommendation and then the questionnaire will be returned to the advisor to approve it. The IOC is considered as the following:

+1 refers to experts are sure the question *agrees to* the content



± 0 refers to experts are *unsure* the question with the content
 -1 refers to experts are sure the question *disagrees* to the content.

2.3.5.5 The questionnaire will be first piloted (Try-out) with 30 non-representative samples in order to find the reliability. The questionnaire will be measured by using five rating scales. The researcher will use the completed computer program to calculate the Alpha Coefficient of Cronbach for the reliability.

2.3.5.6 The questionnaire will be sent to all the samples in Sustainable Cambodia organization in Pursat, Kingdom of Cambodia.

2.4 Data Collection

In this study, the researcher will officially gain access from the setting, Sustainable Cambodia organization, before collecting data. Quantitative and qualitative data shall take approximately 1 month during December 2015 to answer research question regarding teachers' Servant leadership. The data collection, the researcher will conduct as the following steps:

2.4.1 The researcher will request the approval letter. This letter will be done from Faculty of Education, Mahasarakham University, Kingdom of Thailand. This approval letter will be submitted to Sustainable Cambodia in order to request a permission letter to collect data from the samples in Sustainable Cambodia organization and also make the respondents confident in cooperate to deliver the accurate information in the questionnaire.

2.4.2 The permission letter from the organization will be attached with the hard copy of the questionnaires to gain access to samples as well as to gain the cooperation from participants who participate in this study.

2.4.3 Then, the researcher will follow up and gather the questionnaires from the participants.

2.5 Data Manipulation and Analysis

2.5.1 Data Manipulation

2.5.1.1 Check the completion of the response



2.5.1.2 Keep scoring by using the following criteria

<i>Current Teachers’</i>	<i>Score</i>	<i>Desired Teachers’ Servant</i>	<i>Score</i>
<i>Servant Leadership State</i>		<i>Leadership State</i>	
1: Never	1	1: Very Undesirable	1
2: Seldom	2	2: Undesirable	2
3: Sometimes	3	3: Neutral	3
4: Often	4	4: Desirable	4
5: Always	5	5: Very Desirable	5

2.6 Data Analysis

2.6.1 Mean and standard deviation analysis the level of leadership degree of the components and indicators

2.6.2 The interpretations of mean by using the following criteria (Best, 1970)

	<i>Mean</i>	<i>Interpretation</i>
Range of mean tests:	4.50 - 5.00	Very high
	3.50 - 4.49	High
	2.50 - 3.49	Medium
	1.50 - 2.49	Low
	1.00 - 1.49	Very low

Research Phase III: Developing the program to strengthen teachers’ servant leadership in Sustainable Cambodia organization

3.1 Procedure

3.1.1 Using gap analysis to find mean between current and desired states of teachers’ servant leadership level in Sustainable Cambodia organization in Pursat, Cambodia.

3.1.2 Using needs assessment analysis to find Priority Needs Index (PNI modified) and order ranking of teachers’ servant leadership in Sustainable Cambodia organization in Pursat, Cambodia. The formula of PNI modified by Wongwanic (2007) is written as the following;

$$\text{PNI modified} = (I - D)/D$$

Where I: Importance or Mean (\bar{X}) of the desired state

D: Degree of success or Mean (\bar{X}) of the current state

3.1.3 The first draft of the program and evaluation form will be submitted to the advisor and experts to edit and give recommendation in order to get an accurate program.

3.1.4 Evaluation form of the program will be developed by the researcher that will be included the program statements.

3.1.5 The evaluation form will be conducted to find accuracy, appropriation, and usefulness, with the experts after his advisor proves it.

3.2 Informants

There will be five experts as the experts non-randomly through snowball sampling will be invited to evaluate the program to strengthen teachers' servant leadership through an evaluation form that will be synthesized from literature reviews and findings from phase II. In order to find the informants as the experts that meet with criteria, the researcher will ask for assistance from the director of Sustainable Cambodia organization to indicate the specific experts from Sustainable Cambodia. There are 5 experts as the following:

1. Ms. Thun Visa, Admin and Human Resource Manager, Sustainable Cambodia organization, Cambodia
2. Mr. Chhim Sovorn, the manager of Kravanh Bright Future Centre (school) in Kravanh district, Pursat province, Cambodia
3. Mr. Pheng Sopheap, the principal of Sylvia Lasky Memorial School in Pursat town, Pursat province, Cambodia
4. Mr. Ruos Mon, the Community Education Project Manager at Sustainable Cambodia organization based in Pursat town, Pursat province, Cambodia
5. Mr. Douk Chhean, the Community Education Project Manager at Sustainable Cambodia organization based in Kravanh District, Pursat province, Cambodia



3.3 Research Instrument

3.3.1. Instrument Type

The instrument type in the phase III, the researcher will use an evaluation form as the research instrumentation. The evaluation form is about the program to strengthen teachers' Servant leadership in Sustainable Cambodia organization. The three-rating scales will be used to find the content validity in an evaluation form of this research study. The accuracy of the content validity is valid if the values of evaluation form range from 3.51 to 5.00. The five-point rating scales of evaluation form will be considered as follows:

1 Strongly Agree refer to the components are very suitable to the content.

2 Agree refer to the components are suitable to the content.

3 Undecided refer to the components are unclear to the content.

4 Disagree refers to the component are unsuitable to the content.

5 Strongly Disagree refers to the component are very unsuitable to the content.

3.3.2. Evaluation Forms

The program will be evaluated by five experts through three-point rating scale that will be developed by the researcher. The three-point rating scale will be used to rate the program based on knowledge, skills and experts' perspectives.

3.3.3 Instrument Construction

In the research, the researcher will construct the instrument as the following

3.3.3.1 The evaluation form, the research instrument will be developed based on the literature review, previous studies, and findings from phase II of teachers' servant leadership.

3.3.3.2. The researcher will propose the first draft of the evaluation form to his advisor and experts to edit and give recommendation in order to get an accurate evaluation form.

3.3.3.3. The evaluation form will be sent to the experts.

3.4 Data Collection

The data collection, the researcher will conduct as the following steps:



3.4.1 The researcher will request the approval letter. This letter will be done from Faculty of Education of Mahasarakham University, Kingdom of Thailand. This approval letter will be introduced the researcher from the university in order to make the experts confident to deliver the accurate information in the evaluation form.

3.4.2. The approval letter will be attached with hard copy of evaluation form and sent to the experts who are currently working at Sustainable Cambodia organization in Pursat, Cambodia.

3.4.3. Then, the researcher will follow up and gather the evaluation form from the experts.

3.4.4. The researcher will get the evaluation form back from the experts.

3.5 Data Manipulation and Analysis

3.5.1 Data Manipulation

3.5.2 Check the completion of the response

3.5.3 Keep scoring by using the following criteria

3.6. Data Analysis

3.6.1 Mean and standard deviation analysis of the appropriation of the program contents

3.6.2 The interpretations of mean by using the following criteria:

Mean range	Interpretation
4.51-5.00	Very Suitable
3.51-4.50	Suitable
2.51-3.50	Unclear
1.51-2.50	Unsuitable
1.00-1.50	Very Unsuitable



CHAPTER IV

RESULTS OF DATA ANALYSIS

The results obtained from the survey questionnaire show the levels of the current and desired states of teachers' servant leadership in Sustainable Cambodia organization. From those findings, the researcher developed a program to strengthen teachers' servant leadership based on their needs. The researcher presented the procedure of data analysis as follows:

1. The symbols representing for data analysis
2. Phases of data analysis
3. Results of data analysis

The Symbols representing for data analysis

\bar{X}	: Mean
S.D	: Standard Deviation
PNI_{modified}	: Priority Need Index $_{\text{modified}}$
I	: Importance or Mean (\bar{X}) of the desired state
D	: Degree of success or Mean (\bar{X}) of the current state
N	: Number of the samples

The Phases of data analysis

1. Investigating the components and indicators of teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia
2. Exploring the current state, desired state, and the strategy to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia
3. Developing the program to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia



Results of data analysis

4.1 Investigating the components and indicators of teachers’ servant leadership
4.1.1 Validity

The researcher studied a lot of documents and previous research studies about servant leadership. The researcher reviewed and analyzed all components of servant leadership from those resources and synthesized them into 6 components with 33 indicators for teachers’ servant leadership used in this study. Those components included serving others, empowerment, caring for others, humility, trust and wisdom.

Before the questionnaire was used to collect data, the components and their indicators of teachers’ servant leadership and the questionnaire were checked through 5-rating scale evaluation form by 5 experts who have a lot of experiences in the field of education. The results of all components and indicators were all very suitable as shown in the following tables.

Table 20 Mean, Standard Deviation and Level of Suitability of Components of Teachers’ Servant Leadership

Items	Serving others	\bar{X}	S.D	Level of Suitability
1.	Serving others	4.80	0.45	Very Suitable
2.	Empowerment	5.00	0.00	Very Suitable
3.	Caring for Others	5.00	0.00	Very Suitable
4.	Humility	4.60	0.55	Very Suitable
5.	Trust	4.80	0.45	Very Suitable
6.	Wisdom	4.60	0.55	Very Suitable

Table 20 shows that the experts agreed that all the six components of teachers’ servant leadership were very suitable. Empowerment and Caring for Others were the most suitable components ($\bar{X} = 5.00$), followed by Serving others, Trust, Wisdom and Humility.

Table 21 Mean, Standard Deviation and Level of Suitability of Serving Others

Items	Serving others	\bar{X}	S.D	Level of Suitability
1.	Teachers work with self-sacrifice and high commitment to the growth of students.	4.40	0.55	Suitable
2.	Teachers are willing to help all co-workers to grow altogether.	4.60	0.55	Very Suitable
3.	Teachers are willing to help the organization as needed.	4.80	0.45	Very Suitable
4.	Teachers serve the needs of the students before their own.	5.00	0.00	Very Suitable
5.	Teachers try to develop people, organization and the community.	4.20	0.45	Suitable

As shown in table 21, the experts agreed that some indicators of Serving Others were suitable and some were very suitable. The outstanding indicator was Teachers serve the needs of the students before their own, with highest mean scores of 5.00. The indicator with the least mean scores ($\bar{X} = 4.20$) was Teachers try to develop people, organization and the community, followed by Teachers work with self-sacrifice and high commitment to the growth of students and other 2 indicators.

Table 22 Mean, Standard Deviation and Level of Suitability of Empowerment

Items	Empowerment	\bar{X}	S.D	Level of Suitability
1.	Teachers value the students and others in all situations.	4.60	0.55	Very Suitable
2.	Teachers provide good leadership to the students and others.	4.80	0.45	Very Suitable



Table 22 (continued)

Items	Empowerment	\bar{X}	S.D	Level of Suitability
3.	Teachers consult with the students and others and involve them in making any important decisions.	4.00	0.00	Suitable
4.	Teachers work as a team.	5.00	0.00	Very Suitable
5.	Teachers try to build a good collaboration with the students and others.	4.40	0.55	Suitable

As shown in table 22, the experts agreed that 2 indicators of Empowerment were suitable and the other 3 were very suitable. The most suitable indicator was Teachers work as a team, with highest mean scores of 5.00. The indicator with the least mean scores ($\bar{X} = 4.40$) was Teachers try to build a good collaboration with the students and others, and the other indicators were in between.

Table 23 Mean, Standard Deviation and Level of Suitability of Caring for Others

Items	Caring for Others	\bar{X}	S.D	Level of Suitability
1.	Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.	4.80	0.45	Very Suitable
2.	Teachers try to understand, identify and empathize with all the concerns of the students.	4.60	0.55	Very Suitable
3.	Teachers accept that some students will fail at some point.	4.80	0.45	Very Suitable
4.	Teachers understand that failing is an important part of the learning process.	4.60	0.55	Very Suitable



Table 23 (continued)

Items	Caring for Others	\bar{X}	S.D	Level of Suitability
5.	Teachers know how to rebuild the student's self-confidence after a failure.	4.80	0.45	Very Suitable
6.	Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct.	5.00	0.00	Very Suitable
7.	Teachers inspire the students study hard.	4.60	0.55	Very Suitable

As shown in table 23, the experts agreed that seven indicators of Caring for Others were very suitable. The outstanding indicator with the highest mean scores of 5.00 was Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct. The indicators with the least mean scores ($\bar{X} = 4.60$) were Teachers try to understand, identify and empathize with all the concerns of the students, Teachers understand that failing is an important part of the learning process and Teachers inspire the students study hard. Other indicators were in between.

Table 24 Mean and Standard Deviation and Level of Suitability of Humility

Items	Humility	\bar{X}	S.D	Level of Suitability
1.	Teachers are always humble.	4.80	0.45	Very Suitable
2.	Teachers are happy to get feedback from the students and others.	4.60	0.55	Very Suitable
3.	Teachers do not promote themselves; they promote their students and others.	4.80	0.45	Very Suitable
4.	Teachers readily admit when they are	5.00	0.00	Very Suitable



Table 24 (continued)

Items	Humility	\bar{X}	S.D	Level of Suitability
5.	wrong. Teachers always put the students and others first.	4.20	0.45	Suitable

As shown in table 24, the experts agreed that most indicators of Humility were very suitable and only one indicator was just suitable. The most suitable indicator with the highest mean scores of 5.00 was Teachers readily admit when they are wrong. The indicator with the least mean scores of 4.20 was Teachers always put the students and others first. Other indicators were in between.

Table 25 Mean and Standard Deviation and Level of Suitability of Trust

Items	Trust	\bar{X}	S.D	Level of Suitability
1.	Teachers try to be a good model with high moral integrity for their students.	4.60	0.55	Very Suitable
2.	Teachers are willing to build trust through honesty and empathy.	4.00	0.00	Suitable
3.	Teachers are willing to be vulnerable in order to be transparent.	5.00	0.00	Very Suitable
4.	Teachers promote tolerance, kindness, and honesty in the work place.	4.40	0.55	Suitable
5.	Teachers behaving ethically, authentically and accountably.	4.60	0.55	Very Suitable

As shown in table 25, the experts agreed that three indicators of Trust were very suitable and two indicators were just suitable. The outstanding indicator with the highest mean scores of 5.00 was Teachers are willing to be vulnerable in order to be



transparent. The indicator with the least mean scores of 4.00 was Teachers are willing to build trust through honesty and empathy, followed by other indicators.

Table 26 Mean and Standard Deviation and Level of Suitability of Wisdom

Items	Wisdom	\bar{X}	S.D	Level of Suitability
1.	Teachers know how the students react to the lesson plan, teaching methods and other issues.	4.25	0.55	Suitable
2.	Teachers are able to adapt to serve the needs of the students.	4.50	0.55	Suitable
3.	Teachers have a clear vision for their students.	4.75	0.55	Very Suitable
4.	Teachers have good knowledge and skills to help the students learn and develop effectively.	5.00	0.00	Very Suitable
5.	Teachers are very focused and disciplined at work.	4.75	0.45	Very Suitable
6.	Teachers always keep learning and improving their knowledge and skills.	4.75	0.45	Very Suitable

As shown in table 26, the experts agreed that four indicators of Wisdom were very suitable and two indicators were just suitable. The outstanding indicator with the high test mean scores of 5.00 was Teachers have good knowledge and skills to help the students learn and develop effectively. The indicator with the least mean scores of 4.25 was Teachers know how the students react to the lesson plan, teaching methods and other issues, followed by other indicators.

4.1.2 Reliability

The pilot testing was conducted to assess the level of the reliability of the questionnaire with 30 samples who are teachers in Sustainable Cambodia organization. Cronbach's alpha was calculated to find out the reliability in 6 components of teachers'



servant leadership were shown in the following table. The overall value of alpha for the current and desired states is 0.96. Finally, the questionnaire are accepted and delivered to respondents in which contains 33 items.

Table 27 Cronbach's Alpha for the Current and Desired states of Teachers' Servant Leadership

Items	Teachers' Servant Leadership	N = 30	
		Current skills α	Desired skills α
1	Serving others	.88	.92
2	Empowerment	.90	.89
3	Caring for Others	.91	.95
4	Humility	.86	.88
5	Trust	.89	.86
6	Wisdom	.93	.90

In conclusion, all components and indicators of teachers' servant leadership were very suitable.

4.1.3 Respondent's Profile

There were 274 of the students and 52 teachers selected as the samples for this research and their profiles are analyzed in the following table.

Table 28 Respondents' Profile Analysis

Items	N = 326	
	Frequency	Percentage (%)
Gender		
Male	148	45.40 %
Female	178	54.60 %
Joining SC		
Less than 5 years	216	66.26 %
Between 5 and 10 years	110	33.74 %
Over 10 years	0	0 %



Table 28 shows that most of the respondents in survey were female (54.60 %) and 66.26 % of them have joined SC less than 5 years and the others (33.74 %) have joined SC between 5 and 10 years. None of them has joined SC more than 10 years.

4.2 The results of the current and desired states of teachers' servant leadership in Sustainable Cambodia Organization

According to the data from the survey, the levels of teachers' servant leadership in Sustainable Cambodia Organization in the current state were Medium on all components, while the levels of teachers' servant leadership in Sustainable Cambodia Organization in the desired state were Very High on components. The detailed information is written down in the following tables.

Table 29 Mean and Standard Deviations of Current and Desired States of Teachers' Servant Leadership

Items	Teachers' Servant Leadership	Current State			Desired State		
		\bar{X}	S.D	Level of Leadership Degree	\bar{X}	S.D	Level of Leadership Degree
1.	Serving others	3.29	0.38	Medium	4.70	0.38	Very High
2.	Empowerment	3.03	0.36	Medium	4.66	0.45	Very High
3.	Caring for Others	2.70	0.52	Medium	4.66	0.43	Very High
4.	Humility	2.63	0.60	Medium	4.51	0.59	Very High
5.	Trust	2.64	0.60	Medium	4.61	0.60	Very High
6.	Wisdom	2.83	0.43	Medium	4.67	0.49	Very High
Total		2.85	0.39	Medium	4.63	0.41	Very High

Table 29 shows that the overall current state of teachers' leadership at Sustainable Cambodia organization was at medium level while the overall desired state



of teachers' leadership was at very high level. In the desired state of teachers' leadership, all the components were at very high levels.

Table 30 Mean and Standard Deviation of Current States of Serving others

Items	Serving others	Current State		
		\bar{X}	S.D	Level of Leadership
1.	Teachers work with self-sacrifice and high commitment to the growth of students.	3.17	0.78	Medium
2.	Teachers are willing to help all co-workers to grow altogether.	3.33	0.74	Medium
3.	Teachers are willing to help the organization as needed.	3.43	0.69	Medium
4.	Teachers serve the needs of the students before their own.	3.29	0.71	Medium
5.	Teachers try to develop people, organization and the community.	3.26	0.62	Medium
Total		3.29	0.38	Medium

Table 30 shows that the overall current states of serving others were at the medium level. The highest area of serving others was “Teachers are willing to help the organization as needed”, followed by “Teachers are willing to help all co-workers to grow altogether”.

Table 31 Mean and Standard Deviation of Desired State of Serving Others

Items	Serving Others	Desired State		
		\bar{X}	S.D	Level of Priority
1.	Teachers work with self-sacrifice and high	4.74	0.59	Very High



Table 31 (continued)

Items	Serving Others	Desired State		
		\bar{X}	S.D	Level of Priority
2.	commitment to the growth of students. Teachers are willing to help all co-workers to grow altogether.	4.70	0.60	Very High
3.	Teachers are willing to help the organization as needed.	4.68	0.66	Very High
4.	Teachers serve the needs of the students before their own.	4.63	0.63	Very High
5.	Teachers try to develop people, organization and the community.	4.75	0.51	Very High
Total		4.70	0.38	Very High

Table 31 shows that the overall desired state of Serving Others was at the very high levels. The highest area of serving others was “Teachers try to develop people, organization and the community”, followed by “Teachers work with self-sacrifice and high commitment to the growth of students”.

Table 32 Mean, Standard Deviation of Current State of Empowerment

Items	Empowerment	Current State		
		\bar{X}	S.D	Level of Leadership
1.	Teachers value the students and others in all situations.	3.19	0.64	Medium
2.	Teachers provide good leadership to the students and others.	3.27	0.55	Medium



Table 32 (continued)

Items	Empowerment	Current State		
		\bar{X}	S.D	Level of Leadership
3.	Teachers consult with the students and others and involve them in making any important decisions.	2.63	0.60	Medium
4.	Teachers work as a team.	2.89	0.66	Medium
5.	Teachers try to build a good collaboration with the students and others.	3.17	0.61	Medium
Total		3.03	0.36	Medium

Table 32 displays that overall current states of Empowerment was at the medium level. The highest area of Empowerment was “Teachers provide good leadership to the students and others”, followed by “Teachers value the students and others in all situations”.

Table 33 Mean, Standard Deviation of Desired State of Empowerment

Items	Empowerment	Desired State		
		\bar{X}	S.D	Level of Priority
1.	Teachers value the students and others in all situations.	4.68	0.65	Very High
2.	Teachers provide good leadership to the students and others.	4.74	0.56	Very High
3.	Teachers consult with the students and others and involve them in making any important decisions.	4.60	0.66	Very High
4.	Teachers work as a team.	4.63	0.67	Very High
5.	Teachers try to build a good collaboration	4.64	0.70	Very High



Table 33 (continued)

Items	Empowerment	Desired State		
		\bar{X}	S.D	Level of Priority
	with the students and others.			
Total		4.66	0.45	Very High

Table 33 displays that overall desired states of Empowerment was at the very high level. The highest area of Empowerment was “Teachers provide good leadership to the students and others”, and the lowest was “Teachers consult with the students and others and involve them in making any important decisions”.

Table 34 Mean, Standard Deviation of Current State of Caring for Others

Items	Caring for Others	Current State		
		\bar{X}	S.D	Level of Leadership
1.	Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.	2.88	0.67	Medium
2.	Teachers try to understand, identify and empathize with all the concerns of the students.	2.71	0.65	Medium
3.	Teachers accept that some students will fail at some point.	2.69	0.65	Medium
4.	Teachers understand that failing is an important part of the learning process.	2.64	0.62	Medium
5.	Teachers know how to rebuild the student’s self-confidence after a failure.	2.67	0.63	Medium
6.	Teachers rely on the power of persuasion (not their authority) and focus on helping the students	2.67	0.65	Medium



Table 34 (continued)

Items	Caring for Others	Current State		
		\bar{X}	S.D	Level of Leadership
7.	understand why a certain answer (or approach) is correct.			
	Teachers inspire the students study hard.	2.65	0.62	Medium
Total		2.70	0.52	Medium

Table 34 displays that overall current states of Caring for Others was at the medium level. The highest area of Caring for Others was “Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs”, and the lowest was “Teachers understand that failing is an important part of the learning process”.

Table 35 Mean, Standard Deviation of Desired State of Caring for Others

Items	Caring for Others	Current State		
		\bar{X}	S.D	Level of Priority
1.	Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.	4.67	0.71	Very High
2.	Teachers try to understand, identify and empathize with all the concerns of the students.	4.66	0.68	Very High
3.	Teachers accept that some students will fail at some point.	4.46	0.82	Very High
4.	Teachers understand that failing is an important part of the learning process.	4.63	0.70	Very High
5.	Teachers know how to rebuild the student’s self-	4.66	0.62	Very High



Table 35 (continued)

Items	Caring for Others	Current State		
		\bar{X}	S.D	Level of Priority
6.	confidence after a failure. Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct.	4.69	0.70	Very High
7.	Teachers inspire the students study hard.	4.82	0.62	Very High
Total		4.66	0.43	Very High

Table 35 displays that overall desired states of Caring for Others was at the very high level. The highest area of Caring for Others was “Teachers inspire the students study hard”, and the lowest was “Teachers accept that some students will fail at some point”.

Table 36 Mean, Standard Deviation of Current State of Humility

Item	Humility	Current State		
		\bar{X}	S.D	Level of Leadership
1.	Teachers are always humble.	2.63	0.60	Medium
2.	Teachers are happy to get feedback from the students and others.	2.63	0.61	Medium
3.	Teachers do not promote themselves; they promote their students and others.	2.63	0.61	Medium
4.	Teachers readily admit when they are wrong.	2.63	0.61	Medium
5.	Teachers always put the students and others first.	2.63	0.60	Medium
Total		2.63	0.60	Medium



Table 36 displays that overall current states of Humility was at the medium level.

Table 37 Mean, Standard Deviation of Desired State of Humilty

Items	Humility	Current State		
		\bar{X}	S.D	Level of Priority
1.	Teachers are always humble.	4.55	0.81	Very High
2.	Teachers are happy to get feedback from the students and others.	4.53	0.84	Very High
3.	Teachers do not promote themselves; they promote their students and others.	4.45	0.94	High
4.	Teachers readily admit when they are wrong.	4.57	0.82	Very High
5.	Teachers always put the students and others first.	4.45	0.81	High
Total		4.51	0.59	Very High

Table 37 displays that overall desired states of Humilty was at the very high level. The highest area of Humilty was “Teachers readily admit when they are wrong”, and the lowest was “Teachers do not promote themselves; they promote their students and others” and “Teachers always put the students and others first”.

Table 38 Mean, Standard Deviation of Current State of Trust

Items	Trust	Current State		
		\bar{X}	S.D	Level of Leadership
1.	Teachers try to be a good model with high moral integrity for their students.	2.63	0.60	Medium
2.	Teachers are willing to build trust through honesty and empathy.	2.63	0.60	Medium



Table 38 (continued)

Items	Trust	Current State		
		\bar{X}	S.D	Level of Leadership
3.	Teachers are willing to be vulnerable in order to be transparent.	2.63	0.60	Medium
4.	Teachers promote tolerance, kindness, and honesty in the work place.	2.67	0.68	Medium
5.	Teachers behaving ethically, authentically and accountably.	2.63	0.61	Medium
Total		2.64	0.60	Medium

Table 38 displays that overall current states of Trust were at the Medium level. The highest area of Trust was “Teachers promote tolerance, kindness, and honesty in the work place”.

Table 39 Mean, Standard Deviation of Desired State of Trust

Item	Trust	Desired State		
		\bar{X}	S.D	Level of Priority
1.	Teachers try to be a good model with high moral integrity for their students.	4.71	0.70	Very High
2.	Teachers are willing to build trust through honesty and empathy.	4.55	0.85	Very High
3.	Teachers are willing to be vulnerable in order to be transparent.	4.51	0.96	Very High
4.	Teachers promote tolerance, kindness, and honesty in the work place.	4.59	0.78	Very High
5.	Teachers behaving ethically, authentically and accountably.	4.69	0.72	Very High



Table 39 (continued)

Item	Trust	Desired State		
		\bar{X}	S.D	Level of Priority
Total		4.61	0.60	Very High

Table 39 displays that overall desired states of Trust was at the very high level. The highest area of Trust was “Teachers try to be a good model with high moral integrity for their students”, and the lowest was “Teachers are willing to be vulnerable in order to be transparent”.

Table 40 Mean, Standard Deviation of Current State of Wisdom

Items	Wisdom	Current State		
		\bar{X}	S.D	Level of Leadership
1.	Teachers know how the students react to the lesson plan, teaching methods and other issues.	2.62	0.62	Medium
2.	Teachers are able to adapt to serve the needs of the students.	2.66	0.62	Medium
3.	Teachers have a clear vision for their students.	2.68	0.65	Medium
4.	Teachers have good knowledge and skills to help the students learn and develop effectively.	2.70	0.67	
5.	Teachers are very focused and disciplined at work.	2.95	0.68	Medium
6.	Teachers always keep learning and improving their knowledge and skills.	3.37	0.51	Medium
Total		2.83	0.43	Medium



Table 40 displays that overall current states of Wisdom was at the medium level. The highest area of Wisdom was “Teachers always keep learning and improving their knowledge and skills”, and the lowest was “Teachers know how the students react to the lesson plan, teaching methods and other issues”.

Table 41 Mean, Standard Deviation of Desired State of Wisdom

Items	Wisdom	Desired State		
		\bar{X}	S.D	Level of Priority
1.	Teachers know how the students react to the lesson plan, teaching methods and other issues.	4.54	0.78	Very High
2.	Teachers are able to adapt to serve the needs of the students.	4.71	0.64	Very High
3.	Teachers have a clear vision for their students.	4.61	0.73	Very High
4.	Teachers have good knowledge and skills to help the students learn and develop effectively.	4.67	0.79	Very High
5.	Teachers are very focused and disciplined at work.	4.69	0.69	Very High
6.	Teachers always keep learning and improving their knowledge and skills.	4.79	0.59	Very High
Total		4.67	0.49	Very High

Table 41 displays that overall desired states of Wisdom was at the very high level. The highest area of Wisdom was “Teachers always keep learning and improving their knowledge and skills”, and the lowest was “Teachers know how the students react to the lesson plan, teaching methods and other issues”.



4.3. The Results of the teachers' servant leadership development needs in Sustainable Cambodia Organization

To find the gap of the current and desired states of teachers' servant leadership at Sustainable Cambodia organization, Priority Need Index modified was used.

Table 42 Priority Need Index for Teachers' Servant Leadership in Sustainable Cambodia organization

Items	Components	Current States (D)	Desired States (I)	PNI modified (I-D)/D	Rank
1.	Serving others	3.29	4.70	0.43	6
2.	Empowerment	3.03	4.66	0.54	5
3.	Caring for Others	2.70	4.66	0.73	2
4.	Humility	2.63	4.51	0.71	3
5.	Trust	2.64	4.61	0.75	1
6.	Wisdom	2.83	4.67	0.65	4

As shown in table 42, Trust was ranked as the first priority, second priority ranking was Caring for Others, Humility was ranked as the third priority, Wisdom was the fourth priority ranking, Empowerment was ranked as the 5th priority and Serving others was the last priority.

Table 43 Priority Need Index of Serving Others

Items	Serving Others	Current State \bar{X}	Desired State \bar{X}	PNI _{mod}	Rank
1.	Teachers work with self-sacrifice and high commitment to the growth of students.	3.17	4.74	0.49	1



Table 43 (continued)

Items	Serving Others	Current State (\bar{X})	Desired State (\bar{X})	PNI _{mod}	Rank
2.	Teachers are willing to help all co-workers to grow altogether.	3.33	4.70	0.41	3
3.	Teachers are willing to help the organization as needed.	3.43	4.68	0.36	5
4.	Teachers serve the needs of the students before their own.	3.29	4.63	0.40	4
5.	Teachers try to develop people, organization and the community.	3.26	4.75	0.46	2

Table 43 shows that two items that have significant gaps between current and desired states of Serving Others are “Teachers work with self-sacrifice and high commitment to the growth of students” and “Teachers try to develop people, organization and the community” so they are the first two priority needs. The lowest priority need is “Teachers are willing to help the organization as needed”.

Table 44 Priority Need Index of Empowerment

Items	Empowerment	Current State (\bar{X})	Desired State (\bar{X})	PNI _{modified}	Rank
1.	Teachers value the students and others in all situations.	3.19	4.68	0.47	3
2.	Teachers provide good leadership to the students and others.	3.27	4.74	0.45	5
3.	Teachers consult with the students and others	2.63	4.60	0.75	1



Table 44 (continued)

Items	Empowerment	Current State (\bar{X})	Desired State (\bar{X})	PNI _{modified}	Rank
4.	and involve them in making any important decisions. Teachers work as a team.	2.89	4.63	0.60	2
5.	Teachers try to build a good collaboration with the students and others.	3.17	4.64	0.46	4

Table 44 shows that two items that have significant gaps between current and desired states of Empowerment were “Teachers consult with the students and others and involve them in making any important decisions” and “Teachers work as a team” so they were the first two priority needs. The lowest priority need was “Teachers provide good leadership to the students and others”.

Table 45 Priority Need Index of Caring for Others

Items	Caring for Others	Desired State (\bar{X})	Current State (\bar{X})	PNI _{modified}	Rank
1.	Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.	2.88	4.67	0.62	7
2.	Teachers try to understand, identify and empathize with all the concerns of the students.	2.71	4.66	0.72	5
3.	Teachers accept that some students will fail at	2.69	4.46	0.66	6



Table 45 (continued)

Items	Caring for Others	Desired State(\bar{X})	Current State(\bar{X})	PNI _{modified}	Rank
4.	Teachers understand that failing is an important part of the learning process.	2.64	4.63	0.75	3
5.	Teachers know how to rebuild the student's self-confidence after a failure.	2.67	4.66	0.74	4
6.	Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct.	2.67	4.69	0.76	2
7.	Teachers inspire the students study hard.	2.65	4.82	0.82	1

Table 45 shows that three items that have most significant gaps between current and desired states of Caring for Others were “Teachers inspire the students study hard”, “Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct” and “Teachers understand that failing is an important part of the learning process” so they were the first three priority needs. The lowest priority need was “Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs”.

Table 46 Priority Need Index of Humility

Items	Humility	Current State (\bar{X})	Desired State (\bar{X})	PNI _{modified}	Rank
1.	Teachers are always humble.	2.63	4.55	0.73	2



Table 46 (continued)

Items	Humility	Current State $\overline{(X)}$	Desired State $\overline{(X)}$	PNI _{modified}	Rank
2.	Teachers are happy to get feedback from the students and others.	2.63	4.53	0.72	3
3.	Teachers do not promote themselves; they promote their students and others.	2.63	4.45	0.69	4
4.	Teachers readily admit when they are wrong.	2.63	4.57	0.74	1
5.	Teachers always put the students and others first.	2.63	4.45	0.69	4

Regarding to Humility, Table 46 shows that the first priority to improve the leadership in Humility was “Teachers readily admit when they are wrong” at the PNI_{modified} value 0.74 respectively.

Table 47 Priority Need Index of Trust

Items	Trust	Current State $\overline{(X)}$	Desired State $\overline{(X)}$	PNI _{modified}	Rank
1.	Teachers try to be a good model with high moral integrity for their students.	2.63	4.71	0.79	1
2.	Teachers are willing to build trust through honesty and empathy.	2.63	4.55	0.73	3
3.	Teachers are willing to be vulnerable in order to be transparent.	2.63	4.51	0.71	5
4.	Teachers promote tolerance, kindness, and honesty in the work place.	2.67	4.59	0.72	4



Table 46 (continued)

Items	Trust	Current State $\overline{(X)}$	Desired State $\overline{(X)}$	PNI _{modified}	Rank
5.	Teachers behaving ethically, authentically and accountably.	2.63	4.69	0.78	2

Table 47 shows that three items that have most significant gaps between current and desired states of Trust were “Teachers try to be a good model with high moral integrity for their students”, “Teachers behaving ethically, authentically and accountably” and “Teachers are willing to build trust through honesty and empathy” so they were the first three priority needs. The lowest priority need was “Teachers are willing to be vulnerable in order to be transparent”.

Table 48 Priority Need Index of Wisdom

Items	Wisdom	Current State $\overline{(X)}$	Desired State $\overline{(X)}$	PNI _{modified}	Rank
1.	Teachers know how the students react to the lesson plan, teaching methods and other issues.	2.62	4.54	0.73	2
2.	Teachers are able to adapt to serve the needs of the students.	2.66	4.71	0.77	1
3.	Teachers have a clear vision for their students.	2.68	4.61	0.72	4
4.	Teachers have good knowledge and skills to help the students learn and develop effectively.	2.70	4.67	0.73	3
5.	Teachers are very focused and disciplined at	2.95	4.69	0.59	5



Table 48 (continued)

Items	Wisdom	Current State (\bar{X})	Desired State (\bar{X})	PNI _{modified}	Rank
6.	work. Teachers always keep learning and improving their knowledge and skills.	3.37	4.79	0.42	6

Table 48 shows that three items that have most significant gaps between current and desired states of Wisdom were “Teachers are able to adapt to serve the needs of the students”, “Teachers know how the students react to the lesson plan, teaching methods and other issues” and “Teachers have good knowledge and skills to help the students learn and develop effectively” so they were the first three priority needs. The lowest priority need was “Teachers always keep learning and improving their knowledge and skills”.

4.4 The results of the respondents’ ideas related to developing a program to strengthen teachers’ servant leadership in in Sustainable Cambodia Organization

Table 49 Respondents’ ideas on the program

Types of the Program	N = 326	
	Frequency	Percentage (%)
Training	236	72.40%
Workshop	90	27.60%
Others	0	0%

Table 49 shows that most of the respondents in survey selected Training (72.40 %) as the program to strengthen teachers’ servant leadership in Sustainable Cambodia organization, while only 27.60% of the respondents chose Workshop and none of the respondents recommended other types of the program.



4.5 The results on the suitability and possibility of a program to strengthen teachers' servant leadership in Sustainable Cambodia Organization

After the assessments of significant gaps between the current and desired states of teachers' servant leadership in Sustainable Cambodia Organization, training objectives were developed to close those gaps. Since the overall level of teachers' servant leadership in Sustainable Cambodia organization is medium ($X=2.85$, $SD = 0.38$), a 2-day training program will be working well to help close the gaps. Each day of the training will focus on each component of teachers' servant leadership.

Table 50 Training program

Items	Description
1/Training Objectives	Upon the successful completion of this training program, the teachers will be able to understand more about teachers' servant leadership and its six components including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom and be able apply them into their daily work with the students and staff at Sustainable Cambodia organization.
2/Content of the Training	<p>Session #1: Definition of Teachers' servant leadership and examples</p> <p>Session #2: Definition of Serving Others and examples</p> <p>Session #3: Definition of Empowerment and examples</p> <p>Session #4: Definition of Caring for Others and examples</p> <p>Session #5: Definition of Humility and examples</p> <p>Session #6: Definition of Trust and examples</p> <p>Session #7: Definition of Wisdom and examples</p> <p>Session #8: Summative Assessment</p>
3/Training Methods	Brainstorming, role playing, lecturing, presentation, coaching, mentoring and group discussions
4/Length of the training	2 days



Table 50 (continued)

Items	Description
5/Trainees	All teachers currently working at SC
6/Size of the training	59 teachers
7/Trainer	SC's Education Program Manager
8/Location of the Training	Meeting hall at SC's main office in Pursat province, Cambodia
9/Training Materials	Laptop, LCD projector, markers, flipchart, Tape, note books, handouts, attendance list and questionnaire
10/ Training Evaluation	Formative assessment (ask the participants about their understand of the subject matter during the training) and Summative assessment (ask the participants to answer the questionnaire)

Table 51 The level of suitability and feasibility of Components of Training Program

Items	Components	Suitability			Feasibility		
		\bar{X}	S.D	Level of Suitability	\bar{X}	S.D	Level of Feasibility
1	Training Objectives	4.71	.488	Very High	4.57	.535	Very High
2	Content of the Training	4.57	.535	Very High	4.71	.488	Very High
3	Training Methods	4.86	.378	Very High	4.43	.535	High
4	Length of the training	4.71	.488	Very High	4.86	.378	Very High
5	Trainees	4.86	.378	Very High	4.57	.535	Very High
6	Size of the training	4.86	.378	Very High	4.71	.488	Very High
7	Trainer	4.86	.378	Very High	4.57	.535	Very High
8	Location of the Training	4.57	.535	Very High	4.71	.488	Very High
9	Training Materials	4.86	.378	Very High	4.43	.535	High
10	Training Evaluation	4.71	.488	Very High	4.86	.378	Very High

As shown in table 51, the suitability level and feasibility level of Components of Training Program were high and very high.



CHAPTER V

CONCLUSTION

This chapter contains research objectives, the summary of the major findings of the study, conclusions and suggestions to solve some of the problems found out. The outline of research is described as follows:

1. Research objectives
2. Research results
3. Discussion
4. Conclusion and Recommendations

Research Objectives

The objectives of this study were:

1. To investigate the components and indicators of teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia
2. To explore the current state, desired state, and the strategy to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia
3. To design the program to strengthen teachers' servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia

Research Results

The entire results of this study were reported according to the research questions sequence as follows:

1. In investigating the components and indicators of teachers' competency in classroom management, the findings revealed as follows:
 - 1.1. There were six components including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom.
 - 1.2. The indicators of Serving others included Teachers work with self-sacrifice and high commitment to the growth of students, Teachers are willing to help



all co-workers to grow altogether, Teachers are willing to help the organization as needed, Teachers serve the needs of the students before their own, and Teachers try to develop people, organization and the community.

1.3. The indicators of Empowerment were Teachers value the students and others in all situations, Teachers provide good leadership to the students and others, Teachers consult with the students and others and involve them in making any important decisions, Teachers work as a team and teachers try to build a good collaboration with the students and others.

1.4. The indicators of Caring for Others were Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs, Teachers try to understand, identify and empathize with all the concerns of the students, Teachers accept that some students will fail at some point, Teachers understand that failing is an important part of the learning process, Teachers know how to rebuild the student's self- confidence after a failure, Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct and Teachers inspire the students study hard.

1.5. The indicators of Humility included Teachers are humble, Teachers are happy to get feedback from the students and others, Teachers do not promote themselves; they promote their students and others, Teachers readily admit when they are wrong and teachers put the students and others first.

1.6. The indicators of Trust were Teachers try to be a good model with high moral integrity for their students, Teachers are willing to build trust through honesty and empathy, Teachers are willing to be vulnerable in order to be transparent, Teachers promote tolerance, kindness, and honesty in the work place and Teachers behaving ethically, authentically and accountably.

1.7. The indicators of Wisdom were Teachers know how the students react to the lesson plan, teaching methods and other issues, Teachers are able to adapt to serve the needs of the students, Teachers have a clear vision for their students, Teachers have good knowledge and skills to help the students learn and develop effectively, Teachers are very focused and disciplined at work and Teachers always keep learning and improving their knowledge and skills.



2. Regarding the current state of teachers' servant leadership in Sustainable Cambodia organization, the results showed as follows:

2.1. The overall current state of teachers' servant leadership was at the medium level and the overall desired states of teachers' servant leadership was at the very high levels.

2.2. Each component of current state of teachers' servant leadership was at the medium level. And desired state of teachers' servant leadership was higher than the current state of teachers' servant leadership.

3. In designing program to strengthen teachers' servant leadership, the findings showed that:

3.1. Priority Need Index showed that Trust was the first priority, Caring for Others was the second priority, Humility was the third priority, Wisdom was the fourth priority, Empowerment was the fifth priority and Serving others was the last priority.

3.2. Based on PNI_{modified} value, most items had significant gaps between current and desired state of teachers' servant leadership except some items including Teachers work with self-sacrifice and high commitment to the growth of students (Current State $\bar{X} = 3.17$, Desired State $\bar{X} = 4.74$) Teachers are willing to help all co-workers to grow altogether (Current State $\bar{X} = 3.33$, Desired State $\bar{X} = 4.70$), Teachers are willing to help the organization as needed (Current State $\bar{X} = 3.43$, Desired State $\bar{X} = 4.68$), Teachers serve the needs of the students before their own (Current State $\bar{X} = 3.29$, Desired State $\bar{X} = 4.63$) Teachers try to develop people, organization and the community (Current State $\bar{X} = 3.26$, Desired State $\bar{X} = 4.75$), Teachers value the students and others in all situations (Current State $\bar{X} = 3.19$, Desired State $\bar{X} = 4.68$), Teachers provide good leadership to the students and others (Current State $\bar{X} = 3.27$, Desired State $\bar{X} = 4.74$), Teachers try to build a good collaboration with the students and others (Current State $\bar{X} = 3.17$, Desired State $\bar{X} = 4.64$), and Teachers always keep learning and improving their knowledge and skills (Current State $\bar{X} = 3.37$, Desired State $\bar{X} = 4.79$).

3.3. The training program to strengthen teachers' servant leadership consisted of ten elements namely Training Objectives, Content of the Training, Training Methods, Length of the training, Trainees, Size of the training, Trainer, Location of the Training, Training Materials and Training Evaluation. And Training materials ($\bar{X} = 5.00$) and



Length of the training ($\bar{X} = 5.00$) were the highest at the appropriate levels, followed by other elements.

Discussion of the results

The entire discussion of the results of this study was discussed according to the research question sequences as follows:

1. Components and indicators of teachers' servant leadership in Sustainable Cambodia organization

In the first stage, findings showed that there were six components of teachers' servant leadership in Sustainable Cambodia organization namely Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom. Serving others, 1st the component of teachers' servant leadership, consisted of 5 indicators which were all agreed by the respondents and those indicators were Teachers work with self-sacrifice and high commitment to the growth of students, Teachers are willing to help all co-workers to grow altogether, Teachers are willing to help the organization as needed, Teachers serve the needs of the students before their own, and Teachers try to develop people, organization and the community. The 2nd component of teachers' servant leadership, Empowerment, also had five indicators including Teachers value the students and others in all situations, Teachers provide good leadership to the students and others, Teachers consult with the students and others and involve them in making any important decisions, Teachers work as a team, and Teachers try to build a good collaboration with the students and others which were all agreed by the respondents. The 3rd component of teachers' servant leadership, Caring for others, had seven indicators including Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs, Teachers try to understand, identify and empathize with all the concerns of the students, Teachers accept that some students will fail at some point, Teachers understand that failing is an important part of the learning process, Teachers know how to rebuild the student's self-confidence after a failure, Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct, and Teachers inspire the students study hard which were all agreed by the



respondents. The 4th component of teachers' servant leadership, Humility, had five indicators including Teachers are always humble, Teachers are happy to get feedback from the students and others, Teachers do not promote themselves; they promote their students and others, Teachers readily admit when they are wrong, and Teachers always put the students and others first which were all agreed by the respondents. The 5th component of teachers' servant leadership, Trust, had five indicators including Teachers try to be a good model with high moral integrity for their students, Teachers are willing to build trust through honesty and empathy, Teachers are willing to be vulnerable in order to be transparent, Teachers promote tolerance, kindness, and honesty in the work place and Teachers behaving ethically, authentically and accountably which were all agreed by the respondents. The 6th component of teachers' servant leadership, Wisdom, had five indicators including Teachers know how the students react to the lesson plan, teaching methods and other issues, Teachers are able to adapt to serve the needs of the students, Teachers have a clear vision for their students, Teachers have good knowledge and skills to help the students learn and develop effectively, Teachers are very focused and disciplined at work, and Teachers always keep learning and improving their knowledge and skills which were all agreed by the respondents.

2. Current and desired states of teachers' servant leadership

The current state of teachers' servant leadership in Sustainable Cambodia organization: the findings found that the respondents rated the six teachers' servant leadership areas at the medium level of performance including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom. Among these, the highest level was Serving others and followed by other components.

2.1 Serving others

The current state of teachers' servant leadership in Sustainable Cambodia organization was rated at a medium level in term of serving others. It was rated the highest among the six teachers' servant leadership areas ($\bar{X} = 3.29$). As it was considered in each item, it remained at the medium level. Those items included teachers work with self-sacrifice and high commitment to the growth of students ($\bar{X} = 3.17$); teachers are willing to help all co-workers to grow altogether ($\bar{X} = 3.33$); teachers are willing to help the organization as needed ($\bar{X} = 3.43$); teachers serve the needs of the students before their own ($\bar{X} = 3.29$); and teachers try to develop people, organization



and the community ($\bar{X} = 3.26$). However, the respondents rated all items of Serving others at the very high level for the desired state.

2.2. Empowerment

The current state of teachers' servant leadership in Sustainable Cambodia organization was rated at a medium level in term of empowerment ($\bar{X} = 3.03$). As it was considered in each item, it remained at the medium level. Those items were: teachers value the students and others in all situations ($\bar{X} = 3.19$); teachers provide good leadership to the students and others ($\bar{X} = 3.27$); teachers consult with the students and others and involve them in making any important decisions ($\bar{X} = 2.63$); Teachers work as a team ($\bar{X} = 2.89$); and teachers try to build a good collaboration with the students and others team ($\bar{X} = 3.17$). However, the respondents rated all items of Empowerment at the very high level in the desired state with the overall $\bar{X} = 4.66$.

2.3. Caring for Others

The current state of teachers' servant leadership in Sustainable Cambodia organization was rated at a medium level in term of caring for others ($\bar{X} = 2.70$). As it was considered in each item, it remained at the medium level. Those items were: Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs ($\bar{X} = 2.88$); Teachers try to understand, identify and empathize with all the concerns of the students. ($\bar{X} = 2.71$); Teachers accept that some students will fail at some point ($\bar{X} = 2.69$); Teachers understand that failing is an important part of the learning process ($\bar{X} = 2.64$); Teachers know how to rebuild the student's self-confidence after a failure ($\bar{X} = 2.67$); Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct ($\bar{X} = 2.67$); and Teachers inspire the students study hard ($\bar{X} = 2.65$). However, the respondents rated all items of Caring for others at the very high level in the desired state with the overall $\bar{X} = 4.66$.

2.4. Humility

The current state of teachers' servant leadership in Sustainable Cambodia organization was rated at a medium level in term of Humility ($\bar{X} = 2.63$). As it was considered in each item, it remained at the medium level. Those items were: Teachers are always humble ($\bar{X} = 2.63$); Teachers are happy to get feedback from the students and others ($\bar{X} = 2.63$); Teachers do not promote themselves; they promote their



students and others ($\bar{X} = 2.63$); Teachers readily admit when they are wrong ($\bar{X} = 2.63$); and Teachers always put the students and others first ($\bar{X} = 2.63$). However, the respondents rated 3 items of Humility at the very high level and 2 items at the high levels in the desired state with the overall $\bar{X} = 4.51$.

2.5. Trust

The current state of teachers' servant leadership in Sustainable Cambodia organization was rated at a medium level in term of Trust ($\bar{X} = 2.64$). As it was considered in each item, it remained at the medium level. Those items were: Teachers try to be a good model with high moral integrity for their students ($\bar{X} = 2.63$); Teachers are willing to build trust through honesty and empathy ($\bar{X} = 2.63$); Teachers are willing to be vulnerable in order to be transparent ($\bar{X} = 2.63$); Teachers promote tolerance, kindness, and honesty in the work place ($\bar{X} = 2.67$); and Teachers behaving ethically, authentically and accountably ($\bar{X} = 2.63$). However, the respondents rated all items of Trust at the very high level in the desired state with the overall $\bar{X} = 4.61$.

2.6. Wisdom

The current state of teachers' servant leadership in Sustainable Cambodia organization was rated at a medium level in term of Wisdom ($\bar{X} = 2.83$). As it was considered in each item, it remained at the medium level. Those items were: Teachers know how the students react to the lesson plan, teaching methods and other issues ($\bar{X} = 2.62$); Teachers are able to adapt to serve the needs of the students ($\bar{X} = 2.66$); Teachers have a clear vision for their students ($\bar{X} = 2.68$); Teachers have good knowledge and skills to help the students learn and develop effectively ($\bar{X} = 2.70$); Teachers are very focused and disciplined at work ($\bar{X} = 2.95$); Teachers always keep learning and improving their knowledge and skills ($\bar{X} = 3.37$). However, the respondents rated all items of Wisdom at the very high level in the desired state with the overall $\bar{X} = 4.61$.

In conclusion, the findings showed that the respondents in Sustainable Cambodia organization in Pursat province rated all components at the medium levels in the current state of teachers' servant leadership. However, the all components of teachers' servant leadership were rated at the very high levels where were very different from the current state. This indicated that the six areas of teachers' servant leadership were very important for the teachers in Sustainable Cambodia



organization. Moreover, the respondents also helped share their ideas about the program to strengthen teachers' servant leadership in Sustainable Cambodia organization.

72.40% of the respondents recommended training while only 27.60% of the respondents chose workshop as the appropriate program to strengthen teachers' servant leadership in Sustainable Cambodia organization.

Additionally, the needs for the development of teachers' servant leadership in Sustainable Cambodia organization or the gaps between what the students and teachers desired or considered to be important to teachers' servant leadership were identified through PNI modified. The results found that the highest modified PNI value was 0.82 and the lowest value was 0.36. This indicates that these aspects of teachers' servant leadership were required to be improved urgently.

As a result, the result of the survey about teachers' servant leadership in Sustainable Cambodia organization in Pursat province was a good and reasonable evidence in order to help the researcher develop a program to strengthen teachers' servant leadership in Sustainable Cambodia organization, as contribution to improve their effective leadership in the organization.

3. Training Program

Based on the research findings, most of the research correspondents selected training as the most suitable program to enhance teachers' teachers' servant leadership in Sustainable Cambodia organization, and none of them has selected other options rather than workshop and training because they may not know any other program that can be used to strengthen teachers' servant leadership. As a result, the training program was developed and it consisted of training objectives, content of the training, training methods, length of the training, trainees, size of the training, trainer, location of the training, training materials and training evaluation. Furthermore, this training program was developed with the evaluation and suggestions from the experts with experience and knowledge in educational field. A result, all components of the training program were very appropriate.



Conclusion and Recommendations

In conclusion, this research based on the Research and Development method including survey research with 274 students and 52 teachers in Sustainable Cambodia organization in Pursat province and qualitative research method with 05 experts have experience and knowledge to evaluate the suitability and feasibility of application program. The results of this research allowed the researcher to draw several conclusions about the validity of the teachers in Sustainable Cambodia organization in Pursat province, Cambodia. The findings showed that the current state of teachers' servant leadership were at medium level of performance, while their desired state were at the very high level. The respondents considered six areas of teachers' servant leadership as very important and essential components. From there, the needs for the development of teachers' servant leadership or the gaps between what the students and the teachers desired or considered to be important to teachers' servant leadership were identified through PNI modified. The results presented that areas of teachers' servant leadership had the significant gaps between the current and desired states. And the largest and most significant difference between the existing situation level and desired situation level of teachers' servant leadership occurred in the aspect of Trust and Caring for Others where desired level was rated a lot higher and the current level was rated a lot lower, followed by Humility, Wisdom, Empowerment and Serving others. It showed that the gaps of the six aspects of teachers' servant leadership were significant, and these aspects should be developed more to achieve the highest level of performance possible as well as to enhance the educational quality in Sustainable Cambodia organization in Pursat province.

Based on the findings of respondents' needs, teachers' servant leadership development for the teachers in Sustainable Cambodia organization should focus on developing all areas of teachers' servant leadership including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom. The teachers who are able to develop all these aspects of teachers' servant leadership described above would position themselves for future career success. Five experts measured the suitability and feasibility of the application program in Sustainable Cambodia organization at very high level. Furthermore, the experts also had high evaluation about the program. It was



proved by the opinion of experts. The training program would last for 2 days to cover all areas of teachers' servant leadership.

1. Implications

The training program is very suitable and feasible to apply in order to strengthen teachers' servant leadership in Sustainable Cambodia organization. Therefore, it should widen the future research by implementing this research to Sustainable Cambodia organization I in Pursat province, Cambodia.

2. Suggestion for future researches

The findings from this research were expected to provide a basis for fundamental training teachers' servant leadership programs for teachers as well as for further study on teachers' servant leadership. The program for enhancing teachers' servant leadership should be focused and implemented in Sustainable Cambodia organization in order to strengthen teachers' servant leadership in particular as well as to improve the educational quality in general.



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Questionnaire Survey of a Research Study

Title: “Developing a Program to Strengthen Teachers’ Servant Leadership at Sustainable Cambodia Organization in Pursat, Cambodia”

Direction:

1. The questionnaire is divided into three sections:
Section 1: Questions about general information about the respondents
Section 2: Questions about current and desired states of teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia
Section 3: Question about the program for developing teachers’ servant leadership in Sustainable Cambodia organization in Pursat, Cambodia
2. Your answers to all questions are highly important for the data analysis and the completion of this research study.
3. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.
4. You are assured that your views on the content of this survey shall not be used in a way that might cause damage to your reputation as an individual or otherwise, integrity, emotions, or indeed professional conduct.
5. Your participation is voluntary and you are free to withdraw from the process at any point of the survey questionnaire.
6. Should you have any inquiries regarding this research study, please contact the researcher, Mr. SAM Synoun, at ASEAN Classroom Program (ACP), Faculty of Education, Mahasarakham University, Thailand 44150, Tel: +855 12222162, E-mail: synoun@sustainablecambodia.org or mr.synoun@gmail.com

Thank you for taking your valuable time to answer this questionnaire survey.

SAM Synoun

Master of Educational Administration

Faculty of Education, Mahasarakham University



Questionnaire Survey of a Research Study

Title: “Developing a Program to Strengthen Teachers’ Servant Leadership at Sustainable Cambodia Organization in Pursat, Cambodia”

This survey aims to identify the current and desired states of teachers’ servant leadership at Sustainable Cambodia Organization in order to develop a program to strengthen teachers’ servant leadership at Sustainable Cambodia Organization in Pursat, Cambodia. The collected data is ONLY for the purpose of this study, NOT for any other purposes. Therefore, your cooperation plays an important role in my research. Please answer the following questions by ticking ☒ in the box you choose or writing your own answers clearly.

Section 1: Please complete the following demographic questions.

1. What is your gender?

Male ☐

Female ☐

2. What is your role at Sustainable Cambodia Organization?

Teacher ☐

Student ☐


3. How many years have you joined with Sustainable Cambodia Organization?


Under 5 years ☐

5-10 years ☐

Over 10 years ☐

Section 2: For each teachers’ servant leadership state below;

 Please rate your own current leadership state and your desired leadership state if you are a teacher.

 Please rate the teachers’ current leadership state and the desired leadership state for them if you are NOT a teacher.

Please check in the box ☒ that you think it is most suitable to you.

The current state and desired state of teachers’ servant leadership are rated basing on the following five rating scales:



Current Leadership State

- 1: Never
- 2: Seldom
- 3: Sometimes
- 4: Often
- 5: Always

Desired Leadership State

- 1: Very Undesirable
- 2: Undesirable
- 3: Neutral
- 4: Desirable
- 5: Very Desirable

Component 1: Serving Others

Item	Teachers’ Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
1	Teachers work with self-sacrifice and high commitment to the growth of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Teachers are willing to help all co-workers to grow altogether.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Teachers are willing to help the organization as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Teachers serve the needs of the students before their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teachers try to develop people, organization and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 2: Empowerment

Item	Teachers’ Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
6	Teachers value the students and others in all situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Teachers provide good leadership to the students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Teachers consult with the students and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Teachers' Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
	others and involve them in making any important decisions.										
9	Teachers work as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Teachers try to build a good collaboration with the students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 3: Caring for Others

Item	Teachers' Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
11	Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Teachers try to understand, identify and empathize with all the concerns of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Teachers accept that some students will fail at some point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Teachers understand that failing is an important part of the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Teachers know how to rebuild the student's self-confidence after a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Item	Teachers' Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
	correct.										
17	Teachers inspire the students study hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 4: Humility

Item	Teachers' Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
18	Teachers are humble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Teachers are happy to get feedback from the students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Teachers do not promote themselves; they promote their students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Teachers readily admit when they are wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Teachers put the students and others first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 5: Trust

Item	Teachers' Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
23	Teachers try to be a good model with high moral integrity for their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Teachers are willing to build trust through honesty and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Teachers are willing to be vulnerable in order to be transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Teachers promote tolerance, kindness, and honesty in the work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Teachers behaving ethically,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Item	Teachers’ Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
	authentically and accountably.										

Component 6: Wisdom

Item	Teachers’ Servant Leadership	Current State					Desired State				
		1	2	3	4	5	1	2	3	4	5
28	Teachers know how the students react to the lesson plan, teaching methods and other issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Teachers are able to adapt to serve the needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Teachers have a clear vision for their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Teachers have good knowledge and skills to help the students learn and develop effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Teachers are very focused and disciplined at work .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Teachers always keep learning and improving their knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: What type program do you think it is the most suitable for developing teachers’ servant leadership in Sustainable Cambodia organization?

Training ☐ Workshop ☐ Others ☐.....

Thank you for your cooperation!

ប្រុងសំណួរស្ទង់មតិសម្រាប់ការសិក្សាស្រាវជ្រាវ

ចំណងជើង : " អភិវឌ្ឍន៍កម្មវិធីពង្រឹងភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀននៅ អង្គការចេរភាព កម្ពុជា នៅខេត្តពោធិ៍សាត់ ក្នុង ប្រទេសកម្ពុជា "

គោលបំណងនៃការស្ទង់មតិនេះគឺដើម្បីស្វែងរកកម្រិតភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន នៅអង្គការចេរភាពកម្ពុជា នាពេលបច្ចុប្បន្ន និងកម្រិតភាពជាអ្នកដឹកនាំ ដែលអ្នកគ្រប់គ្នាចង់ឱ្យ គ្រូបង្រៀនទាំងអស់មានដើម្បីអភិវឌ្ឍន៍កម្មវិធីបណ្តុះបណ្តាលពង្រឹងភាពជាដឹកនាំដល់ពួកគាត់។

ផ្នែកទី 1: សូមបំពេញសំណួរប្រជាសាស្ត្រដូចខាងក្រោម។

1. តើអ្នកគឺជា ប្រុស ឬស្រី?

ប្រុស ☐

ស្រី ☐

2. តើអ្នកមានតួនាទីអ្វីនៅអង្គការចេរភាពកម្ពុជា?

គ្រូបង្រៀន ☐

សិស្ស ☐

ផ្សេងៗ ☐

3. តើអ្នកបានអ្នកជាមួយចេរភាពអង្គការកម្ពុជាប៉ុន្មានឆ្នាំហើយ?

តិចជាង 5 ឆ្នាំ ☐

5-10 ឆ្នាំ ☐

លើសពី 10 ឆ្នាំ ☐

ផ្នែកទី 2: សូមជីកនៅក្នុងប្រអប់ • ដែលអ្នកគិតថាជាការសមបំផុតដើម្បីអ្នក។

ស្ថានភាពបច្ចុប្បន្ន

1: មិនដែល

2: កម្រ

3: ពេលខ្លះ

4: ជាញឹកញាប់

5: គ្រប់ពេល

ស្ថានភាពអ្នកចង់បាន

1: មិនចង់បានឡើយ

2: មិនចង់បាន

3: មិនដឹង

4: ចង់បាន

5: ចង់បានខ្លាំង



សមាសភាគទី 1: ការបង្រៀនសិស្ស និងអ្នករៀនផ្សេងៗ

លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពបច្ចុប្បន្ន					ស្ថានភាពអ្នកចង់បាន				
		1	2	3	4	5	1	2	3	4	5
1	គ្រូបង្រៀនតែងធ្វើការជាមួយនិងការលះបង់ និងការប្តេជ្ញាចិត្តខ្ពស់ដើម្បីភាពជោគជ័យ របស់សិស្ស។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	គ្រូបង្រៀនតែងមានគន្លឹះដ៏ច្នៃប្រឌិត ការងារដើម្បីភាពជោគជ័យទាំងអស់គ្នា។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	គ្រូបង្រៀនតែងមានគន្លឹះដ៏ច្នៃប្រឌិត ដើម្បីភាពជោគជ័យទាំងអស់គ្នា។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	គ្រូបង្រៀនតែងបំពេញតម្រូវការរបស់សិស្សមុនតម្រូវការរបស់ខ្លួន។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	គ្រូបង្រៀនតែងព្យាយាមដើម្បីអភិវឌ្ឍន៍ស្មារតី, អង្គការនិងសហគមន៍។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

សមាសភាគទី 2: ការពង្រឹងគំណាចដល់សិស្ស និងអ្នករៀនផ្សេងៗ

លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពបច្ចុប្បន្ន					ស្ថានភាពអ្នកចង់បាន				
		1	2	3	4	5	1	2	3	4	5
6	គ្រូបង្រៀនតែងផ្តល់តម្លៃដល់សិស្សនិងអ្នកដទៃទៅត្រឹមត្រូវស្ថានភាព។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	គ្រូបង្រៀនតែងផ្តល់នូវភាពជាអ្នកដឹកនាំដល់សិស្សនិងអ្នកដទៃទៀត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	គ្រូបង្រៀនតែងពិគ្រោះយោបល់ជាមួយ សិស្សនិងអ្នកដទៃទៀតមុនធ្វើការសម្រេចចិត្តសំខាន់ណាមួយ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	គ្រូបង្រៀនតែងធ្វើការជាគ្រូ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	គ្រូបង្រៀនតែងព្យាយាមដើម្បីកសាងការសហការគ្នាជាមួយសិស្សនិងអ្នកដទៃទៀត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

សមាសភាគទី 3: ការថែទាំសិស្ស និងអ្នករៀនទៀត

លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពបច្ចុប្បន្ន					ស្ថានភាពអ្នកទទួលបាន				
		1	2	3	4	5	1	2	3	4	5
11	គ្រូបង្រៀនតែងស្តាប់សិស្សដើម្បីជួយឱ្យ ពួកគេកំណត់តម្រូវការរៀនសូត្ររបស់ ពួកគេនិងតម្រូវការផ្ទាល់ខ្លួនផ្សេងទៀត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	គ្រូបង្រៀនតែងព្យាយាមយល់ពីការព្រួយបារម្ភផ្សេងៗរបស់សិស្ស។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	គ្រូបង្រៀនតែងយល់ និងទទួលយក ថាសិស្សខ្លះនឹងបរាជ័យនៅពេលខ្លះ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	គ្រូបង្រៀនតែងយល់ថាការបរាជ័យគឺជាផ្នែកសំខាន់មួយនៃដំណើរការរៀនសូត្រ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	គ្រូបង្រៀនតែងដឹងពីរបៀបដើម្បីកសាងជំនឿវិជ្ជាសាស្ត្ររបស់សិស្សបន្ទាប់ពីការបរាជ័យ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	គ្រូបង្រៀនតែងបញ្ចុះបញ្ចូល អោយមិនក្រើសិទ្ធិអំណាចរបស់ខ្លួនជាគ្រូនៅពេលពួកគេរៀនសូត្រ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	គ្រូបង្រៀនតែងជម្រុញសិស្សរបស់ខ្លួនអោយមិនខឹងស្លេក។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

សមាសភាគទី 4: ការបង្ហាញខ្លួន

លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពបច្ចុប្បន្ន					ស្ថានភាពអ្នកទទួលបាន				
		1	2	3	4	5	1	2	3	4	5
18	គ្រូបង្រៀនតែងដាក់ខ្លួនគ្រប់ពេល។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	គ្រូបង្រៀនតែងសប្បាយចិត្តដើម្បីទទួលបានការផ្តល់យោបល់ត្រឡប់ពីសិស្សនិងអ្នកដទៃទៀត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	គ្រូបង្រៀនមិនសរសើរខ្លួនឯងទេ ប៉ុន្តែ ពួកគេតែងសរសើរសិស្សរបស់	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពបច្ចុប្បន្ន					ស្ថានភាពអ្នកចង់បាន				
		1	2	3	4	5	1	2	3	4	5
	ពួកគេនឹងអ្នកដទៃ។										
21	គ្រូបង្រៀនតែងសារភាព នៅពេលគាត់ មានខុស។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	គ្រូបង្រៀនតែងចាត់ទុកសិស្ស និងអ្នកផ្សេងទៀតសំខាន់ជាងខ្លួន។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

សមាសភាគទី 5: សេចក្តីទុកចិត្ត

លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពបច្ចុប្បន្ន					ស្ថានភាពអ្នកចង់បាន				
		1	2	3	4	5	1	2	3	4	5
23	គ្រូបង្រៀនតែងព្យាយាមធ្វើជាគូរដ្ឋបាលសម្រាប់សិស្សរបស់ខ្លួន។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	គ្រូបង្រៀនតែងមានឆន្ទៈក្នុងការកសាងទំនុកចិត្តតាមរយៈភាពស្មោះត្រង់ និងការយល់ចិត្ត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	គ្រូបង្រៀនតែងមានតម្លាភាព ដល់សិស្ស និងអ្នកផ្សេងទៀត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	គ្រូបង្រៀនតែងបើកកម្ពស់ភាពអត់ធ្មត់, ចិត្តសប្បុរសនិងភាពស្មោះត្រង់នៅកន្លែងធ្វើការ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	គ្រូបង្រៀនតែងមានភស្តុតាងប្រកបដោយក្រុមសិស្ស, ភាពត្រឹមត្រូវ និងគណនេយ្យភាព។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

សមាសភាគទី 6: ប្រាជ្ញា

លរ	ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន	ស្ថានភាពចម្បង					ស្ថានភាពអ្នកចំណុះ				
		1	2	3	4	5	1	2	3	4	5
28	គ្រូបង្រៀនដឹងថាសិស្សមានប្រតិកម្ម ទៅនឹងផែនការមេរៀន, ការបង្រៀន, វិធីសាស្ត្រនិង បញ្ហាផ្សេងទៀត។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	គ្រូបង្រៀនអាចសម្របខ្លួនដើម្បីបំពេញ សេចក្តីត្រូវការរបស់សិស្ស។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	គ្រូបង្រៀនមានទស្សនៈវិស័យច្បាស់លាស់ មួយសម្រាប់សិស្សរបស់ខ្លួន។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	គ្រូមានចំណេះដឹងល្អនិងមានជំនាញក្នុង ការជួយសិស្សរៀននិងអភិវឌ្ឍ ប្រកបដោយប្រសិទ្ធភាព។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	គ្រូបង្រៀនតែងប្រឹងប្រែង ឆ្លាំងនិងមានវិធីនៅក្នុងការងារ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	គ្រូបង្រៀនតែង បន្តការរៀន ដើម្បីពង្រីកចំណេះដឹងនិងជំនាញ របស់ពួកគេ។	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ផ្នែកទី 3: ដែលអ្នកគិតថាសមរម្យបំផុតសម្រាប់ការអភិវឌ្ឍភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន នៅអង្គការចរាចរកម្ពុជា?

គ្រូបណ្តុះបណ្តាល ☐ សិក្ខាសាលា ☐ ផ្សេងទៀត ☐.....

សូមអនុលោមលំការសហការណ៍របស់អ្នក!



Experts' Evaluation Form

From: Mr. SAM Synoun, Master of Education degree student, Faculty of Education, Mahasarakham University, Thailand.

I would like to inform you that I am presently conducting a research on the title: ***“Developing a Program to Strengthen Teachers’ Servant Leadership at Sustainable Cambodia Organization in Pursat, Cambodia”***. I would like to request you as one of my experts in the field of the above topic to help verify the content suitability of the components and indicators. There are three parts as follows:

Part 1: The operational definitions of the important terms

1. Teachers’ Servant Leadership: Refers to the leadership that helps teachers become servant leaders who mainly serve the needs of the students and others first and focus on their growth and development, and it consists of six components including serving others, empowerment, caring for others, humility, trust, and wisdom.

1.1 Serving Others: Refers to self-sacrifice and high commitment of the teachers to the personal, educational, and spiritual growth of each student and help them reach their highest potential. Teachers always serve the needs of their students and others’ before their own, and they also build a good relationship with the students’ parents and the community for the better success for all.

1.2 Empowerment: Teachers always empower their students and others in all possible ways. They value the ideas of their students and others. They always consult and involve their students and other relevant people in making decisions. They try to build a good collaboration with the students and others.

1.3 Caring for Others: Teachers love and inspire their students in all situations. They intently and receptively listen to the students to help them determine their own learning needs and other personal needs, and they try to understand, identify and empathize with all the concerns of the students. They accept that some students will fail and understand that failing is an important part of the learning process, and they know how to heal and rebuild the student’s self-confidence and self-esteem after a failure. The teachers rely on the power of persuasion (not their authority) and focuses on helping students understand why a certain answer (or approach) is correct.



1.4 Humility: Teachers are truly humble, not humble as an act. They do not promote themselves; they promote their students and others. They understand that success is not about them—things happen through others; exemplary teachers know they cannot do things alone.

1.5 Trust: Teachers always interact openly, authentically, fairly and honestly with the students and others. They try to be a good model with high moral integrity for their students, and they trust their students and others.

1.6 Wisdom: The teachers have good knowledge and skills to help the students learn and develop effectively. They have a vision for their students. They know how the students react to the lesson plan, teaching methods and other issues and are able to adapt to serve the needs of the students. They keep learning and increasing their professional awareness.

Part 2: The Components and Indicators of Teachers' Servant Leadership

(Please tick [✓] in the box you choose)

Items	Components of Teachers' Servant Leadership	Level					Recommendation
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	Serving others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Empowerment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Caring for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Wisdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Items	Indicators of Teachers' Servant Leadership	Level					Recommendation
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	Serving others						
1	Teachers work with self-sacrifice and high commitment to the growth of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Teachers are willing to help all co-workers to grow altogether.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Teachers are willing to help the organization as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Teachers serve the needs of the students before their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Teachers try to develop people, organization and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Empowerment						
6	Teachers value the students and others in all situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Teachers provide good leadership to the students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Teachers consult with the students and others and involve them in making any important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Teachers work as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



10	Teachers try to build a good collaboration with the students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Caring for Others							
11	Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Teachers try to understand, identify and empathize with all the concerns of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Teachers accept that some students will fail at some point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Teachers understand that failing is an important part of the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Teachers know how to rebuild the student's self-confidence after a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Teachers intently and receptively listen to the students to help them determine their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



	needs and other personal needs.						
Humility							
18	Teachers are humble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Teachers are happy to get feedback from the students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Teachers do not promote themselves; they promote their students and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Teachers readily admit when they are wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Teachers put the students and others first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trust							
23	Teachers try to be a good model with high moral integrity for their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	Teachers are willing to build trust through honesty and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25	Teachers are willing to be vulnerable in order to be transparent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26	Teachers promote tolerance, kindness, and honesty in the work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Teachers behaving ethically, authentically and accountably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wisdom							



28	Teachers know how the students react to the lesson plan, teaching methods and other issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29	Teachers are able to adapt to serve the needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30	Teachers have a clear vision for their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31	Teachers have good knowledge and skills to help the students learn and develop effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32	Teachers are very focused and disciplined at work .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33	Teachers always keep learning and improving their knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Part 3: What is your opinion in terms of the possibility of implementing the above contents for developing the program to strengthen teachers' servant leadership in Sustainable Cambodia organization in Pursat, Cambodia?

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I am very grateful for your kind support.

Date:...../...../2015

Checked and Rated by

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The Schedule of Training

Day I

No.	Time	Content	Responsible Person	Duration (min)
1	08:00 – 08:20	Registration of the participants	Committee	20
2	08:20 – 08:30	Opening The Training for Day I	Director of SC	10
3	08:30 – 10:15	Session #1: Definition of Teachers' servant leadership and examples	Trainer	105
5	10:15 – 10:30	• Coffee Break	All	15
6	10:30 – 12:15	Session #2: Definition of Serving Others and examples	Trainer	105
7	12:15 – 01:15	• Lunch Break	All	60
8	01:15 – 01:30	Registration of the participants	Committee	15
9	01:30 – 03:15	Session #3: Definition of Empowerment and examples	Trainer	105
10	03:15 – 03:30	• Coffee Break	All	15
11	03:30 – 05:15	Session #4: Definition of Caring for Others and examples	Trainer	105
12	05:15 – 05:25	• Closing Day 1	Trainer	10



Day II

No.	Time	Content	Responsible Person	Duration (min)
1	08:00 – 08:20	Registration of the participants	Committee	20
2	08:20 – 08:30	Opening The Training for Day 2	Trainer	10
3	08:30 – 10:15	Session #5: Definition of Humility and examples	Trainer	105
5	10:15 – 10:30	• Coffee Break	All	15
6	10:30 – 12:15	Session #6: Definition of Trust and examples	Trainer	105
7	12:15 – 01:15	• Lunch Break	All	60
8	01:15 – 01:30	Registration of the participants	Committee	15
9	01:30 – 03:15	Session #7: Definition of Wisdom and examples	Trainer	105
10	03:15 – 03:30	• Coffee Break	All	15
11	03:30 – 05:15	Session #8: Training Summative Assessment	Trainer	105
12		Providing the certificates and Group photos	Director of SC	
13	05:15 – 05:25	• Closing The training	Director of SC	10



Training Program
Teachers' Servant Leadership

1/Training Objectives	Upon the successful completion of this training program, the teachers will be able to understand more about teachers' servant leadership and its six components including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom and be able apply them into their daily work with the students and staff at Sustainable Cambodia organization.
2/Content of the Training	<p>Session #1: Definition of Teachers' servant leadership and examples</p> <p>Session #2: Definition of Serving Others and examples</p> <p>Session #3: Definition of Empowerment and examples</p> <p>Session #4: Definition of Caring for Others and examples</p> <p>Session #5: Definition of Humility and examples</p> <p>Session #6: Definition of Trust and examples</p> <p>Session #7: Definition of Wisdom and examples</p> <p>Session #8: Summative Assessment</p>
3/Training Methods	Brainstorming, role playing, lecturing, presentation, coaching, mentoring and group discussions
4/Length of the training	2 days
5/Trainees	All teachers currently working at SC
6/Size of the training	59 teachers
7/Trainer	SC's Education Program Manager
8/Location of the Training	Meeting hall at SC's main office in Pursat province, Cambodia
9/Training Materials	Laptop, LCD projector, markers, flipchart, Tape, note books, handouts, attendance list and questionnaire
10/ Training Evaluation	Formative assessment (ask the participants about their understand of the subject matter during the training) and Summative assessment (ask the participants to answer the questionnaire)



Session #1

Training Objectives: By the end of this section, all participants will be able to understand the meaning of teachers' servant leadership and its importance.

Content of the Training: Teachers' servant leadership refers to the leadership that helps teachers become servant leaders who mainly serve the needs of the students and others first and focus on their growth and development, and it consists of six components including serving others, empowerment, caring for others, humility, trust, and wisdom.

Training Methods: Brainstorming through group discussions, provide coaching as needed to any members of the group and presenting the definition

Steps:

1. Ask the participants to count 1-5
2. Tell the participants whose numbers are same to work together in a group to discuss about the meaning of teachers' servant leadership and its importance and their ideas on the flipcharts for 30mn
3. Provide coaching as needed during the group discussion
4. Ask the representative from each group to share their ideas with all participants (10mn each group)
5. The facilitator summarizes the ideas from all groups and present the meaning of teachers' servant leadership and its importance to all participants

Length of the training: 2 hours

Training Materials: Laptop, LCD projector, markers, flipcharts, Tape and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of the teachers' servant leadership

- What's teachers' servant leadership?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?



Session #2

Training Objectives: By the end of this section, all participants will be able to understand the meaning of serving others and be able to apply it into their real work at Sustainable Cambodia organization.

Content of the Training: Serving Others refers to self-sacrifice and high commitment of the teachers to the personal, educational, and spiritual growth of each student and help them reach their highest potential. Teachers always serve the needs of their students and others' before their own, and they also build a good relationship with the students' parents and the community for the better success for all.

Examples:

1. Teachers work with self-sacrifice and high commitment to the growth of students.
2. Teachers are willing to help all co-workers to grow altogether.
3. Teachers are willing to help the organization as needed.
4. Teachers serve the needs of the students before their own.
5. Teachers try to develop people, organization and the community.

Training Methods: Presenting the definition and Brainstorming through group discussions about the examples and provide coaching as needed

Steps:

1. Write the 5 examples on 5 pieces of paper and roll them up
2. Ask the participants to count 1-5
3. Provide one example to one group
4. Tell the participants whose numbers are the same to work together in a group to discuss about the meaning of the example
5. Provide coaching as needed during the group discussion
6. Ask the representative from each group to share their ideas with all participants
7. The facilitator summarizes the ideas from all groups to all participants

Length of the training: 2 hours

Training Materials: Laptop, LCD projector and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of serving others.



- What does serving others mean?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?

Session #3

Training Objectives: By the end of this section, all participants will be able to understand the meaning of EMPOWERMENT and be able to apply it into their real work at Sustainable Cambodia organization.

Content of the Training: Empowerment means that teachers always empower their students and others in all possible ways. They value the ideas of their students and others. They always consult and involve their students and other relevant people in making decisions. They try to build a good collaboration with the students and others.

Examples

1. Teachers value the students and others in all situations.
2. Teachers provide good leadership to the students and others.
3. Teachers consult with the students and others and involve them in making any important decisions.
4. Teachers work as a team.
5. Teachers try to build a good collaboration with the students and others.

Training Methods: Presenting the definition and Brainstorming through group discussions about the examples

Steps:

1. Write the 5 examples on 6 pieces of paper and roll them up
2. Ask the participants to count 1-6
3. Provide one example to one group
4. Tell the participants whose numbers are the same to work together in a group to discuss about the meaning of the example
5. Ask the representative from each group to share their ideas with all participants
6. The facilitator summarizes the ideas from all groups to all participants



Length of the training: 2 hours

Training Materials: Laptop, LCD projector and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of empowerment.

- What does empowerment mean?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?

Session #4

Training Objectives: By the end of this section, all participants will be able to understand the meaning of Caring for Others and be able to apply it into their real work at Sustainable Cambodia organization.

Content of the Training: Caring for Others means teachers love and inspire their students in all situations. They intently and receptively listen to the students to help them determine their own learning needs and other personal needs, and they try to understand, identify and empathize with all the concerns of the students. They accept that some students will fail and understand that failing is an important part of the learning process, and they know how to heal and rebuild the student's self-confidence and self-esteem after a failure. The teachers rely on the power of persuasion (not their authority) and focus on helping students understand why a certain answer (or approach) is correct.

Examples:

1. Teachers intently and receptively listen to the students to help them determine their own learning needs and other personal needs.
2. Teachers try to understand, identify and empathize with all the concerns of the students.
3. Teachers accept that some students will fail at some point.
4. Teachers understand that failing is an important part of the learning process.
5. Teachers know how to rebuild the student's self-confidence after a failure.
6. Teachers rely on the power of persuasion (not their authority) and focus on helping the students understand why a certain answer (or approach) is correct.
7. Teachers inspire the students study hard.



Training Methods: Brainstorming through group discussions about the examples and presenting the definition of caring for others

Steps:

1. Write the 7 examples on 7 pieces of paper and roll them up
2. Ask the participants to count 1-7
3. Provide one example to each group
4. Tell the participants whose numbers are the same to work together in a group to discuss about the meaning of the example
5. Ask the representative from each group to share their ideas with all participants
6. The facilitator summarizes the ideas from all groups to all participants

Length of the training: 2 hours

Training Materials: Laptop, LCD projector and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of caring for others.

- What does empowerment mean?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?

Session #5

Training Objectives: By the end of this section, all participants will be able to understand the meaning of Humility and be able to apply it into their real work at Sustainable Cambodia organization.

Content of the Training: Humility means that teachers are truly humble, not humble as an act. They do not promote themselves; they promote their students and others. They understand that success is not about them—things happen through others; exemplary teachers know they cannot do things alone.

Examples:

1. Teachers are humble.
2. Teachers are happy to get feedback from the students and others.
3. Teachers do not promote themselves; they promote their students and others.
4. Teachers readily admit when they are wrong.
5. Teachers put the students and others first.



Training Methods: Brainstorming through group discussions about the examples and presenting the definition of Humility

Steps:

1. Write the 5 examples on 5 pieces of paper and roll them up
2. Ask the participants to count 1-5
3. Provide one example to one group
4. Tell the participants whose numbers are the same to work together in a group to discuss about the meaning of the example
5. Ask the representative from each group to share their ideas with all participants
6. The facilitator summarizes the ideas from all groups to all participants

Length of the training: 2 hours

Training Materials: Laptop, LCD projector and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of Humility.

- What does Humility mean?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?
-

Session #6

Training Objectives: By the end of this section, all participants will be able to understand the meaning of Trust and be able to apply it into their real work at Sustainable Cambodia organization.

Content of the Training: Trust means that teachers always interact openly, authentically, fairly and honestly with the students and others. They try to be a good model with high moral integrity for their students, and they trust their students and others.

Examples:

1. Teachers try to be a good model with high moral integrity for their students.
2. Teachers are willing to build trust through honesty and empathy.
3. Teachers are willing to be vulnerable in order to be transparent.
4. Teachers promote tolerance, kindness, and honesty in the work place.
5. Teachers behaving ethically, authentically and accountably.



Training Methods: Brainstorming through group discussions about the examples and presenting the definition of Trust

Steps:

1. Write the 5 examples on 5 pieces of paper and roll them up
2. Ask the participants to count 1-5
3. Provide one example to one group
4. Tell the participants whose numbers are the same to work together in a group to discuss about the meaning of the example
5. Ask the representative from each group to share their ideas with all participants
6. The facilitator summarizes the ideas from all groups to all participants

Length of the training: 2 hours

Training Materials: Laptop, LCD projector and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of Trust.

- What does Trust mean?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?

Session #7

Training Objectives: By the end of this section, all participants will be able to understand the meaning of Wisdom and be able to apply it into their real work at Sustainable Cambodia organization.

Content of the Training: Wisdom means that the teachers have good knowledge and skills to help the students learn and develop effectively. They have a vision for their students. They know how the students react to the lesson plan, teaching methods and other issues and are able to adapt to serve the needs of the students. They keep learning and increasing their professional awareness.

Examples:

1. Teachers know how the students react to the lesson plan, teaching methods and other issues.
2. Teachers are able to adapt to serve the needs of the students.
3. Teachers have a clear vision for their students.



4. Teachers have good knowledge and skills to help the students learn and develop effectively.
5. Teachers are very focused and disciplined at work.

Teachers always keep learning and improving their knowledge and skills.

Training Methods: Brainstorming through group discussions about the examples and presenting the definition of Wisdom

Steps:

7. Write the 5 examples on 5 pieces of paper and roll them up
8. Ask the participants to count 1-5
9. Provide one example to one group
10. Tell the participants whose numbers are the same to work together in a group to discuss about the meaning of the example
11. Ask the representative from each group to share their ideas with all participants
12. The facilitator summarizes the ideas from all groups to all participants

Length of the training: 2 hours

Training Materials: Laptop, LCD projector and notebooks

Training Evaluation: Formative assessment: ask the participants about their understanding of Wisdom.

- What does Wisdom mean?
- Why is it so important for the teachers at Sustainable Cambodia organization?
- Do you have any questions?

Session #8

Training Objectives: By the end of this section, the facilitator will be able to evaluate the level of participants' understanding on the teachers' servant leadership and its six components including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom so that the trainer will be able to set the follow-up training in the future.

Content of the Training: The participants will be asked to answer the questions in the questionnaire form.



Steps:

1. Facilitator ask the participants to work in pair with the person next to them to answer the questions in the questionnaire
2. Facilitator distribute the questionnaire
3. Ask the participants to do the questionnaire in 15mn
4. Facilitator provides coaching as needed/answer any questions as needed
5. Collect the questionnaire

Length of the training: 30 hours

Training Materials: Questionnaire, pencils



Summative Assessment
Questionnaire Form

- I. Please answer the following questions
- 1. What's teachers' servant leadership?
 - 2. Why teachers' servant leadership is very important for teachers at Sustainable Cambodia organization?
 - 3. How can you become a good servant leader?

II. Please provide at least one example for each of the following key words.

- 1. Serving Others:
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- 2. Empowerment:
.....
.....
- 3. Humility
.....
.....
- 4. Caring for Others
.....
.....
- 5. Trust
.....
.....
- 6. Wisdom
.....
.....

Thank you

Experts' Evaluation Form

From: Mr. SAM Synoun, Master of Education degree student, Faculty of Education, Mahasarakham University, Thailand.

I would like to inform you that I am presently conducting a research on the title: ***“Developing a Program to Strengthen Teachers’ Servant Leadership at Sustainable Cambodia Organization in Pursat, Cambodia”***. I would like to request you as one of my experts in the field of the above topic to help verify the content appropriation of my training program.

The suitability and feasibility level of the training are rated on the following five rating scales:

The suitability level of training

- 1: Very Unsuitable
- 2: Unsuitable
- 3: Undecided
- 4: Suitable
- 5: Very Suitable

The feasibility level of training

- 1. Very Infeasible
- 2: Infeasible
- 3: Undecided
- 4: Feasible
- 5: Very Feasible

The Training Program To Strengthen Teachers’ Servant Leadership at Sustainable Cambodia Organization in Pursat, Cambodia

(Please tick [✓] in the box you choose)



Contents of Training		The suitability level					The feasibility level				
		1	2	3	4	5	1	2	3	4	5
1. Training Objective	Upon the successful completion of this training program, the teachers will be able to understand more about the seven components of teachers' servant leadership including Serving others, Empowerment, Caring for Others, Humility, Trust and Wisdom and be able to apply them in their daily work with the students and staff at SC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content of the Training	<ul style="list-style-type: none"> • Definition of teachers' servant leadership • Detailed descriptions and examples of Serving others • Detailed descriptions and examples of Empowerment • Detailed descriptions and examples of Caring for Others • Detailed descriptions and examples of Humility • Detailed descriptions and examples of Trust • Detailed descriptions and examples of Wisdom 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3. Training Methods	Brainstorming, lecturing, presentation, coaching, mentoring, group discussions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Length of the training	2 Days	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Trainees	All teachers currently working at SC	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Size of the training	59 teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Trainer	SC's Education Program Manager	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Location of the Training	Meeting hall at SC's main office in Pursat province, Cambodia	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



9. Training Materials	Labtop, LCD projector, red and blue markers, flipchart, Tape, PowerPoint files, name tags, sticky notes, pens, rulers, note books, handouts, scissors, attendance list, evaluation form and certificates of accomplishment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Training Evaluation	The formative and summative assessment through feedback, questionnaire, demonstration, participants’ reflection and interview to determine if the teachers obtain the knowledge, skills, or attitudes identified as the goal and objective of the training program	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please give your additional comments to the above contents in order to develop training program completely to program to strengthen teachers’ servant leadership in Sustainable Cambodia organization in Pursat, Cambodia.

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I am very grateful for your kind support.

Date:...../...../.....

Checked and Rated by

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VITA



VITA

NAME	Mr. SAM Synoun
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PLACE OF BIRTH	Pursat Province, Cambodia
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POSITION	Staff
PLACE OF WORK	Sustainable Cambodia Organization in Pursat, Cambodia
EDUCATION	
2010	Bachelor of Education (B.Ed.) in English Education University of Management and Economics, Cambodia
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