แบบเสนออนุมัติตีพิมพ์เผยแพร่บทความวิทยานิพนธ์/การค้นคว้าอิสระ

วิทยาลัยการฝึกหัดครู มหาวิทยาลัยราชภัฏพระนคร

1. ชื่อนักศึกษา (นาย,นาง,นางสาว) วรรณภา มูลสาร รหัสประจำตัว 6251751602004

2. หลักสูตร ☑ ค.ม. สาขาวิชา การบริหารการศึกษา รุ่น 35

   หมายเลขโทรศัพท์ที่ติดต่อได้สะดวก 095-929-2223 E – mail wannapamunsan@gmail.com

3. ประเภทนักศึกษา ☐ ภาคปกติ ☑ ภาคพิเศษ

4. ได้เข้าสอบปากเปล่า ☑ วิทยานิพนธ์ ☐ การค้นคว้าอิสระ แล้วตั้งแต่วันที่ 5 พฤษภาคม 2564

   หัวข้อเรื่อง (ภาษาไทย) ความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษากับความผูกพันต่อองค์กร ของข้าราชการครู สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 2

   หัวข้อเรื่อง (ภาษาอังกฤษตัวพิมพ์ใหญ่) THE RELATIONSHIP BETWEEN THE SCHOOL ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP AND THE ORGANIZATIONAL COMMITMENT OF TEACHER UNDER THE OFFICE OF SEONDARY EDUCATIONAL AREA 2

   บัดนี้ ได้จัดเตรียมบทความวิจัยเพื่อตีพิมพ์เผยแพร่ ตามเกณฑ์มาตรฐานหลักสูตรระดับบัณฑิตศึกษา พ.ศ. 2558 ตามประกาศกระทรวงศึกษาธิการเรียบร้อยแล้ว โดยประสงค์นำเสนอบทความวิจัยในรูปแบบ

☐ **การตีพิมพ์ในวารสารวิชาการ** ที่มีชื่อปรากฏในฐานข้อมูล

   ☐ TCI (Thai Journal Citation Index Centre) หรือ ศูนย์ดัชนีการอ้างอิงวารสารไทย ซึ่งตรวจสอบได้จาก http://www.kmutt.ac.th/jif/public_html/index.html

   ☐ วารสารที่มีชื่อปรากฏในประกาศของสมศ. ☐ ระดับชาติ ☐ ระดับนานาชาติ (ซึ่งตรวจสอบได้จาก http://www.onesqa.or.th)

   ☐ ฐานข้อมูลอื่นๆ (โปรดระบุ) ....

หรือ

☑ **การนำเสนอต่อที่ประชุมวิชาการที่มีรายงานการประชุม (Proceedings)** ที่มีบทความฉบับสมบูรณ์ (ที่ไม่ใช่การรวมเล่มบทคัดย่อเท่านั้น)

   ☑ ชื่อการประชุมวิชาการ 14th National and 1st International Conference on Humanities and Social Sciences (Virtual Conference)

   ☐ ระดับชาติ ☑ ระดับนานาชาติ ช่วงเวลาที่จัดประชุม Friday, June 18, 2021

   สถานที่จัดการประชุม Faculty of Humanities and Social Sciences (Virtual Conference)

   โดยหน่วยงาน Burapha University

โดยข้าพเจ้าขอรับรองว่า บทความวิจัยวิทยานิพนธ์/การค้นคว้าอิสระที่จะนำเสนอในรูปแบบข้างต้น ได้ผ่านการ
ตรวจสอบและเห็นชอบจากอาจารย์ที่ปรึกษาวิทยานิพนธ์/การค้นคว้าอิสระเป็นที่เรียบร้อยแล้ว

ลงชื่อ..นักศึกษา

(นางสาววรรณภา สุลสาร)

วันที่ ....18..../...มิ.ย..../...64....

5. ความเห็นของอาจารย์ที่ปรึกษาวิทยานิพนธ์/การค้นคว้าอิสระ

ได้ตรวจสอบคุณภาพของบทความวิจัยตีพิมพ์เผยแพร่แล้วพบว่า

☑ ผ่านการพิจารณา และเห็นควรอนุญาตให้ตีพิมพ์เผยแพร่ตามเสนอ โดยไม่มีการแก้ไข

☐ ผ่านการพิจารณา และเห็นควรอนุญาตให้ตีพิมพ์เผยแพร่ตามเสนอ โดยมีเงื่อนไขต่อไปนี้

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☐ ไม่ผ่านการพิจารณา และเห็นควรให้นำกลับไปแก้ไข เพื่อเสนอพิจารณาใหม่

ลงชื่อ..อาจารย์ที่ปรึกษาวิทยานิพนธ์/การค้นคว้าอิสระ

(อาจารย์ ดร.มนูญมาศ พรานป่า) วันที่ ....18..../...มิ.ย..../...64....

6. ความเห็นของฝ่ายวิชาการ

☐ ผ่านการพิจารณา และเห็นควรอนุญาตให้ตีพิมพ์เผยแพร่ตามเสนอ โดยไม่มีการแก้ไข

☐ ผ่านการพิจารณา และเห็นควรอนุญาตให้ตีพิมพ์เผยแพร่ตามเสนอ โดยมีเงื่อนไขต่อไปนี้

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☐ ไม่ผ่านการพิจารณา และเห็นควรให้นำกลับไปแก้ไข เพื่อเสนอพิจารณาใหม่

ลงชื่อ..

(นางสาวศศิธร โสภารัตน์)

รองคณบดีฝ่ายวิชาการ วิทยาลัยการฝึกหัดครู

วันที่ ..../............./...........

7. ความเห็นคณบดีบัณฑิตวิทยาลัย

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ลงชื่อ..

(นายดิเรก พรสีมา)

คณบดีวิทยาลัยการฝึกหัดครู

วันที่ ..../............./...........

Faculty of Humanities and Social Sciences
Burapha University, Chon Buri 20131, Thailand
Tel. 038-102-222 ext. 2337 Fax 038-745-787
e-mail: nichuso2021@gmail.com

LETTER OF ACCEPTANCE

June 15, 2021

Dear Wannapa Munsan,

It is my pleasure to inform you that your research manuscript entitled *"The Relationship Between the School Administrators' Transformational Leadership and the Organizational Commitment of Teacher Under the Office of Secondary Educational Area 2"* has been reviewed and accepted for an oral presentation at the 14th National and 1st International Conference on Humanities and Social Sciences, "Challenges of Humanities and Social Sciences in Digitalization: Flourish or Perish?", which will be held on June 17 – 18, 2021 via a virtual platform organized by Faculty of Humanities and Social Sciences, Burapha University, Thailand. Your full research paper will be published in the Conference Proceedings in two weeks' time.

Should you have any enquiries regarding this matter, please feel free to contact at the above email.

Yours sincerely,

Suchada R

Suchada Rattanawanitpun, Ph.D.
Dean
Faculty of Humanities and Social Sciences
Burapha University

Certificate for Participation

HU-SO

NIC-HUSO 2021

This certifies that

WANNAPA MUNSAN

has attended the 14th National and 1st International
Virtual Conference on Humanities and Social Sciences (NIC-HUSO 2021),*"Challenges of Humanities and Social Sciences in Digitalization: Flourish or Perish?"*, organized by Faculty of Humanities and Social Sciences , Burapha University, on June 17-18, 2021

Suchada Rattanawanitpun, Ph.D.
Faculty Dean & Conference Chair

NIC-HUSO 2021/ EDDXEU-CE000016

ภาพการนำเสนอผลงาน

14th National and 1st International Conference on Humanities and Social Science
(Virtual Conference) 18 มิถุนายน 2564 จัดโดยมหาวิทยาลัยบูรพา

NIC-HUSO 2021 HU-SO

การประชุมวิชาการมนุษยศาสตร์และสังคมศาสตร์

ระดับชาติครั้งที่ ๑๔ และระดับนานาชาติครั้งที่ ๑

14th National and 1st International Conference on Humanities and Social Sciences

(Virtual conference)

ความท้าทายทางมนุษยศาสตร์และสังคมศาสตร์ในยุคดิจิทัล : เฟื่องฟูหรือถดถอย?
Challenges of Humanities and Social Sciences in Digitalization: Flourish or Perish?

Conference Proceedings

17 - 18 June 2021

INTERNATIONAL SESSION

RESEARCH ARTICLES

THE RELATIONSHIP BETWEEN THE SCHOOL ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP AND THE ORGANIZATIONAL COMMITMENT OF TEACHER UNDER THE OFFICE OF SECONDARY EDUCATIONAL AREA 2

Wannapa Munsan [1]
Meanmas Pranpa [2]
Sawien Jenkwao [3]

Abstract

The purposes of this research were 1) to study the school administrators' transformational leadership under the office of secondary educational area 2, 2) to study the organizational commitment of teacher, 3) to study the relationship between the school administrators' transformational leadership and the organizational commitment of teacher and 4) to study the guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers. The samples of 361 school government officers under the office of secondary educational area 2 academic year 2020 by using a stratified random sampling method. The research instruments collecting data were Likert five-point scale questionnaires. The data were statistically analyzed by using percentage, mean, standard deviation, and Pearson's product moment correlation coefficient determining the relationship. The research finding indicated that: 1) the level of school administrators' transformational leadership as a whole and on all aspects was at moderate level, 2) the level of organizational commitment of teacher as a whole and on all aspects was at the high level, 3) the relationship between the school administrators' transformational leadership and the organizational commitment of teacher as a whole revealed low relationship at .01 level of significance and 4) guidelines for enhancing transformational leadership of school administrators encourage teachers to develop themselves. Assign tasks to match their abilities and set standards of work together in pursuit of the same goal to strengthen organizational engagement. Have a good relationship between colleagues in the organization. Salary and compensation received must be reasonable and fair.

Keywords: transformational leadership, organizational commitment

Introduction

World situation in the 21st century is a competitive and rapidly changing world. Education is an essential component of society and thus is the result of changing. For this reason, educational responsible people have a very important role in developing the quality of youth to be good, knowledgeable, capable, and complete human beings and an important force in the development of the country. School is a very important organization because it's an operating unit. The results of the study will take place at the school with the ultimate responsibility of the school administrators who manage the educational institution in accordance with the government's regulatory laws. Therefore, the leadership that exists within the school administrators is a process that brings about changes and is able to motivate other personnel to work together and includes influencing to achieve job objectives. From the aforementioned roles of the school administrators, as agents of change, lead the organization to realize the mission and vision of the team that must consist of 4 elements; 1) Idealized Influence 2) Inspirational Motivation 3) Intellectual Stimulation and 4) Individualized Consideration. In order to lead to changes that will develop further. Furthermore, organizational commitment is another factor

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that makes it easier for the organization to achieve its goals and objectives. The transformational leadership of school administrators will give members confidence in the policy, objective and the values of the organization. Thus, this organizational commitment is an indication of the effectiveness of administrators in enabling personnel to have a willingness to remain a member of the organization and dedicated to the advancement of the organization.

The Office of Secondary Educational Area 2 is an educational agency affiliated with the Office of the Basic Education Commission, whose main duty is to promote and support basic education. During the academic year of 2015, there was a higher rate of relocation of teacher officials in schools under the Office of Secondary Educational Area 2 than others. This, therefore, caused discontinuous teaching and learning management which was not as effective and efficient as it should be. The problem is related to the work practices that arise from the organizational commitment of teachers. The researcher is interested in studying the school administrators' transformational leadership and the organizational commitment of the teacher. To use the research results as a guideline for the development of transformational leadership of the school administrators and the organizational commitment of the teacher and to be effective in the education management of the school in the future.

Objectives

1. To study the school administrators' transformational leadership under the Office of Secondary Educational Area 2.

2. To study the organizational commitment of teachers under the Office of Secondary Educational Area 2.

3. To study the relationship between the school administrators' transformational leadership and the organizational commitment of teachers.

4. To study the guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers under the Office of Secondary Educational Area 2.

Review of literature

In this research, the researcher aimed to study the relationship between transformational leadership of the school administrators and the organizational commitment of the teacher by studying related theoretical concepts and relevant research that will be used as a conceptual framework for research studies.

Transformational Leadership

The theory of transformational leadership is the theory of the study of new leadership or the New Paradigm of leadership. A concept that was first presented around 1976 by Downton (1973: 306) in his work entitled "Rebel Leadership: Commitment and Charisma in a Revolutionary Process." And later in the year 1978, as a result of J. M. Burns leadership concept he was striven to pioneer the theory of transformational leadership. The leadership enables the followers to achieve goals that express the values, motives, needs, and expectations of both the leader and the followers. Leadership is the interaction of individuals with different powers, motivation, and skills to achieve their purposes. (James M. Burns, 2003: 26-27) Later, Bass expanded and revised the concept of transformational leadership; the one who motivates the followers to have a higher demand, make them realize their needs, importance and value of purpose and how to achieve it. Taking into account the benefits of the organization team policy rather than personal interests and raise the level of demand. (Bernard M. Bass, 1997: 130-139) Transformational leadership also refers to a leadership trait that demonstrates the ability to stimulate interest among associates and others to see new aspects of work and to raise

awareness of the matter, mission and vision of the team and organization. (Bernard M. Bass & Bruce J. Avolio, 1991: 237) this process in which leaders influence the co-worker or follower is carried out through four specific behavioral elements known as "4I" (Four I's):

1) Idealized Influence or Charisma Leadership: II or CL - The leader serves as an ideal role model for followers; the leader "walks the talk," and is admired for this. A transformational leader embodies the qualities that they want in their team. In this case, the followers see the leader as a model to emulate. For the followers, it is easy to believe and trust in a transformational leader.

2) Inspiration Motivation: IM - Transformational leaders have the ability to inspire and motivate followers through having a vision and presenting that vision. Combined, these first two I's are what constitute the transformational leader's charisma. A transformational leader manages to inspire the followers easily with clarity. The transformational leader convinces the followers with simple and easy-to-understand words, as well as with their own image.

3) Intellectual Stimulation: IS - The leader challenges followers to be innovative and creative; they encourage their followers to challenge the status quo. A common misunderstanding is that transformational leaders are "soft," but the truth is that they constantly challenge followers to higher levels of performance.

4) Individualized Consideration: IC - Transformational leaders demonstrate genuine concern for the needs and feelings of followers and help them self-actualize. This personal attention to each follower assists in developing trust among the organization's members and their authority figures. For example, the transformational leader can point out the problems of a member working in a group. From this perspective, the leader can work towards training and developing a follower who is having difficulties in a job. This is an important element because teams are able to rely on and work together, so decisions can be made more quickly, while the transformational leader increases their buy-in.

Transformational leadership is said to have occurred when engagement in a group results in leaders and followers raising one another to increased levels of motivation and morality. It is not enough to make the correct choice, but to make the moral choice. In simple words, a transformational leader is not selfish and sees an opportunity of growth in others. Transformational leadership enhances intellectual stimulation through employee training and development.

Organizational Commitment

Organizational commitment is defined as a view of an organization's member's psychology towards their attachment to the organization that they are working for. Organizational commitment plays a pivotal role in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal. Organizational commitment is an individual's psychological attachment to the organization. Organizational scientists have also developed many nuanced definitions of organizational commitment, and numerous scales to measure them. Sheldon (1971: 143) defines organizational commitment as a good attitude or feelings of workers with the organization, causing the intention to work in accordance with the goals of the organization. Porter (1974: 603) said that the organization commitment refers to the characteristic relationship of a person with an organization which indicates the following: 1) definitely believe and accept the organization's goals. 2) Willingness to use their knowledge and abilities to perform the work and 3) a strong desire to remain a member of the organization. Steers (1977: 46) has given the meaning organizational commitment, is feelings of employees show that they are one with the organization, with values which are in harmony with other members of the organization, willingness to devote physical strength and encouragement to the mission of the organization. Greenberg and Baron (1993: 185) define organizational commitment as the extent to which an individual demonstrates how a

person is affiliated and intention to remain in the organization, and dividing the elements of organizational commitment as follows:

1) Continuance Commitment is a measure of the willingness of an employee to continue working for the same organization. Normative commitment deals with the feelings of obligation, or sense of responsibility an employee feels towards the organization.

2) Affective Commitment is the emotional attachment of an employee to organizational values - how much an employee likes the organization.

3) Normative Commitment is the commitment of an employee towards their organization when they feel that they "ought" it to their organization to continue working there. It's a feeling that is different from the "want" and "need" feelings of Affective and Continuous commitment, respectively. In this, a person feels obliged to work for the company for all the things the organization has done for them.

This commitment varies from person to person with the degree of assistance/incentives the person gets from the company, which could vary from as small as providing transportation to as large as paying for someone's child education.
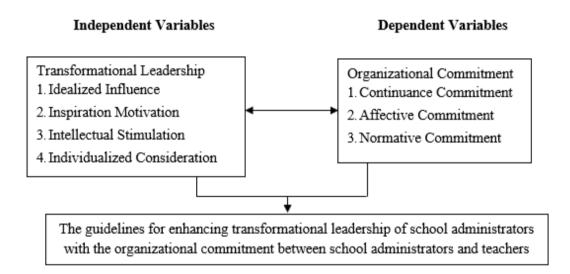
Figure 1: The Conceptual framework

Figure 1 shows the conceptual framework of this study. The study consists of the Transformational Leadership Theory of Bernard M. Bass & Bruce J. Avolio (1991:237) and Organizational Commitment Theory of Greenberg & Baron (1993: 193).

Methods

Research on the Relationship between the School Administrators' Transformational Leadership and the Organizational Commitment of Teacher under the Office of Secondary Educational Area 2, it is a survey research. There is a research methodology as detailed;

Population and sample

The population used in this research was government teachers in secondary schools under the Office of the Secondary Educational Area 2, total 52 schools in the academic year 2020, a total of 6,092 people. The samples were 361 government teachers, selected by stratified random sampling

using schools as the stratification of randomness. There is a sampling procedure as follows; the sample size was estimated by using the Krejcie and Morgan tables (Krejcie & Morgan, 1970: 607-610) from a population of 6,092 to a sample size of 361 people. The sample groups of each school were selected by simple random sampling in proportion to the number of teachers of each school.

Research instrument

For the study, a questionnaire is used as the research instrument. The questionnaire consists of 4 parts. The questionnaire consists of check-list question, five-point Likert scale and open-ended question and is divided into 4 parts as follows:

Part 1: The first part of the questionnaire is the demographic information of the respondents. Queries about personal information of the sample there are gender, status of the respondent, age, education level and work experience as check-list questions.

Part 2: The second part of the questionnaire is the questions on transformational leadership of school administrators. Use a five-point Likert scale with a questionnaire.

Part 3: In the third part, the questionnaire is the questions on organizational commitment of the teacher to make the questions. For this part also use a five-point Likert scale.

Part 4: This part of the comments and suggestions about the guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers.

Formulating research instrument

The questionnaire is formulated through the following steps:

1. Understanding the conceptual framework of the study.

2. Setting content boundaries and proceed to building the questionnaire.

3. Proposing the questionnaire to thesis advisors to check the validity.

4. Proposing the questionnaire to 5 educational measurement and evaluation experts to check the content validity of the questionnaire. The index of objective congruence at the level of 0.80 - 1.00 then the questionnaire is acceptable.

5. Test the reliability of the questionnaire. Result of the reliability testing of the questionnaire is as follows; the questions in the questionnaire that are associated with the school administrators' transformational leadership and the organizational commitment of teachers have the reliability at the level of $\alpha = 0.968$. For the study using the Statistical Package for Social Sciences program to interpret the result, if the value of α is more than 0.968 then the questionnaire is acceptable.

Data collection

The researcher makes a letter requesting permission to collect research data to school administrators to collect data. Data collection was conducted within 15 days.

Data analysis and statistics used in data analysis

The data of this study will be analyzed by computer through package software (Statistical Package for Social Sciences) as follows:

1. The demographic background information of the respondents will be analyzed and presented using descriptive statistics in the form of frequency and percentage.

2. The information of the School Administrators' Transformational Leadership and the Organizational Commitment of Teacher will be ranged and presented using descriptive statistics in form of Mean ($\overline{XX}$) and Standard Deviation (S.D.).

3. The information of the Relationship between the School Administrators' Transformational Leadership and the Organizational Commitment of Teacher will be analyzed and presented using Pearson's Product Moment Correlation Coefficient.

4. The comments and suggestions information will be content analysis.

Results

This research contains detailed presentation and discussion of data analysis and the results of this study. The findings are presented under the following major headings: the demographic background information of the respondents, the level of school administrators' transformational leadership and the level of organizational commitment of teacher, the relationship between the school administrators' transformational leadership and the organizational commitment of teacher and the guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers.

The demographic background information of the respondents

The results of data analysis on the demographic information of the respondents' gender, status of the respondent, age, education and work experience. Details are as shown in Table 1.

Table 1: Frequency and percentage of the demographic background information of the respondents

(n = 361)

Status		Frequency	Percentage
Gender	Male	150	41.60
	Female	211	58.40
Status of the respondent	Government Teacher	361	100.00
Age	Under 25 years	7	1.90
	25 - 30	96	26.60
	31 - 35	65	18.00
	36 - 40	82	22.70
	41 - 45	14	3.90
	46 - 50	9	2.50
	51 years and over	88	24.40
Education level	Bachelor's degree	199	55.10
	Master's degree	162	44.90
Work experience	Under 5 years	82	22.70
	5 - 10	122	33.80
	11 - 15	53	14.70
	15 years and over	104	28.80

The analysis results of the data are shown in table 1 regarding the demographic background information of the 361 respondents, classified as follows:

Gender, there were 211 females and 76 males, representing 58.40 percent and 41.60 percent, respectively.

The respondents were government teachers, totaling 361 people, or 100 percent.

Those aged between 25-30 years were the most with 96 people, accounting for 26.60 percent, followed by age 51 years and over, 88 people or 24.40 percent, aged 36-40 years, with 82 people or

22.70 percent. Age 31-35 years, there are 65 people, representing 18.00 percent, 41-45 years of age, there are 14 people, accounting for 3.90 percent, age 46-50 years, there are 9 people, accounting for 2.50 percent and under 25 years of age. The least number is 7 people, 1.90 percent, respectively.

By qualification, the largest sector was those with a bachelor's degree, with 199 people, 55.10 percent, and followed by those with a master's degree, with 162 or 44.90 percent, respectively.

The working experience sector of 5-10 years was the largest with 122 people, representing 33.80 percent, followed by those with more than 15 years of work experience, of which 104 people or 28.80 percent. The number of those with less than 5 work experience was 82 people, accounting for 22.70 percent. The smallest sector of work experience was 11-15 years, which numbered 53people, representing 14.70 percent.

The level of the school administrators' transformational leadership

The results of data analysis on the level of the school administrators' transformational leadership, analysis of the 4 aspects of transformational leadership questionnaires, namely, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The results are as shown in Table 2.

Table 2: Mean and standard deviation of the school administrators' transformational leaderships' level

No.	School Administrators' Transformational Leadership	Statistics		Level	Rating
		$\bar{\mathrm{X}}$	S.D.		
1.	Idealized Influence	3.20	0.83	Moderate	3
2.	Inspiration Motivation	3.22	0.98	Moderate	2
3.	Intellectual Stimulation	3.28	0.91	Moderate	1
4.	Individualized Consideration	3.15	0.84	Moderate	4
	Total	**3.21**	**0.84**	Moderate	

The analysis of the data as shown in table 2 showed the transformational leadership of the school administrators. Overall, the mean was at the moderate level ($\overline{XX}$ = 3.21, S.D. = 0.84), where the transformational leadership had the highest mean. In descending order, intellectual stimulation ($\overline{XX}$ = 3.28, S.D. = 0.91), followed by inspiration motivation ($\overline{XX}$ = 3.22, S.D. = 0.98), idealized influence ($\overline{XX}$ = 3.20, S.D. = 0.83) and individualized consideration ($\overline{XX}$ = 3.15, S.D. = 0.84), respectively.

The level of the organizational commitment of teacher

Analysis of data on the level of the organizational commitment of teachers, the results were analyzed from the 3 aspects of the organizational commitment questionnaire, namely, continuance commitment, affective commitment and normative commitment, as shown in Table 3.

Table 3: Mean and standard deviation of the organizational commitment of teachers' level

No.	Organizational Commitment of Teacher	Statistics		Level	Rating
		$\overline{\mathbf{x}}$	S.D.		
1.	Continuance Commitment	3.45	0.63	Moderate	3
2.	Affective Commitment	4.05	0.72	High	1
3.	Normative Commitment	3.86	0.68	High	2
	Total	**3.78**	**0.57**	**High**	

The analysis of the data shown in table 3 found that the organizational commitment of teacher overall, the mean was at high level ($\overline{XX}$ = 3.78, S.D. = 0.57), with the highest mean of organizational commitment in two aspects; affective commitment ($\overline{XX}$ = 4.05, S.D. = 0.72) and normative commitment ($\overline{XX}$ = 3.86, S.D. = 0.68), followed by the continuance commitment ($\overline{XX}$ = 3.45, S.D. = 0.63), respectively.

The relationship between the school administrators' transformational leadership and the organizational commitment of teacher

Table 4: Correlation coefficient between the school administrators' transformational leadership and the organizational commitment of teacher

Relationship between Variables	r	p
The school Administrators' Transformational Leadership and the Organizational Commitment of Teacher	.281**	.00
Total	**.281****	**.00**

** p <.01 had a statistically significant correlation at the .01 level.

From table 4 found that the school administrators' transformational leadership and the organizational commitment of the teacher, overall, there was a low positive correlation with statistical significance at the level .01.

The guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers

From the data synthesis of part 4 questionnaires, the researcher used content analysis techniques, guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers. Analyzing each aspect as follows;

The guidelines for enhancing the transformational leadership of school administrators in all 4 areas consist of 8 approaches as follows:
1. Idealized Influence
- To create pride and confidence in work.
- Listening to problems, opinions and suggestions of personnel.

2. Inspiration Motivation

- Creating a good attitude at work by raising awareness for all personnel to know their roles and duties.

- Creating motivation for work with friendliness or compliments to motivate people to do their best.

3. Intellectual Stimulation

- Encourage individual personnel to develop them regularly, for example, to continue their education at a higher level.

- Giving each person the opportunity to develop themselves according to their potential, for example, attending training or study visits.

4. Individualized Consideration

- Paying attention to personnel thoroughly and studying personnel individually.

- Assign work to personnel to be responsible for their abilities.

The guidelines for enhancing the organizational commitment between the school administrators and teachers in all 3 areas consist of 7 approaches as follows:

1. Continuance Commitment

- Pay attention to teaching work and helping to solve problems for personnel as far as possible.

- Giving rewards when personnel do good work and giving importance to the good quality of life for personnel.

2. Affective Commitment

- Creating awareness for personnel to see the importance of the work, even if the job that is responsible is a small task.

- Telling the personnel the expectations and goals of the organization.

- Assign tasks to suit the knowledge, abilities and interests of the personnel.

3. Normative Commitment

- Defining duties and responsibilities appropriately and clearly. Assign work of the right amount and fairly to each person.

- Creating an atmosphere of harmony in order for all personnel to have mutual trust.

Discussion

From the research, results were discussed as follows;

School administrators' transformational leadership

The research results found that transformational leadership of school administrators overall and each aspect were at a moderate level, which is inconsistent with the hypothesis at high level. In descending order, the mean is descending; intellectual stimulation ($\overline{XX}$ = 3.28), inspiration motivation ($\overline{XX}$ = 3.22), idealized influence ($\overline{XX}$ = 3.20) and individualized consideration ($\overline{XX}$ = 3.15), respectively. The findings were inconsistent with the hypothesis; school administrators should demonstrate leadership behavior to motivate teachers into achieving their goals and results. Having the intention of working on their own duties sets a good example for subordinates. More systematic work is planned. Giving advice on both personal and working matters with subordinates and providing opportunities for subordinates to regularly train new techniques and encourage personnel to participate in various activities of school. This is inconsistent with the results of the study of Achaya Kisalang and Others (2011), it was found that there was a high level of overall transformational leadership and individual

aspects. There was also inconsistency with the results of the study of Udom Singtothong (2007), finding that overall and aspects were at a high level. And also inconsistent with the study results of Kampon Chamsa (2007), it was found that the transformational leadership of the school administrators according to the perceptions of the teachers under the Office of Sa Kaeo Educational Area 1 in overall and in each aspect was at a high level.

Organizational commitment of Teacher

From the research results, findings of the organizational commitment of teachers. The overall is at a high level, which is consistent with the hypothesis at a high level. In descending order, the mean is descending; affective commitment ($\overline{XX}$ = 4.05) and normative commitment ($\overline{XX}$ = 3.86), followed by the continuance commitment ($\overline{XX}$ = 3.45), respectively. This is due to the organizational commitment being an extremely important attitude. That is a link between the human imagination and the purpose of the organization. Making personnel feel part of the organization. Most schools in the office of Secondary Educational Service Area 2 have organized activities that encourage personnel to participate in activities together. This leads to the creation of a bond such as sports day, teachers' day, field trips, study visits and encouraging personnel to be trained in developing their working skills on a regular basis. This is consistent with the Wannipa Nilwan (2011) study, which found that the organizational commitment of government teachers and education personnel, in Suratthani Vocational College, Suratthani Province at high level. And also in line with the study of Jarunet Thongchandee (2013), it was found that the organizational commitment of the government teachers in Nikomphatthana School group under the office of Rayong Primary Educational Area 1 overall was at high level. Including consistency with the study results of Maneekan Wiangrat (2013) studied and compared the organizational commitment of the government teachers of Opportunities Expansion School in Watthana Nakhon District, under the Office of Sa Kaeo Primary Educational Service Area 2, 155 people classified by sex, education level, and work experience. The results of the research were found that, overall and in all aspects, were at a high level.

The relationship between the school administrators' transformational leadership and the organizational commitment of teacher

From this research reveals the relationship between the school administrators' transformational leadership and the organizational commitment of the teacher was found having a low positive correlation with statistical significance at the .01 level, that is the transformational leadership of the school administrators was positively correlated with the organizational commitment of teacher has significantly correlation coefficient (r = .281). This is due to the transformational leadership role of the school administrators that will affect the organizational commitment of all personnel, leadership, communication, organizational structure, technology. Including the attitudes and expressions of personnel in the organization, these elements will be linked to satisfaction in the organization and performance including absenteeism and resignation rates. In line with ideas of Allen and Meyer (1990: 1-18), in 1990, Allen and Meyer added a third dimension to employee commitment, referred to as normative commitment. Allen and Meyer defined normative commitment as the feelings of obligation that were engendered in the individual based on perceived attachment to the organizational goals, or loyalty to a profession.

The guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers

The research shows the guidelines for enhancing transformational leadership of school administrators with the organizational commitment between school administrators and teachers as follows; the school administrators' should create pride and confidence in work, listening to problems, opinions and suggestions of personnel. Create a good attitude at work by raising awareness for all personnel to know their roles and duties and motivation for work with friendliness or compliments to motivate people to do their best. Encourage individual personnel to develop them regularly, for example, to continue their education at a higher level. Giving each person the opportunity to develop themselves according to their potential, for example, attend training or study visits. Paying attention to personnel thoroughly and studying personnel individually and assign work to personnel to be responsible for their abilities. Pay attention to teaching work and helping to solve problems for personnel as far as possible. Giving rewards when personnel do good work and giving importance to the good quality of life for personnel. Define duties and responsibilities appropriately and clearly. Assign work to the right amount and fair to each person and create an atmosphere of harmony in order for all personnel to have mutual trust.

Recommendation

1. Suggestions for applying the research results

From this study results, the researcher has the following recommendations;

Policy recommendations

1) Education administrators have a plan for training and development of personnel and a clear promotion schedule with practical certainty.

2) Education administrators set policies by focusing on participatory management to allow personnel to participate in decisions or express opinions on matters.

Operating recommendations

1) School administrators should create organizational commitment for the teacher by assigning duties which are suitable for the level of knowledge, ability and aptitude of the individual to achieve practical possibilities.

2) School administrators should train their teachers on a regular basis, so that teachers can develop knowledge skills and ways to build good relationships with teachers.

3) Provision for working together as a team. Relationships and communication are established among personnel with different age levels in order to create a good working environment and create other learning latitudes.

4) School administrators should assign different responsibilities to personnel to develop skills, operational flair, and to enable personnel to learn and accept performing work duties that are outside of their normal working sphere.

5) School administrators should conduct activities that promote love and commitment to the organization, such as an outsourced agency contest or outsourced personnel. This will result in the personnel being eager to develop themselves and the organization better. When a person is recognized, compliments make people feel proud, as a result, personnel are willing to remain with the organization.

2. Recommendations for further research

1) Other factors affecting organizational commitment should be studied, such as those relating to the behavior or personal characteristics of the desirable school administrators.

2) In the next research study, it should be studied in a qualitative manner to provide more comprehensive and clear information.

3) This study uses the data collected by questionnaire survey. If using other data collection methods, such as interviews. This will help to get more comprehensive and clear information.

4) There should be studies on the causes, factors, effects and solutions to the organization commitment of teachers in terms of the need to maintain membership of the organization, as a guideline for improving personnel management. And to strengthen the organizational commitment of teachers even more.

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