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Awareness of Organizational Justice Among School Administrators Affecting Government Teachers' Organizational Commitment under the Bangkok Metropolitan Administration

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Abstract

This research aims to study 1) organizational justice awareness among school administrators under Bangkok Metropolitan Administration (the BMA), 2) organizational commitment of government teachers under the BMA, 3) the relationship between the awareness of organizational justice among school administrators and the organizational commitment of government teachers under the BMA, and 4) the influence of the awareness of organizational justice among school administrators on teachers' organizational commitment under the BMA. The sample group consisted of 370 teachers under the BMA working in the academic year 2024. The research instrument was a questionnaire. The statistical methods used for data analysis included means, standard deviations, Pearson correlation coefficients, and stepwise multiple regression. Here, the results show that 1) the overall and specific aspect of the awareness of organizational justice among school administrators under the BMA were at a high level; 2) the overall and specific aspect of the organizational commitment of government teachers under the BMA were also at a high level; 3) the relationship between the awareness of organizational justice among school administrators and the organizational commitment of government teachers under the BMA was a moderately positive with significance ($p < 0.01$), and 4) the awareness of organizational justice among school administrators affected significantly the organizational commitment of government teachers under the BMA ($p < 0.01$). The predicted percentage of organizational commitment of government teachers under the BMA was 36.10. Future research should employ qualitative methods or Hierarchical Linear Modeling (HLM) for a deeper understanding of the complex context.

Keywords: Awareness of Organizational Justice, Organizational Commitment, School Administrator, Leadership, Bangkok Metropolitan Administration's Education, School Administrators under the BMA

Introduction

Nowadays, everything in society changes rapidly. Education plays an important role in human resource development as the primary driver of the country. Teachers are professional educators who not only transfer knowledge but also help youth become good citizens. Therefore, every teacher should demonstrate organizational commitment, as this is an important factor affecting the overall quality of education ([Wattanaputi & Prajuwo, 2017](#)).

The three organizational justice dimensions were procedural justice (fairness in management methods), outcome justice (fairness in rewards), and interpersonal justice (fairness in interpersonal treatment) ([Cropanzano, 1993](#)). Also, [Colquitt et al. \(2001\)](#) reported that awareness of justice is positively associated with job satisfaction, organizational commitment, and creative work behaviors.

Meanwhile, organizational commitment is a variable reflecting the relationship between individuals and organizations. The three organizational commitments are as follows: emotional commitment, persistence commitment, and fundamental commitment. Each type of commitment influences the employees' intention to stay with the organization and their dedication to their work ([Allen & Meyer, 1990](#)).

Recently, resignations, job transfers, and low teacher motivation under the Bangkok Metropolitan Administration (the BMA) have been concerns. This turnover is statistically significant, as the percentages for resignations and transfers were 8.8% and 8.7%, respectively ([Bangkok Metropolitan Administration, Office of Education, 2023](#)). In addition to problems with resignations and transfers, many teachers under the BMA expressed awareness of the unfairness of evaluation, promotion, and workload allocation. Institutionally, this trouble is evidenced by the Integrity and Transparency Assessment Report (ITA Report), where the average score for administrative fairness among educational institutions under the BMA in 2023 is only 79.86%, which is below the target of 85% set by the Office of the National Anti-Corruption Commission (NACC) (Office of the National Anti-Corruption Commission (NACC), 2024). This strongly suggests that an administrative approach to emphasizing fairness needs to be developed urgently. The trouble directly affects the organizational satisfaction and commitment of government teachers under the BMA. In other words, these problems reflect the importance of "awareness of organizational justice" as the key factor influencing the attitudes and behaviors of educational personnel ([Cropanzano & Greenberg, 1997](#)).

As mentioned above, this study, "Awareness of Organizational Justice Among School Administrators Affecting Government Teachers' Organizational Commitment under the Bangkok Metropolitan Administration," is therefore of great importance, as it fills academic gaps in the study of organizational justice. Also, recent empirical data on government teachers' organizational commitment can serve as a guide for formulating human resource management policies, developing school administrators, and

advancing long-term quality improvement in Bangkok's education system.

Research Objectives

- To examine the awareness of organizational justice among educational administrators under the BMA.
- To study the organizational commitment of government teachers under the BMA.
- To investigate the relationship between the awareness of organizational justice among educational administrators and the government teachers' organizational commitment under the BMA.
- To survey the awareness of organizational justice among educational administrators affecting government teachers' organizational commitment under the BMA.

Research Hypothesis

- The awareness of organizational justice among educational administrators under the BMA is at a high level.
- The government teachers' organizational commitment under the BMA is at a high level.
- The relationship of the awareness of organizational justice among educational administrators and government teachers' organizational commitment under the BMA is at a moderately positive level.
- The awareness of organizational justice significantly affects the government teachers' organizational commitment under the BMA ($p < 0.05$).

Conceptual Framework

According to the study of concepts, theories, and research related to the awareness of organizational justice and government teachers' organizational commitment under the BMA, all data were analyzed and synthesized to determine the research conceptual framework as follows ([Allen & Meyer, 1990](#); [Cropanzano, 1993](#)):

Awareness of Organizational Justice (Cropanzano, 1993)	Organizational Commitment (Allen & Meyer, 1990)
Procedural justice	Emotional commitment
Outcome justice	Persistence commitment
Interpersonal justice	Fundamental commitment

Figure 1 Conceptual Framework of the Study

Methodology

We focused on organizational justice awareness among educational administrators and its effect on government teachers' organizational commitment within the BMA. This study was quantitative research.

Population and Sample

The study population comprised 13,214 teachers from 437 BMA schools in the academic year 2024 (Bangkok Metropolitan Administration, Office of Education, 2023). The sample group included BMA teachers who worked during the 2024 academic year. Based on the table developed by Cohen, et al. (2018) ($p < 0.05$), the calculated subjects was 370 participants. Multi-stage Random Sampling was employed. The methods were as follows: 1) Cluster Random Sampling. We selected the Eastern Bangkok District. 2) Cluster Random Sampling. The Prawet district was selected and included 16 schools under the BMA. 3) Simple Random Sampling. Finally, we obtained 370 participants who represented the population for the questionnaire.

Research Instrument

The instrument used for data collection was a questionnaire designed to measure organizational justice awareness among educational administrators and government teachers' organizational commitment under the BMA. The questionnaire consisted of three sections: the first collected respondents' general demographic information, such as gender, age, educational background, academic standing, and years of service. The second section was a questionnaire on government teachers' attitudes toward organizational justice awareness among school administrators under the BMA. It contained 22 items and was rated on a five-point Likert scale. The scale ranged from "Strongly

Agree" to "Strongly Disagree" (Srisa-ard, 2017). These items covered three dimensions, which align with the overall research framework. The third section focused on measuring the organizational commitment of government teachers under the BMA. It contained 23 items and was rated on a five-point Likert scale. The scale ranged from "Strongly Agree" to "Strongly Disagree" (Srisa-ard, 2017). The questions addressed three distinct dimensions corresponding to the research's conceptual framework.

Tool Quality Inspection

To ensure content validity, the researcher submitted the developed questionnaire to five specialists in educational administration and statistical data analysis. Each specialist evaluated each question to determine whether it concerned the definition of specific terms. We then calculated the Item-Objective Congruence (IOC) index based on the specialists' ratings (Warakham, 2018). The proper IOC values for all items should be between 0.60 and 1.00, so we were confident the items were appropriate and consistent with the research objectives.

To assess the questionnaire's reliability, we conducted a pilot study (try-out) with a group of 30 BMA teachers working in the academic year 2024 under Srieam Anusorn School. Crucially, this school was not included in the actual sample. We analyzed the Correlation Coefficient between item score and total score, and the discrimination power should be between 0.59 and 0.76. For the reliability analysis of the questionnaire, Cronbach's Alpha Coefficient (α) was 0.963; the result shows that the internal consistency among the items was high.

Data Analysis

In accordance with the research objectives, we conducted data analysis in four steps.

To examine the awareness of organizational justice among educational administrators. The means ("X") Standard deviation (S.D.) and the mean interpretation were reported.

To investigate government teachers' organizational commitment under the BMA. The means ("X") Standard deviation (S.D.) and the mean interpretation were reported.

To identify the relationship between the awareness of organizational justice among educational administrators and government teachers' organizational commitment under the BMA. Pearson Product-Moment Correlation Coefficients (r_{xy}) were analyzed, and the interpretation of r_{xy} was reported.

To explore the awareness of organizational justice among educational administrators affecting government teachers' organizational commitment under the BMA. A Stepwise Multiple Regression

Analysis was conducted to determine the predictive influence and significance of each independent variable.

Research Results

The overall awareness of organizational justice among school administrators at the BMA was at a high level. The highest mean score was for interpersonal justice, followed by procedural justice and outcome justice (Table 1).

Table 1 Means and Standard Deviation of the Awareness of Organizational Justice Among Educational Administrators under the BMA (n = 356)

The awareness of organizational justice	The awareness of government teachers			
	X ⁻	S.D.	Level	Rank
1. Procedural justice	4.42	0.61	High	2
2. Outcome justice	4.40	0.58	High	3
3. Interpersonal justice	4.46	0.51	High	1
Overall	4.43	0.46	High	

The highest government teachers' organizational commitment under the BMA was persistence

commitment, followed by fundamental commitment and emotional commitment, respectively (Table 2).

Table 2 Means and Standard Deviation of Government Teachers' Organizational Commitment under the BMA (n = 356)

Organizational commitment	Government teachers			
	X ⁻	S.D.	Level	Rank
1. Emotional commitment	4.45	0.52	High	3
2. Persistence commitment	4.48	0.55	High	1
3. Fundamental commitment	4.47	0.49	High	2
Overall	4.46	0.42	High	

According to the relationship analysis between the awareness of organizational justice among educational administrators and government teachers' organizational commitment under the BMA, the results demonstrate that the relationship was at a moderate positive level with significance ($r_{xy} = 0.585^{**}$, $p < .01$). When we considered each aspect, the highest aspect was outcome justice (X_2) ($r_{xy} = 0.568^{**}$, $p < .01$), followed by interpersonal justice (X_3) ($r_{xy} = 0.523^{**}$, $p < .01$), and procedural justice (X_1) ($r_{xy} = 0.349^{**}$, $p < .01$), respectively (Figure 2). Figure 2: Pearson Product-Moment Correlation Coefficients between the awareness of organizational justice among educational administrators and government teachers' organizational commitment under the BMA.

Stepwise Multiple Regression Analysis was employed for the identification of the awareness of organizational justice among educational administrators affecting government teachers' organizational commitment under the BMA. The regression analysis shows that procedural justice (X_1), outcome justice (X_2), and interpersonal justice (X_3) were all significant ($p < 0.01$). The multiple correlation coefficient, the coefficient of determination (R_2), and the adjusted coefficient of determination (adjusted R_2) were 0.606, 0.367, and 0.361, respectively. The percentages of variance accounted for by procedural justice, outcome justice, and interpersonal justice were 10.40%, 36.70%, and 23.30%, respectively.

The awareness of organizational justice among educational administrators	X_1	X_2	X_3	X_{tot}	Y_{tot}
X_1	1				
X_2	0.418**	1			
X_3	0.394**	0.678**	1		
X_{tot}	0.762**	0.854**	0.828**	1	
Y_{tot}	0.349**	0.568**	0.523**	0.585**	1

Figure 2 Pearson Product–Moment Correlation Coefficients between the Awareness of Organizational Justice among Educational Administrators and Government Teachers’ Organizational Commitment under the BMA

The predictive equation is:

The raw score prediction equation can be expressed as follows:

$$Y^{\wedge} = 2.114 + 0.267 (X_2) + 0.193(X_3) + 0.072(X_1)$$

The standard score prediction equation is

expressed as follows:

$$Zy^{\wedge} = 0.367 (X_2) + 0.233 (X_3) + 0.104 (X_1)$$

The predictive power of organizational justice awareness among educational administrators on government teachers’ organizational commitment under the BMA is shown in Figure 3.

The awareness of organizational justice	B	S.E.	β	t	Sig.
1. Procedural Justice (X1)	0.072	0.033	0.104	2.188	0.029
2. Outcome Justice (X2)	0.267	0.043	0.367	6.204	0.000
3. Interpersonal Justice (X3)	0.193	0.048	0.233	3.981	0.000
Constant	2.114	0.176		12.004	0.000

Figure 3 Results of the Multiple Regression Analysis of the Awareness of Organizational Justice among Educational Administrators Predicting the Overall Organizational Commitment of Government Teachers under the BMA (n =356)

Discussion

From the results of the study entitled “Awareness of Organizational Justice Among School Administrators Affecting Government Teachers’ Organizational Commitment under Bangkok Metropolitan Administration,” the findings can be discussed as follows:

The results reveal that the overall and each aspect of awareness of organizational justice among educational administrators under the BMA were at a high level. In other words, educational administrators considered all aspects of justice, including procedural, outcome, and interpersonal justice. Procedural justice, outcome justice, and interpersonal justice refer to transparent, auditable steps; fair compensation and career promotion; and honors and respect for personnel, respectively. Educational administrators manage their institutions with consideration for justice in all aspects, including procedural justice, which emphasizes transparency and accountability; outcome justice, which provides

fairness in the allocation of compensation and career advancement; and interpersonal justice, which honors and respects personnel (Cropanzano, 1993). Also, these results are consistent with the three-dimensional model of organizational justice and agree with another related study (Cropanzano & Greenberg, 1997). If school administrators manage their schools with fairness, teachers work in a confident environment, with mental stability and without worry; consequently, they do their jobs with motivation, commitment, and a willingness to benefit the organization. In agreement with a previous study of Santivanich & Thaweepaiboonwong (2020), “The effect of work environment and achievement of the employees: A case study of a consumer product company in the SAHA group industrial park, Chon Buri, “awareness perception of organizational justice was at a high level. Many studies indicate that awareness of organizational justice influenced employees’ organizational commitment (Chanasit & Jetsadalak, 2021; Eiadchaloem & Noknoi, 2024).

The overall and each aspect of government teachers' organizational commitment under the BMA were at a high level. The government teachers' organizational commitment under the BMA was as follows: emotional, persistence, and fundamental. Like the awareness of organizational justice, organizational commitment is associated with employees working proficiently ([Allen & Meyer, 1990](#); [Chuthap & Sirichot, 2024](#); [Limtrakulthai & Pasunont, 2018](#); [Panjawinin, 2021](#)).

The results demonstrate that the relationship between the awareness of organizational justice among educational administrators and government teachers' organizational commitment under the BMA was at a moderately positive level with significance ($r_{xy} = 0.585$) ($p < 0.01$). The high awareness among teachers suggests that they have a greater commitment to the organizations when they are aware of organizational justice among educational administrators. Although the highest aspect was outcome justice (X_2) ($r_{xy} = 0.568$, $p < .01$), appropriate, fair, and performance-based compensation plays a crucial role in fostering employee satisfaction, loyalty, and commitment to the organization. In agreement with other authors ([Duangpan & Nuritmon, 2021](#); [Kasirum, 2020](#); [Thongprayat, 2022](#)), this study shows that administrators' awareness of organizational justice significantly affects employees' organizational commitment ($p < 0.01$).

The three predictive aspects of the awareness of organizational justice among educational administrators to government teachers' organizational commitment under the BMA were as follows: procedural justice, outcome justice, and interpersonal justice. The percentage of predicted government teachers' organizational commitment under the BMA was 36.10, indicating that they recognized the importance of organizational justice among school administrators, including procedural, outcome, and interpersonal justice. Although procedural justice was lower than outcome and interpersonal justice, it still builds trust in an organization by providing members with open, participatory, and verifiable processes. To simplify, all forms of justice play an important role in teachers' commitment to the organization. For example, outcome justice relates

directly to compensation, career promotion, and work recognition. Employees are more committed and willing to work when they receive fair pay. Finally, interpersonal justice also impacts organizational engagement, as administrators treat teachers with politeness and respect and foster communication, enhancing positive relationships and a collaborative work environment. In agreement with results of [Onthawon & Phimpaporn, \(2024\)](#), the awareness of organizational justice affected organizational commitment of employees of an automotive parts manufacturing company in Amata Nakorn Industrial Estate, Chonburi Province, and the predicted percentage of organizational commitment of employees of the automotive parts manufacturing company in Amata Nakorn Industrial Estate, Chonburi Province, based on one independent variable was 35.10. One study examined the influence of organizational justice and organizational trust on organizational commitment in public and private sector organizations in Bangkok. Organizational justice and organizational trust can predict organizational commitment, with 21.40% of the variance in organizational trust ([Wongpusapakon & Kittisaknavin, 2021](#)). Further, consistent with the results in one study ([Juwannit & Lewan, 2017](#)), the awareness of justice together explained 41.3% of the variance in organizational commitment levels.

Conclusions

The Study of Variables

The study confirmed that awareness of organizational justice among educational administrators and organizational commitment among government teachers under the BMA were both high. The analysis revealed a moderately positive and significant relationship between the two main variables ($p < 0.01$). Furthermore, the awareness of organizational justice significantly predicted organizational commitment, with outcome justice being the most influential factor, accounting for 36.10% of the variance. This underscores the critical role of fair compensation, promotion, and workload in fostering teacher dedication.

The Study of Relationships and Influences

The relationship between educational

administrators' awareness of organizational justice and government teachers' organizational commitment under the BMA was moderately positive and significant ($p < 0.01$), in accordance with the third objective. When we considered each aspect, the highest relationship between awareness of organizational justice among educational administrators and government teachers' organizational commitment under the BMA was outcome justice.

The awareness of organizational justice among government teachers under the BMA consisted of procedural justice (X_1), outcome justice (X_2), and interpersonal justice (X_3). In accordance with the fourth objective, with all justice, the predicted percentage of government teachers' organizational commitment was 36.10 with significance. The most variable affecting government teachers' organizational commitment under the BMA was outcome justice, as school administrators allocate reasonable compensation, career promotion, and fair workload, which directly affects organizational commitment.

In summary, the results demonstrate that organizational justice awareness among school administrators is a key factor influencing both relationships and predictions of organizational commitment among government teachers under the BMA. Justice, including procedural, outcome, and interpersonal justice, enhances teachers' motivation, dedication, and loyalty to their organizations, which are beneficial and sustainable for educational institutions and the education system under the BMA.

Limitations and Future Scope

The primary limitation of this study is its reliance on quantitative survey research, specifically teachers' self-reported perceptions via a questionnaire. This methodology cannot fully explain the complex context, deeper meanings, and interpersonal processes underlying fairness and commitment within the schools. For future research, it is recommended that qualitative methods (such as in-depth interviews or phenomenological approaches) be employed to capture the richness and context of the experiences. Additionally, researchers should

consider using Hierarchical Linear Modeling (HLM) to analyze cross-level effects, comparing different school sizes and locations to identify influential factors more precisely.

Recommendations

Practical Recommendations

Based on the results in this study, workload distribution has to be improved since it was the lowest mean score ($\bar{x} = 4.35$). School administrators should allocate tasks more equitably by carefully considering each teacher's abilities, experience, and current workload.

Valuable appreciation of individual teachers has to be encouraged due to interpersonal justice, as the lowest mean score. School administrators should not publicly criticize, neglect, or dismiss teachers' opinions. On the other hand, school administrators should communicate respectfully and encourage teachers to recognize their value.

Foster Behaviors that Enhance Teachers' Sense of Value. This item recorded the lowest mean score in the dimension of interactional justice ($\bar{x} = 4.35$). Administrators should avoid public criticism, neglect, or dismissing teachers' opinions, and instead promote respectful communication and recognition to ensure teachers feel valued and appreciated.

Government teachers should be proud of their schools since it is the strongest point of government teachers' organizational commitment under the BMA ($\bar{x} = 4.56$). School administrators working with teachers should build the school's reputation and public image through academic, sports, and cultural competitions.

School administrators collaborating with teachers support students to have responsibility and study hard, which are the role models of the organization.

All justice can be integrated. School administrators should focus on outcome justice, followed by interpersonal justice and procedural justice, since all three fit into the prediction equation. Also, the predicted percentage using this equation was 36.10.

Policy Recommendations

The BMA Office of Education, as the policy maker, should urgently establish a centralized,

transparent mechanism for auditing the fairness of administrative processes, especially those related to evaluation, career promotion, and workload allocation. This addresses the need for procedural justice.

Policy makers must implement mandatory and continuous professional development for school administrators, focusing on interpersonal justice — specifically, training on respectful communication and valuing teachers' input, even in conflict situations.

To enhance outcome justice, the BMA should review and standardize the framework for workload distribution across schools, ensuring that allocation is based equitably on teachers' experience and capacity, thus reducing the current perception of unfairness in this area.

Recommendations for Future Research

Qualitative studies should be conducted for a deeper understanding of the awareness of fairness and organizational commitment of teachers. Future research should employ in-depth interviews, group discussions, and phenomenological methods to understand the complex context, meaning, and processes, given the limitations of questionnaires.

Future research should compare different sizes and various locations of schools in terms of the awareness of fairness and organizational commitment among government teachers under the BMA.

Future research should examine the factors at the individual, educational institutions, district offices, and district group levels influencing the awareness of organizational justice and organizational commitment among government teachers under the BMA. Hierarchical Linear Modeling (HLM) is an alternative approach for more precise analysis of cross-level effects and interactions among these factors.

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