

OPEN ACCESS

Manuscript ID:
EDU-2025-14019705

Volume: 14

Issue: 1

Month: December

Year: 2025

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 08.10.2025

Accepted: 12.11.2025

Published Online: 01.12.2025

Citation:

Pramoolsin, W., & Piatanom, P. (2025). Authentic Leadership of School Administrators Affecting Work Motivation of Government Teachers under the Bangkok Metropolitan Administration. *Shanlax International Journal of Education*, 14(1), 122–130.

DOI:

<https://doi.org/10.34293/education.v14i1.9705>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Authentic Leadership of School Administrators Affecting Work Motivation of Government Teachers under the Bangkok Metropolitan Administration

Wanwisa Pramoolsin

Ramkhamhaeng University, Thailand

 <https://orcid.org/0009-0005-3548-2323>

Patumphorn Piatanom

Ramkhamhaeng University, Thailand

 <https://orcid.org/0000-0002-6989-8280>

Abstract

This study aimed to examine 1) the authentic leadership of school administrators, 2) the work motivation of government teachers, 3) the relationship between the authentic leadership of school administrators and the work motivation of government teachers, and 4) the influence of the authentic leadership of school administrators on the work motivation of government teachers under the Bangkok Metropolitan Administration (BMA). The sample group consisted of 370 government teachers from the BMA in the academic year 2024, selected through multistage random sampling. The research instrument used was a questionnaire. The statistics used for data analysis included the mean, standard deviation, Pearson's correlation coefficient, and stepwise multiple regression analysis. The research findings revealed that: 1) the overall and dimensional levels of authentic leadership of school administrators were high; 2) the overall and dimensional levels of teachers' work motivation were also high; 3) the authentic leadership of school administrators was positively correlated with teachers' work motivation at a moderate level, with statistical significance at the .05 level; and 4) three components of authentic leadership—relational transparency, internalised moral perspective, and balanced information processing—significantly affected teachers' work motivation at the .01 level and jointly predicted 44.70% of the variance in teachers' work motivation. Future research should include additional regions and employ qualitative methods to explore the experiences of administrators' and teachers' in greater depth.

Keywords: Authentic Leadership, Work Motivation, School Administrators, Government Teachers, BMA School, Educational Administration

Introduction

The world is currently undergoing rapid transformations in all dimensions. The 21st century has emerged as an era of dynamic change, marked by disruption across economic, social, technological, and environmental domains. These global shifts have significantly influenced administrative systems worldwide, including Thailand, which must adapt to the forces of globalisation ([National Strategy 2018-2037, 2018](#)). Technological advancements and innovations have reshaped lifestyles and economic structures, fostering the emergence of multicultural societies. Consequently, Thailand must advance toward becoming a globally competitive nation in alignment with the Thailand 4.0 policy and Sustainable Development Goals (SDGs). This includes enhancing equitable and inclusive educational quality and promoting lifelong learning opportunities for all citizens ([Office of the National Economic and Social Development Council, 2022](#)). Contemporary education management is no longer confined to merely

addressing societal demands; instead, it must cultivate learners into quality citizens capable of leading meaningful and productive lives in the 21st century. Therefore, the Bangkok Metropolitan Administration (BMA) bears the crucial responsibility of enhancing the quality of life and education of young people, ensuring their readiness for ongoing social transformations. The emphasis is placed on fostering learners' knowledge, moral integrity, and life skills within the context of global competition driven by technology and innovation.

School administrators play a crucial role in driving educational quality to achieve institutional goals. To fulfil this role, they must exhibit Authentic Leadership, a concept that has attracted considerable attention over the past two decades ([Walumbwa et al., 2008](#)). Authentic Leadership comprises four components: self-awareness, relational transparency, internalised moral perspective, and balanced processing. Authentic leaders are self-aware, ethical, virtuous and adaptable ([Avolio et al., 2004](#)). This leadership style fosters trust, confidence, and teachers' work motivation, which are essential factors in enhancing educational quality ([Ketvisetkul, 2020](#)).

Teachers' work motivation is directly linked to the success of educational institutions and their performance. When teachers are motivated and satisfied with their work, they are more likely to perform to their full potential, dedicating their knowledge and skills to their tasks. They demonstrate perseverance in overcoming obstacles, actively engage in self-development, foster collaboration, and take responsibility for teaching and other assigned duties, thereby enabling schools to achieve their objectives ([Tongsook et al., 2024](#)).

Although research on authentic leadership in education is expanding, some gaps remain. Most studies have focused on the Office of the Basic Education Commission. Simultaneously, limited research exists on the Department of Education BMA, which manages education in Bangkok, Thailand's capital and a unique local government. It has a distinctive structure and high social dynamism. Many studies have examined authentic leadership in general without exploring how specific dimensions affect teachers' motivation. There is also a lack of

systematic research on the link between school administrators' authentic leadership and teachers' motivation in the BMA region. This study aims to analyze this impact and provide empirical evidence to inform the development of school administrators and the shaping of policies in large urban areas.

Research Objectives

- To examine the authentic leadership of school administrators under the BMA,
- To investigate the work motivation of government teachers under the BMA.
- This study explored the relationship between the authentic leadership of school administrators and the work motivation of government teachers under the BMA.
- To examine the influence of the authentic leadership of school administrators on the work motivation of government teachers under the BMA.

Research Hypothesis

- The authentic leadership of school administrators under the BMA was found to be high.
- The work motivation of government teachers under the BMA was found to be high.
- There was a moderate positive correlation between the authentic leadership of school administrators and the work motivation of government teachers under the BMA project.
- The authentic leadership of school administrators had a statistically significant positive effect on the work motivation of government teachers under the BMA at the 0.05 significance level.

Conceptual Framework

This study, entitled Authentic Leadership of School Administrators Affecting Work Motivation of Government Teachers under BMA, examined two main variables: 1) Authentic Leadership, comprising self-awareness, relational transparency, internalised moral perspective, and balanced processing, based on the framework proposed by [Walumbwa et al. \(2008\)](#). 2) Government teachers' Work Motivation, encompassing recognition and respect, career advancement, interpersonal relationships, and job accomplishment, as conceptualised by ([Maslow,](#)

1970; [Watt & Richardson, 2012](#); [Hasan & Hynds, 2014](#); [Prudkum et al., 2022](#); [Selawan & Piatanom, 2024](#); [Sukanan & Sirisuk, 2023](#); [Panton et al., 2024](#); [Maorasri & Chapanya, 2024](#); [Chuamuangpan, 2024](#); [Kaprasit & Kheowongsri, 2024](#)).

The conceptual framework of this study is illustrated in Figure 1.

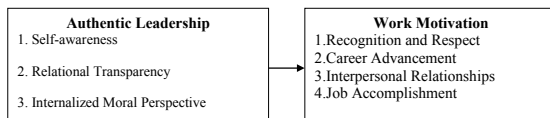


Figure 1 Conceptual Framework

Methodology

Population and Sample

The population of this study consisted of government teachers under the BMA, totalling 13,214 individuals in the 2024 academic year ([Bangkok Metropolitan Administration, 2024](#)) across 437 schools. The sample for this study included government teachers under the BMA in the 2024 academic year. Using [Cohen et al.'s \(2018\)](#) table to determine the sample size at a 0.05 significance level, 370 participants were selected. A multistage random sampling technique was employed as follows: 1) Cluster Random Sampling: One district cluster was selected, namely the Krung Thon Buri South District. 2) Cluster Random Sampling: One district office was chosen, specifically the Bang Khun Thian Office, which includes 16 schools. 3) Simple Random Sampling: Government teachers were randomly selected within these schools to ensure the representativeness of the population for the questionnaire survey.

Research Instruments

The research instrument used in this study was a questionnaire designed to assess the Authentic Leadership of school administrators and the work motivation of government teachers under the BMA. The questionnaire consisted of three parts.

Part 1: Demographic Information. This section collected general information about the participating government teachers using a checklist. It included items on gender, age, highest educational level, professional rank, and length of service of the respondents.

Part 2: The questionnaire on the authentic leadership of school administrators under the BMA used a 5-point Likert scale ([Srisaard, 2017](#)), with responses ranging from Very High to Very Low. The instrument contained 39 items covering four dimensions aligned with the research conceptual framework.

Part 3: The questionnaire on teachers' work motivation under the Bangkok Metropolitan Administration was constructed as a rating scale based on the 5-level Likert method ([Srisaard, 2017](#)), consisting of Very High, High, Moderate, Low, and Very Low. The questionnaire contained 37 items across four dimensions, in accordance with the research conceptual framework.

Quality Assessment of the Instruments

Content validity was evaluated by five experts specialising in educational administration and statistical data analysis. The experts assessed the alignment of the items with the operational definitions of constructs. The scores from all five experts were analysed using the Item-Objective Congruence (IOC) index ([Worakham 2018](#)). The resulting IOC values for the questionnaire items ranged from 0.6 to 1.0, indicating satisfactory content validity of the questionnaire.

The reliability of the questionnaire was pilot-tested with 30 government teachers under the BMA in the 2024 academic year from Suwitseri Anusorn Secondary School, which was not part of the main sample. Item discrimination was analysed using the item-total correlation method, with values ranging from 0.46 to 0.95. The overall reliability of the questionnaire was evaluated using Cronbach's alpha, yielding a high coefficient of 0.992.

Data Analysis

- To examine the authentic leadership of school administrators under the BMA, the data were analysed using the mean and standard deviation (S.D.), with interpretation criteria applied to the mean values. [Srisaard \(2017\)](#).
- To investigate the work motivation of government teachers under the BMA, the data were analysed using the mean and standard deviation (S.D.), with interpretation criteria applied to the mean

values. [Srisaard \(2017\)](#).

- To explore the relationship between the authentic leadership of school administrators and the work motivation of government teachers under the BMA, Pearson's Product-Moment Correlation Coefficient (r) was computed, and standard interpretation criteria for correlation coefficients were applied. [Srisaard \(2017\)](#).
- To examine the effect of school administrators'

Authentic Leadership on government teachers' work motivation under the BMA, a stepwise multiple regression analysis was conducted.

Research Results

Table 1 presents the analysis of authentic leadership among school administrators under the BMA.

Table 1 Mean and Standard Deviation of Authentic Leadership of School Administrators under the BMA (n = 339)

Authentic Leadership of School Administrators	Government Teachers' Perspectives			
	X	S.D.	Level	Rank
Self-awareness	4.22	0.48	High	3
Relational Transparency	4.29	0.48	High	2
Internalized Moral Perspective	4.14	0.86	High	4
Balanced Processing	4.33	0.74	High	1
Overall	4.25	0.43	High	

The analysis of school administrators' authentic leadership in the BMA showed high overall levels. The highest scores were in Balanced Processing and Relational Transparency, with the lowest in

internalised moral perspective.

Table 2 presents the analysis of work motivation among government teachers under the BMA.

Table 2 Mean and Standard Deviation of Work Motivation of Government Teachers under the BMA (n = 339)

Work Motivation of Government Teachers	Government Teachers' Perspectives			
	X	S.D.	Level	Rank
Recognition and Respect	4.38	0.58	High	1
Career Advancement	4.35	0.82	High	3
Interpersonal Relationships	4.31	0.74	High	4
Job Accomplishment	4.36	0.72	High	2
Overall	4.35	0.51	High	

The analysis shows that government teachers have high motivation overall, especially in Recognition and Respect, followed by Job Accomplishment, with Interpersonal Relationships being the lowest.

The relationship between school administrators' authentic leadership and government teachers' work motivation under the BMA is shown in Figure 2.

Table 3 Pearson's Correlations between Authentic Leadership of School Administrators and Work Motivation of Government Teachers under the BMA

Authentic Leadership of School Administrators	X_1	X_2	X_3	X_4	X_{tot}	Y_{tot}
X_1	1					
X_2	0.557**	1				
X_3	0.205**	0.169**	1			

X_4	0.274**	0.470**	0.116*	1		
X_{tot}	0.651**	0.716**	0.650**	0.694**	1	
Y_{tot}	0.242**	0.293**	0.631**	0.278**	0.581**	1

The study found a moderate positive correlation ($r_{xy} = 0.581^{**}$) between school administrators' authentic leadership and teachers' motivation, significant at the 0.05 level. Among the dimensions, Internalised Moral Perspective (X_3) had the strongest link ($r_{xy} = 0.631^{**}$), followed by Relational Transparency (X_2 , $r_{xy} = 0.293^{**}$) and Self-awareness (X_1 , $r_{xy} = 0.242^{**}$). All results were statistically significant.

Section 4 presents the findings of the analysis regarding the predictive capacity of authentic leadership exhibited by school administrators on the work motivation of government teachers under the BMA (Figure 3).

The stepwise regression showed that three dimensions of Authentic Leadership—Relational Transparency (X_2), internalised moral perspective (X_3), and Balanced Processing (X_4)—significantly explained 44.70% of the variance in government teachers' work motivation at the 0.01 level. The R^2 was 0.452.

The regression equation for the raw scores is as follows:

$$= 1.865 + 0.355(X_3) + 0.130(X_2) + 0.106(X_4)$$

The Regression Analysis equation in the form of standard scores is as follows:

$$\hat{Z}_y = 0.593(X_3) + 0.281(X_2) + 0.192(X_1)$$

Authentic Leadership Variables	B	S.E.	β	t	Sig.
Relational Transparency (X_2)	0.130	0.050	0.121	2.610**	0.009
Internalized Moral Perspective (X_3)	0.355	0.025	0.593	14.443**	0.001
Balanced Processing (X_4)	0.106	0.032	0.153	3.331**	0.001
Constant	1.865	0.204		9.142**	0.001

Multiple R = 0.672C, R Square = 0.452, Adjusted R Square = 0.447, Std. Error = 0.382

**Statistically significant at the .01 level

Figure 3 Results of the Analysis of the Predictive Power of Authentic Leadership of School Administrators on the Overall Work Motivation of Government Teachers under the BMA

Discussion

The findings of the research titled Authentic Leadership of School Administrators Affecting Work Motivation of Government Teachers under BMA can be discussed in detail as follows:

The results revealed that the authentic leadership of school administrators under the BMA was at a high level, both overall and in each aspect. This is because these administrators demonstrate self-awareness, transparency, honesty, and a strong commitment to their core values, as well as ethical and moral principles in their decision-making. Such authentic leaders foster trust, engagement, and sustainable inspiration among government teachers in the BMA, thereby enhancing the long-term effectiveness and strength of educational institutions in the region. These findings are consistent with those of [Manoprom \(2019\)](#), who examined a model for developing authentic leadership of basic education

school administrators and found that authentic leadership was at the highest level overall. Similarly, [Ketvisetkul \(2020\)](#) developed a program to enhance effective authentic leadership for private school administration and found that authentic leadership effectiveness was at its highest level overall. Furthermore, [Bumroongklang and Netklang \(2022\)](#) examined the authentic leadership of primary school administrators in Kham Sakaesaeng District, Nakhon Ratchasima Province, and found that authentic leadership was generally high in this context. These results also align with those of [Walumbwa et al. \(2008\)](#), who developed and validated a theory-based measure of authentic leadership and found it to be highly valid.

The study found that the overall and aspect-specific levels of work motivation among government teachers under the BMA were high. This is because school administrators under the BMA

have created a working atmosphere and system that fosters government teachers' motivation to work. Administrators show respect, trust, recognition, and appreciation, and provide systematic personnel development plans that promote the advancement of all government teachers. They also build positive relationships within the school, encourage government teachers to share knowledge, and establish a friendly culture that enhances the commitment and enthusiasm of government teachers for their work. Furthermore, the administrators set clear work goals, which led government teachers to become determined, dedicated, and ready to perform their duties effectively, thereby helping the school achieve its objectives. These findings are consistent with the study by [Rujikwan and Phattharakul \(2023\)](#), which investigated the Guidelines for Enhancing Teachers' Work Motivation in the 21st Century under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office and found that teachers' work motivation was high overall. They also align with [Promsen's \(2023\)](#) research on teachers' work motivation in the Phu Kamyao Educational Cluster under the Phayao Secondary Educational Service Area Office, which found that teachers' motivation was high. Similarly, [Kaprasit and Kheowvongsri \(2024\)](#) studied the Work Motivation of Teachers in Thepha District Primary Schools under Songkhla Primary Educational Service Area Office 3 and found that overall and aspect-specific motivation levels were high. Likewise, [Chuangpan \(2024\)](#) studied The Relationship between Work Motivation and organizational commitment among teachers in Highland and Remote Areas under the Chiang Rai Primary Educational Service Area Office 1 and found that teachers' work motivation was high overall.

The study on the relationship between authentic leadership of school administrators and work motivation of government teachers under the BMA found a moderate positive correlation ($r_{xy} = 0.581^{**}$) with statistical significance at the .05 level. This is because administrators exhibit authentic leadership by adhering to the principles of transparency, honesty, and fairness, providing opportunities for teacher participation, and serving as role models. These behaviours foster trust, confidence, and faith in administrators, encouraging government teachers

to collaborate actively in school development. Additionally, government teachers receive recognition, see opportunities for career advancement, maintain positive relationships with colleagues, and take pride in their achievements. All of these factors enhance government teachers' motivation to perform their duties diligently and to the best of their ability, ultimately benefiting students and contributing to the school's success. These findings are consistent with the study by [Anchaleesathaporn, Wiwatchankit, & Jorong \(2024\)](#), which examined authentic leadership in the administration of Municipal School 2 Wat Om Yai (Nakharat Withthayakarn), Sam Phran District, Nakhon Pathom Province, and found a positive relationship between authentic leadership and school administration. Similarly, [Sukanan and Sirisuk \(2023\)](#) studied the relationship between school administrators' roles and teacher work motivation in Primary Educational Service Area Office 3, Surat Thani, and found a strong positive correlation between the two. [Hargrove \(2017\)](#) also reported that authentic leadership is positively associated with work motivation and job satisfaction. Furthermore, [Ahmad et al. \(2024\)](#) examined the relationship between school principals' authentic leadership and teachers' work motivation in network schools and found a positive correlation.

The study on Authentic Leadership of School Administrators Affecting Work Motivation of Government Teachers under the BMA found that three dimensions of authentic leadership, relational transparency, internalised moral perspective, and balanced processing, significantly predicted government teachers' work motivation at the .01 level, accounting for 44.70% of the variance. This is because administrators uphold transparency, honesty, and fairness, provide opportunities for teacher participation, and act as role models, fostering trust and confidence in the organization. Such an environment promotes cooperation, trust, and organizational commitment in schools. Furthermore, administrators recognise and honour government teachers' achievements and support their professional advancement, leading government teachers to take pride in their roles and motivating them to perform diligently and to their full potential, ultimately enhancing the quality of students and

the success of the school. These findings align with previous studies. [Punwiya \(2021\)](#) examined authentic leadership among school administrators in Mae Fah Luang District, Chiang Rai, and found that two dimensions— internalised moral perspective and balanced processing—significantly predicted teachers’ professional standard performance, accounting for 50.6%. [Rattanaphan \(2021\)](#) examined authentic leadership among administrators in Samut Sakhon and found that transparency and balanced processes predicted teacher performance, accounting for 69.10% of variance. [Maorasri and Chapanya \(2024\)](#) investigated administrators’ ethical leadership in Roi Et secondary schools and found that trust, respect, and fairness significantly predicted teacher work motivation, accounting for 55.30%. [Yangbuek \(2023\)](#) studied the leadership of administrators in Nakhon Phanom primary schools and reported that achievement-oriented leadership significantly predicted teacher work motivation, accounting for 30.80%. These studies collectively support the idea that the authentic and ethical leadership practices of school administrators positively influence teacher motivation across different contexts and educational levels.

Conclusion

The study found that authentic leadership by BMA school administrators positively influences teachers’ work motivation, especially in relational transparency, internalised moral perspective, and balanced processing, which significantly predict motivation at the .01 level. This study advances the understanding of authentic leadership in urban education. The limitations of this study include the sample from the BMA and the reliance on questionnaires. Future research should include additional regions and employ qualitative methods to explore administrators’ and teachers’ experiences more deeply.

Recommendations

Recommendations for Practice

Short-term Recommendations

School administrators under the BMA should emphasise balanced information processing by utilising accurate, comprehensive, and evidence-

based data. They should also provide opportunities for stakeholders to express their opinions before making decisions. This recommendation is supported by research findings indicating that balanced processing had the highest mean score among the dimensions of authentic leadership among school administrators.

School administrators should enhance teachers’ work motivation by prioritising recognition and respect, particularly by providing work support, offering encouragement, and giving appropriate praise and acknowledgement. These practices help stimulate work motivation and align with research findings indicating that recognition and respect have the highest mean score among the dimensions of work motivation.

Long-Term Recommendations

The Office of Education and relevant agencies should utilise the findings of this study to establish a long-term development system for enhancing authentic leadership among school administrators. Particular emphasis should be placed on cultivating an internalised moral perspective, which has been found to significantly influence teachers’ work motivation. Strengthening this dimension will contribute to sustainable improvements in the quality of educational administration in the future.

Recommendations for Future Research

Future studies should explore the authentic leadership of school administrators and its effects on teachers’ work motivation in other educational jurisdictions, such as the Office of the Basic Education Commission (OBEC), private schools, and schools in different regions. Such comparative research across various affiliations and contexts would provide a more comprehensive understanding of this phenomenon.

The research findings should be utilised to develop a model for enhancing authentic leadership among school administrators to establish a prototype or systematic framework for future organizational development and improve the quality of school administration.

References

- Ahmad, J., Ali, D. F., Hassan, R., Jambari, H., & Osman, S. (2024). The relationship of principal's authentic leadership and teacher's job motivation in excellence cluster schools. *Journal of Research and Innovation in Social Science*, 8(12), 2459-2463.
- Anchaleesthaporn, S., Wiwatchanjakit, S., & Jorong, A. (2024). Authentic leadership in the school management of educational personnel, Municipal School 2, Omyai Temple (Nakhon Rat Wittayakhan), Sampran District, Nakhon Pathom Province. *Journal of Nakhonratchasima College (Humanities and Social Sciences)*, 18(2), 267-282.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15(6), 801-823.
- Bangkok Metropolitan Administration. (2024). *Educational Statistics Report for the Academic Year 2024: Schools under the Bangkok Metropolitan Administration*. Bangkok Metropolitan Administration
- Bumroongklang, P., & Netklang, K. (2022). The study of primary school administrators' authentic leadership in Kham Sakaesaeng, Nakhon Ratchasima. *Journal of Arts and Science Chaiyaphum Rajabhat University*, 9(2), 89-103.
- Chuamuangpan, K. (2024). *Relationship between Work Motivation and Organizational Commitment of Teachers in Highland and Remote Areas under the Jurisdiction of the Chiang Rai Primary Educational Service Area Office 1*. University of Phayao.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Hargrove, D. (2017). *The Building Blocks of Authentic Leadership: Being Consistent and Being Seen*. Duke University.
- Hasan, A. R., & Hynds, A. (2014). Cultural influence on teacher motivation: A country study of Maldives. *International Journal of Social Science and Humanity*, 4(1), 19-28.
- Kaprasit, P., & Kheowvongsri, S. (2024). Teachers' working motivation in primary schools in the Thepha district under Songkhla primary educational service area office 3. *Journal of Institute of Trainer Monk Development*, 7(3), 121-133.
- Ketvisetkul, T. (2020). *The Development of Program to enhance Authentic Leadership on Management Effectiveness of Private School Administrators*. Mahasarakham University.
- Manoprom, K. (2019). *The Model of Authentic Leadership Development for Administrators in Basic Education Schools*. University of Phayao.
- Maorasri, A., & Chapanya, Y. (2024). *Ethical leadership of school administrators affecting teachers' work motivation in schools under the Secondary Educational Service Area Office Roi Et*. *MBU Roi Et Journal of Global Education Review*, 4(3), 103-118.
- Maslow, A. H. (1970). *Motivation and Personality*. Harper & Row.
- National Strategy (2018–2037). (2018). *National Strategy 2018–2037*. Food and Agriculture Organization.
- Office of the National Economic and Social Development Council. (2022). *The 13th National Economic and Social Development Plan, 2023–2027*.
- Panton, R., Aiemphaya, K., & Noymanee, N. (2024). The leadership behavior of the school administrators affecting the motivation in the performance of the teachers under Prachinburi primary educational service office 1. *The Journal of Sirindhornparithat*, 25(2), 1401-1415.
- Promsen, N. (2023). *Work Motivation of Teachers in Phu Kam Yao Consortium, the Secondary Educational Service Area Office, Phayao*. University of Phayao.
- Prudkum, K., Kao-ian, J., Suwanno, P., & Ruangpan, N. (2022). Transformational leadership of school administrators and the motive in work of teachers in pilot schools under the educational sandbox in southern border provinces. *Al-Hikmah Journal FTU*, 12(24), 19-35.

- Punwiya, W. (2021). *The Authentic Leadership of School Administrators affecting the Teachers' Performance according to Professional Standards of the Schools in Chiang Rai Primary Educational Service Area Office 3, Mae Fah Luang District, Chiang Rai Province*. University of Phayao.
- Rattanaphan, W. (2021). *Authentic Leadership of School Administrators Affecting Performance of Government Teachers under Samutsakhon Primary Educational Service Area*. Nakhon Pathom Rajabhat University.
- Rujikwan, C., & Phattharakul, W. (2023). The enhancing motivation guidelines for teacher performance in the 21st century under the secondary educational service area office Phra Nakhon Si Ayutthaya. *Journal of Bovorn Multi-Education and Human Social Sciences*, 5(2), 545-560.
- Selawan, P., & Piatanom, P. (2024). The relationship between using empowerment of school administrators and job motivation of teachers under the Secondary Educational Service Area Office, Bangkok 1. *Journal of Education Studies*, 52(1), 1-13.
- Srisaard, B. (2017). *Introductory Research*. Suwiriyasarn Publishing.
- Sukanan, K., & Sirisuk, K. (2023). Relationship between roles of school administrators and motivation of teachers' work under the Office of Surat Thani Primary Education Service Area 3. *Journal of Perspectives in Education*, 1(2), 62-76.
- Tongsook, J., Aiemphaya, K., & Noymanee, N. (2024). The 21st century leadership of school administrators affecting the teachers' motivation in work under the Chonburi Primary Educational Service Area Office 1. *The Journal of Sirindhoparithat*, 25(2).
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.
- Watt, H. M. G., & Richardson, P. W. (2012). An introduction to teaching motivations in different countries: Comparisons using the FIT-Choice scale. *Asia-Pacific Journal of Teacher Education*, 40(3), 185-197.
- Worakham, P. (2018). *Educational Research*. Taksila Printing.
- Yangbuek, S. (2023). *Leadership of School Administrators affecting Performance Motivation of Teachers in Schools under Nakhon Phanom Primary Educational Service Area Office 2*. Sakon Nakhon Rajabhat University.

Author Details

Wanwisa Pramoolsin, Ramkhamhaeng University, Thailand, **Email ID:** 6714470045@rumail.ru.ac.th

Patumphorn Piatanom, Ramkhamhaeng University, Thailand, **Email ID:** p.piatanom@gmail.com