

## Factors Affecting Transformational Leadership of School Administrators, Bang Khen District, Bangkok Metropolitan Administration

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### Abstract

*This research employed a quantitative research approach aiming to 1) examine the level of factors affecting transformational leadership of school administrators in Bang Khen District under Bangkok Metropolitan Administration (BMA); 2) examine the level of transformational leadership of school administrators; 3) explore the relationship of factors affecting transformational leadership of school administrators and transformational leadership of school administrators; and 4) investigate factors affecting the transformational leadership of school administrators in Bang Khen District, BMA. The sample group included a total of 169 directors, deputy directors, and teachers of schools in Bang Khen District, BMA. The sample size was determined based on Krejci and More's table which was proportionated using the rule of three by the number of population of each school, with the sample being selected by a simple random sampling method. The research tool was a 5-point rating scale questionnaire. Analytical statistics comprised frequency, percentage, mean, standard deviation, Pearson's correlation coefficient, and stepwise multiple regression analysis. The results revealed the followings. 1) Factors affecting transformational leadership of school administrators in Bang Khen District, BMA were at a high level in overall and in each aspect. 2) Transformational leadership of school administrators in Bang Khen District, BMA was at a high level in overall and in each aspect. 3. Factors affecting transformational leadership and transformational leadership of school administrators had a positive relationship with a statistical significance at the .01 level. 4. Four factors namely achievement motivation, participatory management, decentralization, and emotional intelligence affecting transformational leadership of school administrators showed the overall value of predictive efficiency (R<sup>2</sup>) of .591, accounting for 59.10 %, with a statistical significance at the .01 level.*

**Keywords:** Factors Affecting Transformational Leadership, Transformational Leadership, School Administrators, Bang Khen District

### INTRODUCTION

Education is a mechanism for the development, promotion, and cultivation of concepts in the citizens and young people of the nation. It is a key variable of capabilities and competencies for long-term competitiveness. It offers the main link and crucial context for the design under the drive of education and learning reform for development interconnected with humans and society in the changing dynamics of moving into the 21<sup>st</sup> century and becoming Thailand 4.0. The action for effective reform and the success with effective management make it ready for the ongoing changes (Pornchai Jedaman et al., 2016). In the era of educational reform, professional educational administrators are required to lead school to achieve its mission, roles and responsibilities (Apitsara Moongmart, 2021). Change in the original administration principles in schools is to change school administration to the new educational paradigm and management model. Transformational leadership is an important factor and imperative to administrator's management of school according to the assigned rules and regulations since existing factors might not fully benefit students and transformational leadership (Office of Basic Education Policy and Planning, 2013).

Over the past decade therefore leadership had been studied and an ideal approach to the current situation was suggested and referred to as “transformational leadership or change leadership”. It was found that the traits and behaviors of transformational leadership affected the behaviors of people in the organization. If the organization desires for its change, transformational leadership will have a great effect on its success and lead the organization to a better new situation (Nuch Sattachatmongkol and Atthaphon Thampaiboon, 2016). Transformational leadership demonstrated the process of school administration and management with an aim for the leader to gain the followers' trust, admiration, royalty, and respect, and in turn, affect their motivation to work for better productivity than previously expected (Supannika Subunnat, 2017). As described by Sasitorn Raksachon (2014), transformational leaders have duties and responsibilities to lead organizational development

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towards the goal effectively. Transformational leaders interact with co-workers to build up cooperation, motivation, and encourage members to recognize and become aware of self-value to the job or organization and to develop their positive attitude, increased motivation and morality to the level that they feel like changing. Transformational leader needs to behave as good role model in terms of work knowledge and ability and being a decent person so as to gain admiration and trust among co-workers. It is necessary that school administrators change their own attitudes and management concepts to keep up with the emerged changing situation so that they can bring the school to achieve with modernity and quality management in all aspects.

Bangkok Metropolis covers totally 50 administrative districts, serves as the center for education of the country, and is home to a large number of higher education institutions. Earlier, universities were mostly located in this capital city and they produced graduates to support the industrial growth of Thailand. Those intellectuals of the country were all cultivated with science and art from the leading higher education institutions in Bangkok (Wikipedia, 2024). There are as many as 437 schools under the Bangkok Metropolitan Administration (BMA) as government schools offering primary education under the supervision of various district offices, not to mention schools under other jurisdictions. There are 5 schools under Bang Khen District of BMA (Wikipedia, 2024).

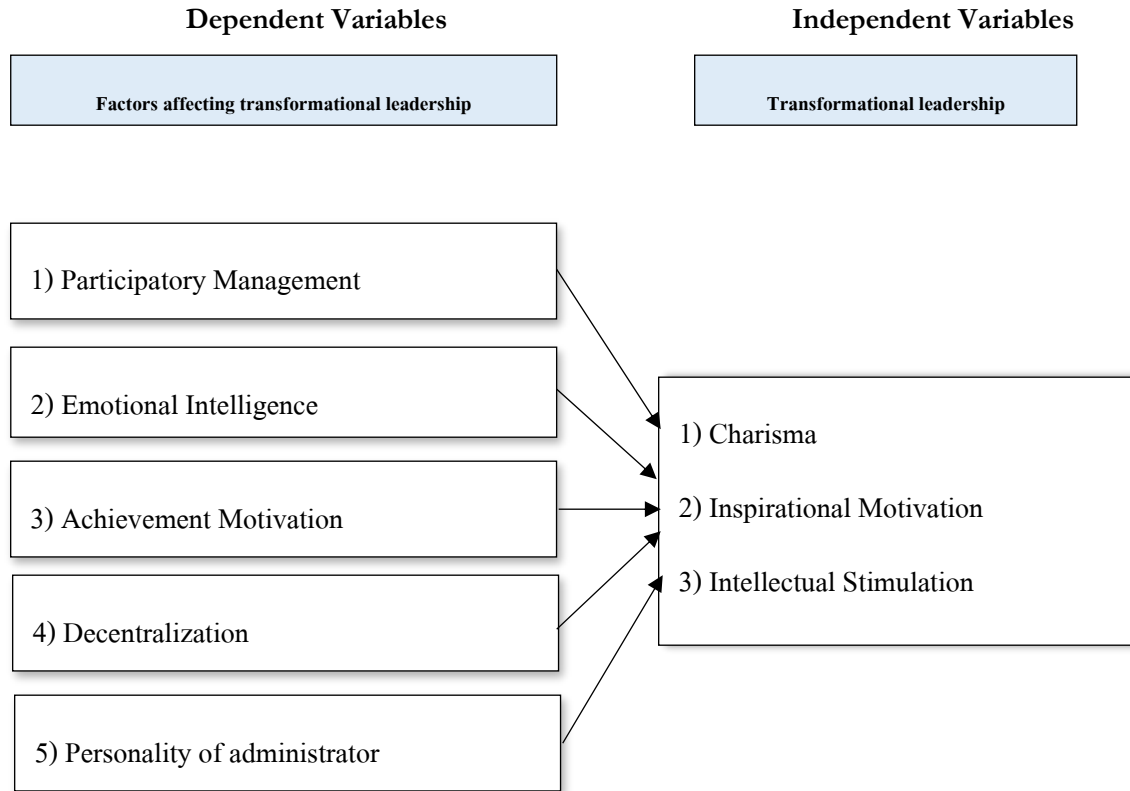
In consideration of the above issue, the world's ongoing changes with the economic, social, and cultural factors from the past to present require changes in leadership of administrators accordingly. It is thus the researcher's intention to investigate what are the factors that affect the transformational leadership of administrators in the present time. This research was thus conducted focusing on factors affecting transformational leadership of school administrators in particular of Bang Khen district, BMA. The results will serve to guide the development with achievement orientation for quality education management of schools in Bang Khen district, BMA and in turn the development of students and performance of school personnel.

### **Objectives**

1. To examine the level of factors affecting transformational leadership of school administrators in Bang Khen District, BMA;
2. To examine the level of transformational leadership of school administrators in Bang Khen District, BMA;
3. To explore the relationship of factors affecting transformational leadership of school administrators with transformational leadership of school administrators in Bang Khen District, MBA; and
4. To investigate factors affecting transformational leadership of school administrators in Bang Khen District, MBA.

### **Research Conceptual Framework**

In this research on factors affecting transformational leadership of school administrators in Bang Khen District, BMA, the researcher had synthesized factors that affect transformational leadership which had been previously studied by a group of academics and educators namely Somboon Sinrungham (2017); Apitsara Moongmart (2021); Supannika Subannat (2017); Pornsuda Chuphan (2020); Suwapit Phosai, Prayoon Imsawads and Sumet Ngamkanok (2020); Thanakorn Iampan (2016); and Yukl (1998). The dependent variables obtained as factors affecting transformational leadership consisted of 1) Participatory management, 2) Emotional intelligence, 3) Achievement motivation, 4) Decentralization, and 5) Personality of administrator. Transformational leadership as studied by a number of academics and educators including Netnapa Chetjarnong (2021); Wuthinan Pohada (2021); Thanyamat Daengsida (2022); Apitsara Moongmart; (2021), Schieltz (2019); Bottomley, et al. (2016); and Basham (2012) provided independent variables for transformational leadership, consisting of 1) Charisma; 2) Inspirational motivation; 3) Intellectual stimulation; and 4) Individualized consideration. The research conceptual framework was hence defined as shown in Figure 1.



**Figure 1** Research Conceptual Framework

## RESEARCH METHOD

### Population and Sample

The population in this research included school directors, deputy directors, and teachers in Bang Khen District, BMA from 5 schools, consisting of 141 participants from Thai Niyom Songkhro School, 28 participants from Prachaphiban School, 73 participants from Ban Khlong Bua School, (Iam Sangroj), B24 participants from Baan Buamon School (Charoen Rat Uthit), and 38 participants from Wat Trai Rattanaram School (Cheunchujai Rat Uthit), totaling 304 participants (Office of Education, 2023).

The sample included a total of 169 participants as school directors, deputy directors, and teachers in Bang Khen District, BMA. The sample size was determined based on Krejcie and Morgan's table (Krejcie & Morgan, 1970), proportionated using the Rule of Three method by the number of population in each school, and were selected with a simple random sampling.

### Instrument for Data Collection

The instrument for data collection in this research were constructed and developed from the investigation and search of relevant concepts, theories, and research works, as a questionnaire to capture information about the opinions of school directors, deputy directors, and teachers in Bang Khen District, BMA regarding factors that affect transformational leadership of school administrators in Bang Khen District, BMA. The questionnaire contained 3 parts as follows:

Part 1 of the questionnaire is pertaining to information of respondents, as a Checklist with 4 items on sex, age, education level, and work experience.

Part 2 of the questionnaire is pertaining to the opinions of school directors, deputy directors, and teachers in Bang Khen District, BMA on factors that affect transformational leadership of school administrators in Bang Khen District, BMA. It was a 5-point rating scale type.

Part 3 of the questionnaire is pertaining to the opinions of school directors, deputy directors, and teachers in Bang Khen District, BMA on transformational leadership of school administrators in Bang Khen District, BMA. It was a 5-point rating scale type.

### **Validation of Instrument**

The revised questionnaire was submitted to 3 experts to check for content validity and wording by finding the value of Index of Item Objective Congruence (IOC) using their giving comments. Here the IOC value equaled to 0.91. The questionnaire was thus revised as per the suggestions of experts and tried out on 30 cases of non-sample population with similar characteristics to the sample. The analysis was performed to determine the reliability value using Cronbach's Alpha Coefficient (Cronbach, 1990), obtaining the reliability value of 0.902. The revised questionnaire was then finalized into a complete version for further data collection.

### **Data Collection**

To conduct this research, the researcher submitted an official memorandum to the director of Bang Khen District, BMA to request for their approval and support to collect data from school directors, deputy directors, and teachers under their jurisdiction. Questionnaires were sent and collected in person by the researcher for the facilities nearby. For the distant facilities, the researcher sent out questionnaires enclosed with an envelope and a stamp via post.

### **Data Analysis**

The researcher analyzed the data with statistical methods using a computer package program. The analytical statistics involved frequency, percentage, mean ( $\bar{x}$ ), standard deviation (S.D.), Pearson's product moment correlation coefficient, and Multiple regression analysis.

## **RESULTS**

1. Results of analysis on the level of factors affecting transformational leadership of school administrators in Bang Khen District, BMA. Overall, a high level of factors was found, ranked from the highest to the lowest means as emotional intelligence; achievement motivation; participatory management; decentralization; and personalities of administrators.

Consideration by each aspect suggested the following findings.

1) Factor on participatory management was at a high level in overall. For individual item, the highest mean was reported for subordinates having the freedom to fully use their knowledge and ability at work; followed by administrators allowing subordinates to participate in decision-making to determine the management structure; administrators designating credits to subordinates appropriately and fairly; and administrators allowing subordinates to participate in formulating school action plan; and the lowest mean was for subordinates participating in performance assessment of school.

2) Factor on emotional intelligence was at a high level in overall. For individual item, the highest mean was reported for administrators being able to resourcefully encounter obstacles and disappointments, and administrators understanding the emotion of oneself and others; followed by administrator having good relationships with subordinates and general people for work accomplishment; administrators regulating their emotions and mind from being provoked or aggravated; and the lowest mean was for administrators ready to constantly improve themselves.

3) Factor on achievement motivation was at a high level in overall. For individual item, the highest mean was reported for administrators having techniques to motivate subordinates to work with intention and diligence; followed by administrators using their knowledge and abilities to deal with particular tasks and problems with

determination; administrators having satisfaction on the performance of subordinates; and the lowest mean was for administrators actively performing challenging tasks to achieve success.

4) Factor on decentralization was at a high level in overall. For individual item, the highest mean was reported for administrators using performance assessment results to build up motivation and develop personnel for organizational development towards changes; followed by administrators decentralizing duties and works through the line of commands; administrators fully authorizing the operational decision making to subordinates; and the lowest mean was for administrators distributing budget to enable effective and efficient implementation of work.

5) Factor on personality was at a high level in overall. For individual item, the highest mean was reported for administrators having leadership personality; followed by administrators having self-confidence; and administrators having good stress tolerance; and the lowest mean was for administrators consistently exhibiting good behaviors to become permanent habit.

2. Results of analysis on the level of transformational leadership of school administrator in Bang Khen District, BMA. The level of transformational leadership was at a high level in overall, ranked from the highest to the lowest means as individualized consideration, charisma; intellectual stimulation; and inspirational motivation.

Consideration by each aspect suggested the following findings.

1) Charisma was at a high level in overall. For individual item, the highest mean was reported for subordinates having recognition, respect, confidence, faith, pride, and trust in administrators' abilities; followed by administrators having clarity in work implementation; administrators having explicit visions and plans of goals that keep up with the current situations; and the lowest mean was for administrators having an ideology demonstrating transformational leadership.

2) Inspirational motivation was at a high level in overall. For individual item, the highest mean was reported for administrators adhering to the principles of teamwork; followed by administrators motivating subordinates to adopt new techniques used in developing work to keep up with changes; administrators expressing encouragement to subordinates at work; and the lowest mean was for administrators building up motivation for subordinates to see the value and challenge of works.

3) Intellectual stimulation was at a high level in overall. For individual item, the highest mean was reported for administrators considering of changing traditional ways of working to keep up with the current situation; followed by administrators having subordinates seeking solutions and means to solve various problems on their own; administrators always encouraging personnel to put efforts in using strategies and find new ways to solve problems in the organization; and the lowest mean was for administrators exhibiting behaviors to stimulate subordinates to recognize new methods or approaches to solving problems.

4) Individualized consideration was at a high level in overall. For individual item, the highest mean was reported for administrators being attentive and caring, acknowledging and trying to respond to the needs of subordinates individually; followed by administrators creating work atmosphere and culture responding to individuality in appropriate ways; administrators promoting subordinates' self-development to foster and develop subordinates for increased competencies; and the lowest mean was for administrators being fair with moral support.

3. Results of analysis on the relationship between factors affecting transformational leadership and transformational leadership of school administrators in Bang Khen District, BMA. Positive relationships were found with a statistical significance at the .01 level, respectively for achievement motivation, participatory management, and decentralization. However, no relationship was found between emotional intelligence and personality of administrators and transformational leadership of school administrators in Bang Khen District, BMA.

4. Results of analysis on factors affecting transformational leadership of school administrators in Bang Khen District, BMA. Four factors including achievement motivation, participatory management, decentralization, and emotional intelligence were found to affect transformational leadership of school administrators by 59.10

%, with a statistical significance at the .01 level. However, personality of administrators was not found to affect transformational leadership of school administrators.

## DISCUSSION

1. Results of the investigation of factors affecting transformational leadership of school administrators in Bang Khen District, BMA reported an overall high level of factors affecting transformational leadership. The finding is consistent with Apitsara Moongmart (2021) in a study on factors affecting transformational leadership of school administrators under Secondary Educational Service Area Office 21, suggesting a high level in overall and in each aspect. Similar result was reported by Pornsuda Chuphan (2020) examining factors affecting transformational leadership of school administrators under Chonburi Primary Educational Service Area Office 2, with a high level in overall and in each aspect.

This may be explained by that prior to being appointed as full-fledged school administrators, they firstly had to go through a training and development process to ensure they will become an administrator with morality, ethics, and quality, so they know and understand about management and were aware of their own strengths and weaknesses and ready to constantly improve themselves. They were able to regulate self- emotion when facing with various situations, and think carefully before making a decision at work or to do anything. They decentralized the administrative authority and allowed subordinates to have freedom to think and create new methods of developing oneself, students, and school, and also to involve in setting the goals of school. School administrators were capable of resourcefully encountering obstacles and disappointments, while having empathy and generosity towards others as well as a good relationship with subordinates and general people for the work to be accomplished. As suggested by Apitsara Moongmart (2021), administrators took on participatory management within schools. They allocated credits and benefits the school received to teachers and staff appropriately. They allowed teachers and staff to have freedom to seek new methods for school development and also involved in formulating school action plans. Administrative authority was decentralized to subordinates under the administrator's monitoring and evaluation of performances upon the scope of roles and duties assigned to them. School Teachers and staff were assigned with duties based on their knowledge and abilities. The policy and administrative plan were laid out with the involvement of all parties. Additionally, Pathomwit Witirawat (2022) stated that it was the responsibility of school administrators to execute school management to provide appropriate operational results. The process of selecting qualified school administrators to hold the position focused on those with abilities, competencies, and qualifications according to the set criteria. In addition, they were subject to firstly go through the training process in the teachers and educational personnel development program to ensure that they become administrators who possess ethics, good personality, knowledge and abilities to manage school effectively. Besides, they were intended to be a good role model for colleagues and act towards school personnel in ways that they can gain acceptance and make them follow their commands willingly.

Consideration by each aspect is based on the following findings.

1) Factor on participatory management was at a high level in overall. The finding agrees to Hattayaporn Saengdee, Linda Nakpoay and Saifon Sekkhunthot (2022) in a study on participatory management of school administrators affecting the implementation of basic educational standards under the Chonburi Primary Educational Service Area Office 3, suggesting an overall high level. Consistently, Anuwat Tasabut (2022) examined the relationship between participatory management of school administrators and effective teamwork in schools under the Phitsanulok Primary Educational Service Area Office 2, with the result at a high level in overall.

Since school administrators relied on a democratic and fair basis in their management, subordinates hence freely and fully use their knowledge and ability to do the tasks. They were also allowed to participate in decision-making to determine the management structure, involve in formulating school action plan and in performance assessment. Moreover, administrators fairly and appropriately allocated credits and merits to subordinates. In similar, Hattayaporn Saengdee, Linda Nakpoay and Saifon Sekkhunthot (2022) described that participatory

management by school administrators was based on democratic approach emphasizing on a collective operation of personnel in all school sections to their fullest potentiality. They shared thinking and decision making, collaborated in meetings and carrying out educational quality development plan, worked together to analyze and solve problems, and involved in monitoring and evaluation. They congratulated together and received benefits. As a result, it reduced conflicts and resistances among personnel while fostering unity and resource mobility to attain effective educational management and achievement of goals.

Laddawan Somton (2018) addressed in the same way that participatory leadership is the management by administrators who encourage teachers' participation in policy making, sharing opinions, solving problems, making decisions, and evaluating school performance. It is also supported by Anuwat Tasabut (2022) in that administrators allowed concerned teachers to share decision making in particular work regarding the problems and causes, and the need to do various activities or projects. They collectively devise approaches to solving problems and decide on a problem solution plan. They shared responsibility, decision-making, as well as monitoring and evaluating the choice decision so as to achieve good effectiveness according to the goals and objectives set by the school.

2) Factor on emotional intelligence was at a high level in overall. The finding conforms to Apitsara Moongmart (2021) suggested an overall high level of factors affecting the transformational leadership of school administrators under the Secondary Educational Service Area Office 21. Similarly, Pannida Kaewsaen, Phongsak Ruamchomrat and Mitphanee Phumklom (2022) explored the relationship between transformational leadership and emotional intelligence among school administrators under the Kanchanaburi Primary Educational Service Area Office 4, and found a high level of practice in overall and in every aspect.

It may be that administrators use both science and art in their management, and are able to resourcefully encounter obstacles and disappointments. They understand the emotion of oneself and others. Administrators build up good rapport with subordinates and general people in order to accomplish the work they perform. They also control their emotions and mind from being provoked or aggravated, and hence demonstrate appropriate behaviors. Administrators have to be ready for developing themselves constantly as well. Consistently, Pannida Kaewsaen, Pongsak Ruamchomrat and Mitphanee Phumklom (2022) pointed out that awareness of one's own emotions is one and the first important thing that administrators should have as emotional intelligence has an extremely important role in today's work. The ability to well recognize one's own emotions and feelings will affect administrators' exhibiting behaviors in words and thoughts appropriately. Likewise, Pathomwit Witirawat (2022) provided that school administrators who basically possess emotional intelligence will result in presenting ideas and personalities that are supportive to administrative duties. Others include their ethics, good personality, knowledge and the ability to manage school effectively, and setting a good example to colleagues. These will foster cooperation among personnel in the organization. Administrators are required to deploy both science and art in administration, with the ability of work and personnel administration. They act towards school personnel in ways that they will gain acceptance and their commands are followed willingly. This is one among the qualities that enable leaders to favorably handle various situations, management works, inner-relationships, as well as relationships with others.

3) Factor on achievement motivation was at a high level in overall. Similar results were found at a high level in overall in research conducted by Pornsuda Chuphan (2020) on factors affecting the transformational leadership of school administrators under the Chonburi Primary Educational Service Area Office 2; and Suchitra Panthasri (2023) on competencies of school administrators affecting achievement motivation to work among teachers under the Chachoengsao Primary Educational Service Area Office 1.

It may be because school administrators have techniques to motivate subordinates to work with intention and diligence and use their knowledge and abilities to the fullest extent to perform assigned tasks. Administrators are able and determine to deal with particular tasks and problems. They are satisfied with the subordinates' performances and their active engagement in challenging tasks to be successful. Pornsuda Chuphan (2020) also explained that administrators view achievement motivation as the most crucial motivator of humans. If humans

desire to accomplish anything, they must have achievement motivation to put more efforts to overcome obstacles. According to Chitra Namsai (2016) teachers' work motivation is vital to both the teachers themselves and all other personnel in the organization. Teachers and personnel with work motivation are likely to work with true intention and cooperate to work efficiently and effectively to achieve the goals of school. Additionally, Masukri Tayakareng (2022) explained that school administrators give importance and respond to the needs of teachers, hence making them feel positively and work efficiently, and in turn the goals of school are achieved. Teachers will also work attentively to their full capacity in teaching and in assigned tasks that are interesting and challenging their abilities as they need to constantly explore new things to use at work. Teachers also receive their administrator's encouragement and support to keep developing themselves.

4) Factor on decentralization was at a high level in overall. The finding aligns with the research by Apitsara Moongmart (2021) indicating an overall high level of factors affecting transformational leadership of school administrators under the Secondary Educational Service Area Office 21; and Abhisit Thanakhamdee, Thawatchai Pailai and Wijitra Wonganusit (2018) suggesting an overall high level of administrative factors affecting transformational leadership of school administrators under the Secondary Educational Service Area Office 23.

It may be due to school administrators taking on performance assessment results to motivate and develop personnel for organizational development towards change. They decentralize authorities and duties through the line of commands, authorize full operational decision-making to subordinates, and also allocate budget to facilitate the efficient and effective implementation that consequently build up good relationship among administrators, teachers, students, and community. As mentioned by Suthep Phongswiat (2017), school administrators should possess leadership in terms of decentralization of authorities to deputy directors, supervisors, teachers, as well as school personnel, allowing every of them to demonstrate their potential as leadership and collectively develop student quality as the core to education management. Cruz (2009) noted that decentralization develops trust and reciprocal relationship among school administrators, teachers, students, personnel, and community at large. It establishes unified commitment with social stakeholders that impacts on enhanced efficacy of administrators and schools to achieve their goals. School administrators who recognize or have strategic thinking of sharing power will gain cooperation.

5) Factor on personality of administrators was in overall at a high level. The finding was supported by the studies of Pornsuda Chuphan (2020) reporting an overall high level of factors affecting transformational leadership of school administrators under the Chonburi Primary Educational Service Area Office 2; and Piyaphong Traiphrom (2021) suggesting an overall high level of personality of school administrators under the Saraburi Secondary Educational Service Area Office.

It is probably because school administrators possess leadership personality, self-confidence, well tolerance to stress, and the ability to plan and set goals. They demonstrate good behavior consistently to become permanent habits, and are able to be a good role model. According to the Office of the Basic Education Commission (2019), supervisors are required to set an example of self-conduct for subordinates; have ideology and vision; have leadership personality and appropriate behavior as being administrator; and take on the duty of developing subordinates to acquire knowledge, skills, positive attitudes, morality, and professional ethics to ensure that they perform official duties efficiently and effectively for the progress of the government. This is in line with Piyaphong Traiphrom (2021) in that school administrators have a leadership role in school and thus they demonstrate their role to fit the situations. They also have a leadership role in planning operational strategies for school's plans, missions, improvement and development. School is a government office where many people visit for official contacts and coordination for example parents and people from various agencies, so school administrators need to properly conduct themselves and set a good example for those within and outside of school.

2. Results on transformational leadership of school administrators in Bang Khen District, BMA reported a high level in overall. Similar results were found in several research works for an overall high level of transformational



leadership which included Apitsara Moongmart (2021) on factors affecting transformational leadership of school administrators under the Secondary Educational Service Area Office 21; Saranya Phuabthong (2021) on transformational leadership of administrators affecting teamwork efficiency of private schools in Roi Et Province; Pornsuda Chuphan (2020) on factors affecting transformational leadership of school administrators under the Chonburi Primary Educational Service Area Office 2; and Rattinan Bunkla (2018) on transformational leadership of school administrators under the Secondary Educational Service Area Office 18.

Given that school administrators possess leadership personality and keep improving themselves in order to keep up with changes in global society and educational reform, they hence encourage their subordinates to think creatively for new things different from before so as to prepare for the ongoing changes. School administrators also need to develop their leadership skills in terms of persuading and motivating subordinates to work collectively and willingly to achieve success. It is supported by Chananpat Piyaphattrawirat (2022) that school administrators had experiences in school administration so they were able to constantly improve themselves and their leadership towards changes corresponding to the current context, social conditions, and various policies. It also accords with Mali Prasajark (2018) pointing out that school administrators today have always developed themselves for administrative ability aiming at meeting the goals of school education management. They conduct properly and are able to be a role model. They build faith among teachers with a way of motivating teachers to work and recognize self-value as well as the dignity of school. School administrators also try to advocate teachers to come up with new constructive ideas to keep develop school. School administrators assign works their teachers are good at, hence making them happy at work. Nonthalee Saehing (2018) provided that school administrators have charismatic leadership, take risk, and have respectable personality, so their followers develop faith, acceptance, and admiration towards them. School administrators generate visions, and satisfy the need of followers upon individual differences. They establish rapport with their followers and encourage them to be aware of the importance and value of the goals and how to achieve those goals regardless of personal benefits but dedicating to the team, organization, and policies.

Consideration by each aspect is based on the following findings.

1) Charisma was in overall at a high level. Similar results were reported in studies by Apitsara Moongmart (2021) on factors affecting transformational leadership of school administrators under the Secondary Educational Service Area Office 21; and Chananpat Piyaphattrawirat (2022) on transformational leadership of school administrators under the Office of Special Education Administration, Yala Province.

Since subordinates showed their acceptance, respect, confidence, faith, and trust in the ability of school administrators and their explicitness at work, vision, plan, and goals updated with the current events, including ideology of transformational leadership, as a consequence, subordinates perform their tasks willingly. Conger and Kanungo (1998, cited in Umawadi Wattananukul, 2017) described it as the phenomenon that fosters and triggers ideas that are very different from the original ideas however at the acceptable extent. It also includes management skills to make impression, cognitive ability to evaluate situations and opportunities, social sensitivity, and empathy. Corresponding to Chananpat Piyaphattrawirat (2022), administrators are organization representative who have leadership, image, and authority to lead the organization with their knowledge, principles, and abilities to manage in accordance with educational policies, and are capable of running up-to-date management of all sections in school. They behave and work by the principles of good governance, morality and ethics, and are able to influence colleagues to agree to work willingly.

2) Inspirational motivation was in overall at a high level. Similar results were reported in several studies including Apitsara Moongmart (2021) on factors affecting transformational leadership of school administrators under the Secondary Educational Service Area Office 21; Chananpat Piyaphattrawirat (2022) on transformational leadership of school administrators under the Office of Special Education Administration, Yala Province; and Silapin Thipnoppakun (2023) on the relationship between transformational leadership of school administrators and learning organization in school under the Prachuap Khiri Khan Secondary Educational Service Area Office.

It is because school administrators advocate teamwork of subordinates and motivate them to adopt new techniques in work development to keep up with changes. They encourage subordinates to perform tasks by boosting up their motivation to recognize the value and challenge of their works. Consistently, Uraiwan Chaowchuen (2018) suggested that administrators should encourage colleagues to try new projects or challenging works, allow them to show their abilities and have pride on the success emerged. They should have policies to promote subordinates' learning of new things and seeking problem solutions for the organization. They make their colleagues feel confident in the ability of themselves and teamwork, provide moral support at work and ensure that they can carry out their works successfully according to the goals and dedicate efforts to achieve the goals. Uthumporn Chansingh (2018) stated that school directors conduct oneself as a good role model physically, verbally and mentally, with their sincerity offered to everyone, so they consistently gain acceptance by teachers in school. They are able to render positive attitudes, morale and encouragement, as well as motivation among teachers to see the value and challenge of their works and essentially embrace common benefits. They encourage teachers to dedicate and put efforts at work to the utmost of their abilities. They allow teachers to involve in formulating action plans on their own, and fully perform the assigned tasks. School administrators are able to express their confidence and determination to perform for the achievement of set goals.

3) Intellectual stimulation was in overall at a high level. The finding is supported by similar results of studies by Apitsara Moongmart (2021) on factors affecting the transformational leadership of school administrators under the Secondary Educational Service Area Office 21; and Mali Prasajark (2018) on the relationship between transformational leadership and school efficiency under the Pathum Thani Primary Educational Area Office 1.

It may be explained by administrators considering the shift of traditional way of working to follow the current situation. They encourage subordinates to seek solutions and means to solve problems on their own and seek new methods or approaches to solving problems. They always give encouragement to staff to try using strategies to find new ways to solve problems in the organization. In addition, Apitsara Moongmart (2021) put that administrators have transformational leadership in terms of intellectual stimulation as they encourage teachers and staff to constructively express opinions with multiple views in order to solve the problems occurred in school. They also advocate teachers and staff to understand their roles, become confident, and value the intended results. They allow teachers to engage in sharing opinions to find ways to prevent and solve the problems arise. Besides, they trigger the teachers and staffs' sense of passion and power to dedicate at work for common benefits. They conduct as a respectable person, a good role model in living life, and an idealist who demonstrates transformational leadership. This is in line with the concept of Bass & Avolio (1994) suggesting that intellectual stimulation is an approach the administrator stimulates followers to be aware of the problems taking place in the organization and that they need to find new ways to solve the problems and better conclusions to bring about new and creative things. Leaders need to think and solve problems systematically and constructively. Mali Prasajark (2018) described that school administrators promote teacher professional development by sending teachers to attend training, seminars, and study tours regularly, which in turn, teachers can extend the results to students and co-workers. Administrators incite teachers to use information technology and educational innovations to constantly develop the quality of students, encourage them to conduct classroom research to solve teaching and learning problems and produce instructional innovations, and foster teachers as lecturers to transfer their knowledge and experience to co-workers both inside and outside of school. School administrators can also use transformational leadership to trigger teachers' rationale thinking at work and creative thinking for new ways of work to impact on better work effectiveness.

4) Individualized consideration was in overall at a high level. The finding is supported by similar results of studies by researchers including Apitsara Moongmart (2021) on factors affecting the transformational leadership of school administrators under the Secondary Educational Service Area Office 21; and Uraiwan Chaowchun (2018) on model development of transformational leadership of school administrators under vocational education institutions.

This might be due to the administrators providing attentive care, acknowledge and attempt to respond to the need of individual subordinates, arrange work atmosphere and culture to satisfy individuality with appropriate means, and assign tasks that fit to each individual's ability. They also promote subordinates to improve themselves for enhanced competencies, adhere to fairness for morale and encouragement, and open up for shared opinions. Consistently, Mali Prasajark (2018) stated that school administrators concern about teachers, provide them with individualized care, and bring up their sense of value and significance. They act as coach or advisor for each teacher. Administrators pay special attention to the need of individual teacher, recognize and praise for their success, allow them to fully use their ability at work while facilitate them individually, and give teachers an opportunity to learn new things. They demonstrate their understanding and acknowledging individual differences. They also give teachers advice, support, and assistance for the progress of their works in responsibility. In addition, Uraiwan Chaowchun (2018) suggested that school administrators encourage colleagues for self-development and provide positive atmosphere by the need of each individual. They develop their colleagues by giving advices on career advancement, promoting them to receive trainings and development regularly, allowing them to show abilities to work on new tasks with higher responsibility, and assigning more tasks and authorities to colleagues. Administrators seek to identify different problems, needs, abilities, and motivation in each of their colleagues, and accordingly provide care, assistance, and support, and develop each of them that suit their differences. Masukri Tayakareng (2022) also pointed out that school administrators assign teachers with tasks suitable to each person's knowledge and ability, motivate them, and respond to different needs of teachers. School administrators are able to analyze the differences among colleagues, learn about their strengths and weaknesses, and are flexible at work corresponding to certain situation and individual teacher. They attentively listen to opinions, give advice on finding creative approaches, and are able to work smoothly with all teachers.

3. Results of analysis on the relationship between factors affecting transformational leadership and transformational leadership of school administrators in Bang Khen District, BMA suggested a positive relationship with a statistical significance at the .01 level. The finding is supported by a study of Apitsara Moongmart (2021) on factors affecting the transformational leadership of school administrators under the Secondary Educational Service Area Office 21 reporting that in overall factors affecting the transformational leadership of school administrators had as a positive relationship with transformational leadership of school administrators at a significance level of .01. Pornsuda Chuphan (2020) also found such positive relationship at a significance level of .01 in a study on factors affecting transformational leadership of school administrators under the Office of Chonburi Primary Educational Service Area 2. Correspondingly, Suwapitch Photrai, Prayoon Imsawasd, and Sumet Ngamkanok (2020) examined factors affecting transformational leadership of elementary school administrators affiliated to the Education Quality Development Network 8, Suan Phueng District under the Ratchaburi Primary Educational Service Area Office 1, and found that 3 factors on administrator characteristics, emotional intelligence, and school management had positive relationships with transformational leadership of elementary school administrators at a significance level of .01.

4. Results of analysis on factors affecting transformational leadership of school administrators in Bang Khen District, BMA showed that 4 factors: achievement motivation, participatory management, decentralization, and emotional intelligence affected transformational leadership of school administrators in Bang Khen District, BMA, with an overall predictive efficiency ( $R^2$ ) of .591, meaning that the 4 factors can co-predict transformational leadership of school administrators for 59.10% at a statistical significance of .01 level. Consistently, Suphannika Subannaj (2017) in a study on factors affecting transformational leadership of school administrators under the Surin Primary Educational Service Area Office 3 found that the factors as predictors that affect transformational leadership of school administrators were achievement motivation, emotional intelligence, and participatory management. The correlation coefficient was 0.889 and the prediction coefficient was 0.788. The predictive variables affected transformational leadership of school administrators with a statistical significance level of .01, and had a predictive power over transformational leadership for 78.80%.

## Recommendations

### 1. Recommendations for utilization of research results

1.1 Factors affecting transformational leadership of school administrators in Bang Khen District, BMA were found at a high level and ranked as first in emotional intelligence. Therefore, organizations should promote and develop emotional intelligence for the administrators to know, understanding, and are aware of how to deal and regulate emotions so they are able to wisely face with obstacles and disappointments. They should understand the emotions of themselves and others and are ready to constantly improve themselves as well.

1.2 Factors affecting transformational leadership of educational institution administrators in Bang Khen District, BMA were found at a high level but ranked as last in administrator personality. Therefore, organizations should develop the personality of administrators so they always demonstrate good behaviors to the great extent that become their permanent habits since personality development can lead to the development of transformational leadership.

1.3 Transformational leadership of school administrators in Bang Khen District, BMA were found at a high level and ranked as first in individualized consideration. Therefore, administrators should promote and set up positive work atmosphere and culture, and emphasize on fairness in terms of morale and encouragement for subordinates.

1.4 Transformational leadership of school administrators in Bang Khen District, BMA were found at a high level but ranked as last in inspirational motivation. Therefore, administrators should adhere to the principles of teamwork, recognize the value and challenge of works, and motivate subordinates to adopt new techniques to develop their works to keep up with changes.

### Recommendations for further research

Mixed methods research with combined quantitative and qualitative approaches should be conducted for example on the attitude of teachers and educational personnel towards transformational leadership of school administrators in the 4.0 era.

Studies should also focus on transformational leadership that affects effective management of school.

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