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Factors related to the organization loyalty of private school teachers in Hat Yai, Songkhla

Nattha Lertpanyawiwat, Kasetchai Laeheem*, Kanda Janyam

Department of Human and Social Development, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai, Songkhla 90110, Thailand

Article Info

Abstract

The purpose of this research was to study the factors related to the organizational loyalty of private school teachers in Hat Yai district, Songkhla province. The participants were 250 private school teachers in Hat Yai district, Songkhla province. The research instrument was a questionnaire that had IOC between .71 and .93. Data were analyzed using the R program to calculate Pearson's product moment correlation coefficients and multiple linear correlation coefficients. The results showed that the teachers had a high level of loyalty (mean = 3.54), and the loyalty to the organization of private school teachers in Hat Yai district, Songkhla province was at a high level. The factors related to teachers' loyalty to the organization were statistically significant with four of nine variables; happiness at work, organizational commitment, relationships with colleague, and job advancement. Happiness at work had the highest level of relationship, and job advancement was the lowest.

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Introduction

There is high competition and a rapidly changing environment in the business world in modern times. An organization will succeed depending on managing and using resources efficiently. The most important resource is human resource. Employees are assets to every organization, and they are the main factor of any organizational progress, Hafeez and Akbar (2015). Such has an effect in the running of a business to stay ahead and remain competitive in the business world because employees are the most valuable recourse in an organization. The company has to retain human resources. If the company loses valuable human resources, it seems that it loses a valuable resource too. Employee loyalty is important as that creates the willingness of the employee to exert high levels of effort on behalf of the organization, and a strong desire to stay with the company. Mwangi and Omondi (2016) opined that staff retention is one of the key challenges facing many organizations around the world. Employee loyalty is higher inclined to encourage the employee to work efficiently and effectively. They can help a company to make a profit and reach goals. Employees who are loyal to the organization tend to do their work at the company better and make fewer mistakes than people who are not loyal to their organization. On the other hand, employee loyalty lowers work for compensation only and always wanting to find a new job.

In addition, if an employee resigns from an organization, it creates costs and inconvenience for the company to recruit a new employee. In general, employee loyalty may be best delineated in terms of a process, where certain attitudes give rise to certain behaviors (intended or actual). Once hired, an employee believed it was a lifetime job, and managers expected their unstinting loyalty to the company. Similarly, workers used to be devoted to their employers. But when employees began to face or fight employers who 'broke the rules', then employees constantly strived for a better life.

Loyalty and trust have become harder to find within the workplace, especially employee loyalty to a company. In the past, employees believed that when they were employed by a company, they would be with that company until they retired, but nowadays, companies mainly seek to increase profits, so workers' perceptions of lifetime employment have been ruined by company policy.

Employee loyalty has been shown to have a statistically significant positive correlation to employee retention (Hackett et al., 2001). Other researchers explained the additional benefits of school because of loyalty. Guido-DiBrito et al. (1997) said, "Loyalty can be used as a measure of a health and efficiency. It is a cushion and morale boost during difficult times and a lasting motivation for service for students and society". Promoting teacher loyalty is an especially important role for school leaders of today because of the continuing and increasing shortage of qualified teachers. Pipho (1998) commented on the shortage of qualified teachers: "A number of factors together have created this situation: a growing student population, tougher certification/testing standards for new teachers, and mandates for lower class size have combined with a strong economy that has created jobs that attract potential teachers to other fields"

There are a lot of factors that make the employee loyal toward the organization such as perceived organization support, happiness at work, job advancement, work environment, commitment, etc. Therefore, the company must find what is the factor that results in organizational loyalty. Private education and teachers relieve the burden on government education. Such has greater independence within the framework set by the state. However, due to their greater independence, teachers in private schools are more inclined to resign when dissatisfied with the school and move to another school. Thai education has steadily improved over time, but there are still obstacles in the management of education. The Organization for Economic Co-operation and Development (2020) found that the quality of education in Thailand is unsatisfactory with a relatively low standard compared to other developing countries in the region, therefore, is unable to compete with other countries in the world. This affects the quality of students as students do not receive quality and continuous education. Private school have not ignored these problems because the teacher is considered the most important and loyal employee and the greatest asset to drive the school's success. The private school focuses on developing the ability and knowledge of employees like a field of work training, improves employee's knowledge by having the employees' selecting curriculum by themselves, and provides new activities to respond to employees' satisfaction. However, the report summarized the results of monitoring and evaluating the progress of education reform on the sixth anniversary of the promulgation of the National Education in 1999, that there is a policy to encourage government teachers to retire early. As a result, private school teachers can replace those vacancies. That has caused private schools to face a shortage of teachers and an increasing turnover rate. Such has created a lack of employees to develop the organization and the image of the school. The Seminar Summary Report Subject: Monitoring and Evaluation of Educational Reform: Educational Administration and Management found that teachers in private schools lacked morale and loyalty because of low salary and compensation and instability (Ministry of Education, 2006). The resignation of employees is caused by many factors, but the significant factor of employee resignation is lack of loyalty.

Therefore, it is essential to study factors related to the organizational loyalty of private school teachers in Hat Yai district, Songkhla province to investigate 9 interesting factors to see whether and how these factors relate the use of organizational loyalty in private school teachers in Hat Yai district, Songkhla province. The study is useful for all parties concerned so that they can apply the study results to prevent and provide help for private school teachers who have burned out and planned to drop out. In addition, it is useful for investigating ways to help private educational organizations retain teachers.

Literature Review

The concept of loyalty is very important to employees in an organization and may be considered as one of the necessary qualifications for employees in the organization because when employees become loyal to the organization, they will remain with the organization. As a result, the organization is efficient and effective where loyalty is a feeling and attitude of individuals who are

devoted to the organization. Several theories attempt to explain employee loyalty, including Side-Bet theory (Howard, 1960), a theory based on the Exchange theory. When a person invests in something, the person expects something in return. For example, an employee will give a sense of loyalty to the organization only when that employee knows that the organization will give back something as well. Another theory of loyalty is the Loyalty Theory (Hoy & Rees, 1974), which explains allegiance more clearly. They divided loyalty into 3 dimensions, including; expressive behavior, judging from a person's actions; expression feelings, which are the emotions that can be assessed as to like or dislike a situation; consideration of the values or beliefs that a person holds. Such is not only divided into dimensions but can also show whether the employee loyalty level is passive or active, which will relate to their work effectiveness and the effectiveness of the organization.

Because of loyalty to the organization earning teacher loyalty, such can result in other positive outcomes for schools. Research on school performance has shown positive correlations between expressive activities such as teacher loyalty and instrumental activities such as student achievement (Uline et al., 1998). Hoy and Hannum (1997) found a positive correlation between honest teachers and student achievement and noted that the success of the students was considered successful when teachers are loyal to schools. Uline et al. (1998) found teachers who are loyal to schools are willing to put in the effort and help children achieve higher levels. Second, demonstrating a willingness to work and having a positive sense of the career (Hackett et al., 2001) will have a positive effect on students. Administrators may change school internal factors to increase loyalty and subsequently increase teacher retention in the school system.

Perceived organizational support is about employees' belief in the organization and that the organization will support them in various ways, such as compensation, benefits, and working environment. POS is for the quality of employee life and for the feeling of staying with the organization. This is consistent with the concept of Eisenberger and team (Eisenberger et al., 1986) who said that the perception of organizational support affects how employees feel about the organization or the feeling of being indebted to employees, which results in employees working for the organization to reach its goals effectively resulting in ties and loyalty to the organization.

Interpersonal relationships in this study mean two things: the relationship between colleagues and the relationship between a teacher and a principal. The concept of interpersonal relations is described by Schultz's Fundamental Interpersonal Relationship Orientation (FIRO) (Schultz, 1960) as a basic human necessity. He pointed out that people have unique interpersonal needs that are stimulated in different ways: affiliation, control, and affection. People need someone to give and take. This is also called the desired behavior and behavior expressed. When these needs are given and received, it will result in a relationship between satisfied people. Many factors make the relationship between people move in a positive direction from both the person (physical and mental state, attitude, or self-expression) and organization (size of an organization, nature of work or work system), that enables people to work together effectively, and the organization is more effective.

Organizational commitment is the nature of the relationship an individual has with his or her organization. It is expressed in the form of a feeling of emotional attachment to the values and goals of the organization. And a willingness to work with the organization also creates loyalty to the organization. Organizational commitment is a subject that has been studied a lot such as in the work of Waranyanukrai (2004), a synthesis of concepts and theories that study organizational commitment, which found that the concepts of Porter and team were the most popular. However, it was noted that Porter and team (Mowday et al., 1979) continued to use one viewpoint, the psychological aspect. Therefore, Allen and Meyer's study (1997) has been cited to expand on the three-dimensional perspective such as Affective aspect, Continuance aspect, and Normative aspect. When considering the dimensions, it was found that all three dimensions are connected, for example, a person who is highly effective bound will show that he wants to be with an organization. A person with a high continuance commitment will show that he needs to be with an organization in high level. A person who is bound by high normative will show that he deserves to stay with an organization. Organizational commitment is essential to achieving organizational goals, and the teacher is the person who can achieve it. Therefore, it is necessary to build a teacher's commitment to the organization.

Happiness at work can be interpreted in many ways. Looking at the concepts and theories by Diner, he gave the meaning of happiness in terms of subjective happiness, which are life satisfaction, value, comfort, enjoyment of life's mission, and low negative emotions. He defined 4 main things: pleasant emotions, unpleasant emotions, global life judgment, and work satisfaction. Based on Diner's concept, he connected happiness in life with happiness at work. This is the perception and understanding

of different people. It is to satisfy your own needs that make you feel that your life is worth working on. Another concept of happiness, by Manion, is a joy that results from a work environment that encourages them to take pride in their work, believing in one's self-worth and positive abilities resulting in happiness to work, Therefore, when considering these two concepts, the happiness of work will be fulfilled in every aspect in the view from within the person himself and the person's environment perspective (Diener, 2003).

From the conceptual review, all relevant theories and studies have found that factors related to the teachers' organizational loyalty to private schools are the perceived organizational support factors. Such focuses on the organization's support for teachers to improve their well-being while staying in the organization. And good interpersonal relationships will help promote more efficient work. The organizational commitment is also important to encourage teachers to feel that they will stay with the school. And, one of the factors related to the teachers' loyalty to the organization is happiness at work because being happy at work helps teachers stay at school with greater efficiency.

Methodology

Population and Samples

The total population of teachers in private schools in Hat Yai, Songkhla is 1,271. 37 school were with teachers in the general education group. The sample of this study was 250 teachers in general education. They were selected using multi-stage sampling as follows: Stage (1) from 37 schools, determine the school size by classifying all schools' size (small, medium, large) to facilitate the division of the sample; Stage (2) determine the number of samples whereby 250 teachers were selected by using proportional stratified random sampling of the population in each school size and calculate the sample size using the formula; and Stage (3) simple random sampling by randomly drawing schools for each size without replacement so that all schools had the opportunity to be equal in sampling (See in Table 1).

Research Instruments

The research instrument was a questionnaire with five parts as follows: (1) personal questionnaires; (2) perceived organizational support; (3) interpersonal relationship; (4) commitment and happiness at work; and (5) organizational loyalty. The questionnaire developed by the researcher was tested for quality based on the normal criteria for result interpretation using the five point rating scales. In addition, the researcher applied for research ethics in humans approval from the Center for Research Ethics in Humans in Social and Behavioral Sciences, Faculty of Nursing, Prince of Songkla University Hat Yai Campus (project number 2021 – St – Libarts – 020 (Internal).

The Validity and Reliability of Questionnaire

Three experts in the field checked the questionnaire for content validity. The questions in questionnaires were evaluated by Item-Objective Congruence (IOC) based on the score range from -1 to +1. Items lower than .50 were revised and those higher than .50 were reserved. Items with the results between .67 and 1.00 were used. The pilot test was conducted with 45 people to ensure the questionnaires were consistent and reliable. The Survey achieved Cronbach's Alpha value of .7143 and .9282 respectively.

Data Collection

1. A set of questionnaires was distributed to 250 respondents. The survey consisted of questions to examine 5 parts sent to the Office of Private Education, Songkhla Province to coordinate with sample schools.

2. The return of information to the researcher was facilitated by the Office of Private Education, Songkhla Province. After checking, a total of 234 complete questionnaires were selected for analyzed statistical data. 16 samples were not selected because the questionnaire was not complete.

Data Analysis

The data were analyzed using the R program. Pearson Product-moment correlation was conducted to test the

Table 1 Population selection

School size	Number of schools	Number of populations	Number of samples	Number of complete questionnaires
S	8	52	12	9
M	7	80	19	15
L	22	1,139	219	210
All	37	1,271	250	234

relationships between the perceived organizational support factors, interpersonal relationships factors, and psychological factors. Multiple linear regression analysis was performed to investigate any independent related to the organizational loyalty of private school teachers in Hat Yai district, Songkhla province, and variables were eliminated from the model by backward method.

The researcher employed the interpretation criteria of Best and Kahn (2006) for mean values of predictors and variables where 1.00–1.80 = Lowest; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; and 4.21–5.00 = Highest.

Results

Profiles of the Samples

The samples included males and females in equal numbers. Most of the samples were in the age range of 31–40 years, and 51–60 years was a small percentage of the age range. Most samples were either married or single. Divorced/separated/widowed was a small percentage of the total sample. Regarding education, most had a bachelor's degree. Teachers had worked between 3–5 years, followed by more than 6 years.

Descriptive Statistics of Outcome Variable (Organizational loyalty) and Predictor Variables

The outcome variable for this study consisted of organizational loyalty of private school teachers (Y), and the analysis showed that teachers had a high level of loyalty (mean = 3.54). Regarding the analysis of independent variables related to perceived organizational support factors, it was found that the working environment (X_4) was at the highest level (mean = 3.59), followed by compensation and benefits (X_2) (mean = 3.54), and job security (X_5), policy and administration (X_1) (mean = 3.53). Job advancement (X_3) was the lowest (mean = 3.51). Regarding interpersonal relationship factors, the relationship between colleague (X_6) was highest (mean = 3.60), followed by relationship with principal (X_7) (mean = 3.56). In terms of psychological factors, organizational commitment (X_8) was the highest (mean = 3.52) followed by happiness at work (X_9) (mean = 3.50) as shown in Table 3.

Table 2 The percentage of the profiles of the samples

Profiles of the samples	Count ($n = 234$)	Percent
Gender		
Males	104	44.44
Females	104	44.44
Unspecific	26	11.12
Age		
20–30 years	67	28.63
31–40 years	85	36.32
41–50 years	53	22.65
51–60 years	29	12.39
Education		
Bachelor	168	71.79
Master s	59	25.21
> Master	7	2.99
Status		
Single	106	45.30
Marriage	108	46.15
Divorce	20	8.55
Work year		
0–2	29	12.39
3–5	104	44.44
> 6	101	43.16

Table 3 Descriptive statistics of outcome variable (organizational loyalty) and independent variables

Variable	Mean	*SD*	Interpretation
Outcome			
Organizational loyalty (Y)	3.54	0.34	High
Perceived organizational support factors			
Policy and administration (X_1)	3.53	0.71	High
Compensation and benefits (X_2)	3.54	0.65	High
Job advancement (X_3)	3.51	0.58	High
Working environment (X_4)	3.59	0.65	High
Job security (X_5)	3.53	0.64	High
Interpersonal relationship factors			
Relationship between colleagues (X_6)	3.60	0.47	High
Relationship with principal (X_7)	3.56	0.55	High
Psychological factors			
Organizational commitment (X_8)	3.52	0.39	High
Happiness at work (X_9)	3.50	0.41	High

Relationships between Outcome Variable: Organizational Loyalty and the Nine Independent Variables

From the analysis of the relationships between nine independent variables and organizational loyalty of private school teachers by calculating Pearson's product moment correlation coefficients, it was found that there were seven variables that were statistically significant and had positive relationships with organizational loyalty of private school teachers, as follows: happiness at work (X_9) $(r = 0.35, p < .001)$, relationship between colleagues (X_6) $(r = 0.22, p < .01)$, organizational commitment (X_8) $(r = 0.21, p < .01)$, relationship with the principal (X_7) $(r = 0.20, p < .01)$, job advancement (X_3) $(r = 0.19, p < .01)$, policy and administration (X_1) $(r = 0.14, p < .05)$, and working environment (X_4) $(r = 0.14, p < .05)$. However, compensation and benefits (X_2) and job security (X_5) did not have a relationship with organizational loyalty of private school teachers, as shown in Table 4.

Factors Related to Organizational Loyalty

Multiple linear regression analysis was performed to determine whether the relationship between organizational loyalty and independent variables, and variables were eliminated from the model by backward method. The results revealed that there were statistically significant relationships between organizational loyalty and job advancement(X_3), relationship between colleagues (X_6), organizational commitment (X_8), happiness at work (X_9). The residual deviance of 0.31 on 229 degrees of freedom $(p = .000)$ and the four independent variables explain about 17.20 percent of the variance in organizational loyalty. The independent variables with the highest relationship with organizational loyalty was happiness at work (X_9) $(B = 0.233, p < .001)$ while the independent variables with the lowest relationship with organizational loyalty was job advancement (X_3) $(B = 0.080, p < .05)$ (see Table 5).

Discussion

The findings revealed four independent variables of organizational loyalty of private school teachers*:* job advancement (X_3), relationship between colleague (X_6), organizational commitment $(X8)$, and happiness at work (X_9). For variables related to teacher loyalty of private schools in Hat Yai, the highest is happiness at work (X_9). Happiness at work is an expression of positive emotions such as having fun, creativity, and good decision-making. Most importantly, it creates love for work and a high

Table 4 Relationships between outcome variable: organizational loyalty and the nine independent variables

Variables	r	95% CI		p
Perceived organizational support factors				
Policy and administration (X_1)	0.14	0.01, 0.26		.031
Compensation and benefits (X_2)	0.06	-0.07, 0.19		.335
Job advancement (X_3)	0.19	0.06, 0.31		.003
Working environment (X_4)	0.14	0.02, 0.27		.029
Job security (X_5)	0.09	-0.04, 0.21		.184
Interpersonal relationship factors				
Relationship between colleagues (X_6)	0.22	0.09, 0.34		.001
Relationship with principal (X_7)	0.20	0.08, 0.32		.002
Psychological factors				
Organizational commitment (X_8)	0.21	0.09, 0.33		.001
Happiness at work (X_9)	0.35	0.23, 0.46		.000

Table 5 Reduced linear regression model of factors related to organizational loyalty, final model

Predictor variable	Estimate	SE	t-value	p
Constant	1.636	0.275	5.958***	.000
Job advancement (X_3)	0.080	0.036	2.248*	.026
Relationship between co-worker (X_6)	0.104	0.044	2.330*	.021
Organizational commitment (X_8)	0.123	0.053	2.296*	.023
Happiness at work (X_9)	0.233	0.051	4.545***	.000
Residual standard error = 0.3084	Degree of freedom = 229			
Multiple $R^2 = 0.1858$	Adjusted $R^2 = 0.1720$			
F-statistic = 13.060***	$p = .000$			

*Note: ***$p < .001$, *$p < .05$.*

commitment to the organization. Corresponding to the study of Yuennan (2015), it was found that the happiness in the work of university personnel was the result of the nature of the work they do. Therefore, schools must focus on the happiness of teachers' work, and the nature of the work they do. Moreover, Chawsithiwong (2007) said that happiness at work is the feeling a person gets from work; for example, the feeling of joy from doing great work and feeling proud. Creating happiness at work is a very important factor that makes the operation run smoothly because when teachers are happy at work, it increases both the quantity and quality of the work produced. Another predictor was relationship between colleagues. Good working relationships are important because this will make teachers decide to continue working with the school. Good relationships may arise from the feeling of being a friend, in control, affection, and inclusion. Strong relationships foster loyalty to the school. This is consistent with a study by Horadan (1997) who found that that building good relationships between workers is important to help employees stay with the organization longer. Another predictor was organizational commitment. This is a result of positive feelings towards the school, which is affective commitment. Consequently, teachers have the belief that the school will be fair, especially on rewards. Finally, the fact that teachers feel they are indebted to the school will make them feel that they must stay at the school, which is a normative commitment. This is consistent with the research by Nilwan (2011) who studied the organizational commitment of teachers and educational personnel at vocational college. The study found that the level of commitment of teachers and personnel was high, especially in terms of normative commitment. The last predictor variable is job advancement (X_3), which had the lowest correlation. However, it is considered important to encourage teachers to build loyalty to the school because teachers perceive that they can develop their skills and knowledge professionally. It will make teachers feel that the school has invested in them. Meyer and Allen (1997) studied the concept of social exchange. Social exchange is an organization that provides employees with a better well-being. When employees are aware of it, they will feel willing to work with the organization and have a sense of loyalty. Teachers are loyal to the school when they feel that they have a job advancement and can develop themselves in the school.

Conclusion and Recommendations

The study found that the sample group had a high level of loyalty to their schools. However, there is room for improvement that can come from better support. In terms of School administrators and Provincial Private Education offices, the findings can be used to create a school administration policy or plan to encourage teachers to increase their loyalty to the school. And by discovering the factors, it can be promoted directly. This will allow the school administrators to support more to meet the needs of teachers. In terms of teachers, they can use the findings to reflect their own needs. This research could be further developed into more in-depth qualitative research into loyalty or expanding research in public schools and lead to a comparison of loyalty levels

Conflict of Interest

The authors declare that there is no conflict of interest.

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