



The Competency of School Administrator Influencing Teachers' Work Motivation in Nakhon Ratchasima Primary Educational Service Area Office 1

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Abstract

Teacher motivation is a key determinant of educational quality and effectiveness, and school administrators shape this motivation through their professional competencies. This study aimed to (1) examine administrator competencies in Nakhon Ratchasima Primary Educational Service Area Office 1, (2) assess teachers' work motivation, and (3) develop a predictive equation of administrator competencies influencing motivation. The sample included 327 administrators and teachers selected through stratified random sampling based on the Krejcie and Morgan table. A five-point Likert questionnaire with an IOC of 0.86 was used. Data were analyzed using descriptive statistics, Pearson correlation, and stepwise multiple regression. Results showed that teachers' motivation and administrators' competencies were both at a high level. Four key competencies, namely achievement orientation, teamwork, management competency, and personnel development, were found to significantly influence teachers' motivation and together explained 62.40 percent of the variance, with a multiple correlation coefficient of 0.793. These findings suggest that achievement orientation and teamwork are essential factors in maintaining teacher motivation. Furthermore, the results provide a practical framework for leadership development and professional training, emphasizing the importance of competency-based administrator development to enhance teacher engagement and improve educational outcomes.

Keywords: Competency of School Administrator, Teachers' Work Motivation, School Management

Introduction

The current government's education policy emphasizes human capital development as the foundation of national progress, prioritizing equal early childhood care, skills in science, technology, and critical thinking, as well as lifelong learning supported by modern technology (Ministry of Education, 2024). Educational institutions play a central role in achieving these goals, with school administrators serving as key leaders responsible for ensuring quality outcomes (Puntasri, 2016). In the 21st century, administrators must demonstrate competencies across all essential domains to effectively guide their schools (Wongmak, 2024). Manafa (2025) emphasized that administrator competencies are vital for improving teacher stability and effectiveness. Strengthening these competencies through professional development, strategic decision-making, and effective communication can enhance teacher morale, satisfaction, and commitment despite systemic challenges.

Teachers are likewise vital to education, shaping knowledge, critical thinking, and moral values in students. Their effectiveness depends on motivation, satisfaction, and commitment, making teacher motivation a crucial factor for improving instructional quality and student success (Mueangkaew et al., 2024). Administrators must therefore develop effective motivational strategies to foster collaboration, enthusiasm, and organizational commitment (Phothirat, 2023). Despite their importance, Thai teachers face challenges such as complex rank evaluations, debt burdens, resource shortages, and heavy workloads, which demand urgent solutions (Ministry of Education, 2024). Administrators must address these issues while promoting teacher capacity and aligning with the vision of developing teachers, advancing knowledge, for student achievement (Yangbeuk, 2024).

A review of related studies indicates that most research has examined leadership and teacher performance in urban schools. Piyaman, Hallinger, and Viseshsiri (2017) found that urban schools demonstrated stronger leadership and professional learning conditions than rural schools, highlighting a persistent human resource gap. However, few studies have explored how administrator competencies predict teacher motivation, leaving limited empirical evidence on this relationship in rural primary education. For these reasons, this study focuses on the competencies of school administrators that influence teacher work motivation in Nakhon Ratchasima Primary Educational Service Area Office 1, recognizing administrator leadership as a key factor in enhancing teacher dedication, instructional quality, and overall educational effectiveness.

Research objectives

1. To examine the competencies of school administrators.
2. To explore their influence on teachers' work motivation.
3. To construct a predictive model of administrators' competencies that significantly affect teacher motivation within the Nakhon Ratchasima Primary Educational Service Area Office 1.

Conceptual framework

In this study, the researcher examined the competencies of school administrators that influence teachers' work motivation under the Nakhon Ratchasima Primary Educational Service Area Office 1. By synthesizing components of teachers' work motivation from academic and research sources, five key elements were identified achievement, recognition, work characteristics, responsibility, and career advancement. Similarly, five components were synthesized achievement orientation, leadership, teamwork, management competency, and personnel development. These elements formed the conceptual framework for studying the competencies of school administrators that influence teachers' work motivation under the Nakhon Ratchasima Primary Educational Service Area Office 1 in Figure 1 below.

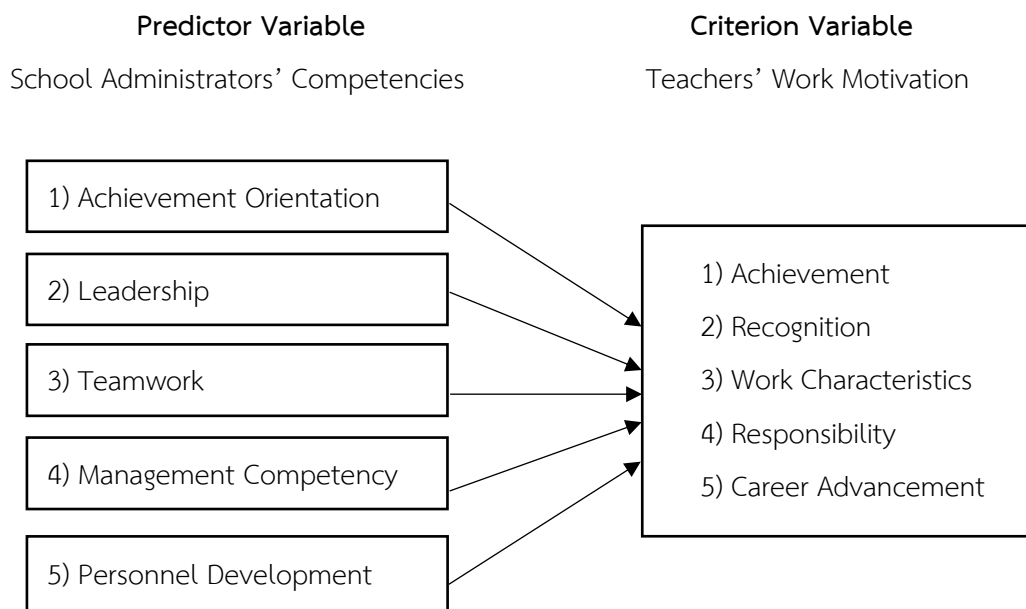


Figure 1 Conceptual Framework of the competency of school administrator influencing Teachers' work motivation

Methodology

This quantitative study employed a structured questionnaire to investigate the competency of school administrators influencing teachers' work motivation. The research was conducted within the Nakhon Ratchasima Primary Educational Service Area Office 1 during the 2024 academic year.

Population and Sample

The population comprised 2,042 school administrators and teachers under the Nakhon Ratchasima Primary Educational Service Area Office 1 in the 2024 academic year. Ethical approval was obtained and participation was voluntary. A sample of 327 participants was determined using Krejcie and Morgan's (1970) sample size table. Stratified random sampling by school size (extra-large, large, medium, small) with proportional allocation was followed by simple random sampling to select respondents. The final sample consisted of 24 school administrators (7.34%) and 303 teachers (92.66%), and all 327 questionnaires were returned, yielding a 100% response rate.

Research Instrument

The questionnaire employed in this study was constructed with reference to established theories, conceptual frameworks, and prior empirical findings to ensure clarity and construct validity. The first section respondents' demographic and professional information. The second section assessed teachers' work motivation through 25 items. The third section examined school administrators' competencies, also using 25 items.

All items were measured using a five-point Likert scale ranging from 1 (lowest) to 5 (highest), allowing respondents to indicate the degree of their agreement or perception. Content validity was ensured through review by five experts in educational administration, with only items achieving an IOC of 0.86 retained. A pilot study with 30 school administrators outside the main sample was conducted to refine the instrument. Reliability analysis using Cronbach's alpha yielded coefficients of 0.957 for the teacher motivation scale and 0.967 for the administrator competency scale, with subscale values ranging from 0.801 to 0.936, indicating strong internal consistency.

Data Collection Procedures

The researcher obtained formal approval to collect data from schools under the Nakhon Ratchasima Primary Educational Service Area Office 1. Questionnaires were distributed in person with stamped return envelopes and were also made available online via Google Forms. Follow-up procedures were implemented to minimize missing data. All returned questionnaires were reviewed for completeness before analysis.

Data Analysis

The data were analyzed using statistical software. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to summarize participant demographics, administrator competencies, and teacher work motivation, with mean scores interpreted using a five-level rating scale based on Srisa-ard (2011). Pearson's correlation coefficients were computed to examine the strength and direction of relationships among variables. Multicollinearity was assessed using tolerance (> 0.10) and variance inflation factor ($VIF < 10$) criteria, following Trevanich (2009). Stepwise multiple regression analysis was then employed to identify administrator competencies that significantly influenced teacher work motivation and to develop a predictive model.

Research results

The findings of this study aim to presents the relationships among respondent characteristics, teachers' work motivation, and school administrators' competencies, as well as the predictive influence of these competencies on motivation.

General Information of Respondents

The sample consisted of 327 participants from schools under the Nakhon Ratchasima Primary Educational Service Area Office 1, including 24 administrators (7.34%) and 303 teachers (92.66%). By school size, 63 participants (19.27%) were from small schools, 40 (12.23%) from medium-sized schools, 72 (22.02%) from large schools, and 152 (46.48%) from extra-large schools, as shown in Table 1.

Table 1 Number and Percentage of General Information of Respondents Classified by Position under the Nakhon Ratchasima Primary Educational Service Area Office 1.

General Information of Respondents	Number (Persons)	Percentage
Position		
1. School Administrators	24	7.34
2. Teacher	303	92.66
total	327	100.00
School size		
1. small	63	19.27
2. medium	40	12.23
3. large	72	22.02
4. extra-large	152	46.48
total	327	100.00

Teachers' Work Motivation

The study investigated the level of work motivation among teachers under the Nakhon Ratchasima Primary Educational Service Area Office 1. Work motivation was assessed across five key dimensions. The results were analyzed using the mean and standard deviation. Interpretation of the findings was guided by established criteria, as presented in Table 2 below.

Table 2 Mean and Standard Deviation of Factors Influencing Teachers' Work Motivation under the Nakhon Ratchasima Primary Educational Service Area Office 1: Overall and by Dimension.

Factors Influencing Teachers' Work Motivation	M	SD	Meaning
1. achievement	4.52	0.48	highest
2. recognition	4.45	0.51	high
3. work characteristics	4.42	0.51	high
4. responsibility	4.56	0.43	highest
5. career advancement	4.50	0.53	high
total	4.49	0.43	high

The overall findings revealed that teachers' work motivation was at a high level ($M = 4.49$, $SD = 0.43$). Among the five components, responsibility emerged as the most influential factor ($M = 4.56$, $SD = 0.43$), suggesting that teachers place strong value on accountability and ownership in their professional practice. Achievement followed ($M = 4.52$, $SD = 0.48$), indicating that fulfillment from attaining work goals is an important motivational driver. Career advancement ranked third ($M = 4.50$, $SD = 0.53$), highlighting the significance of opportunities for professional growth in sustaining motivation. Recognition ($M = 4.45$, $SD = 0.51$) also contributed meaningfully, while the nature of the work ($M = 4.42$, $SD = 0.51$) was rated lowest, though still at a high level. The results demonstrate that fostering a sense of responsibility, recognizing achievements, and providing clear paths for career progression are crucial strategies for enhancing teachers' motivation in the study area.

School Administrators' Competencies

The study assessed the competency levels of school administrators as perceived by both administrators themselves and teachers. The analysis employed mean scores and standard deviations to evaluate five key dimensions of competency. These results are presented in Table 3.

Table 3 Mean and Standard Deviation of School Administrators' Competencies under the Nakhon Ratchasima Primary Educational Service Area Office 1, Overall and by Dimension.

School Administrators' Competencies	M	SD	meaning
1. achievement orientation	4.59	0.49	highest
2. leadership	4.62	0.73	highest
3. teamwork	4.56	0.47	highest
4. Management Administration	4.62	0.46	highest
5. Personnel Development	4.65	0.45	highest
total	4.61	0.45	highest

The overall competency level of school administrators was found to be at the highest level ($M = 4.61$, $SD = 0.45$). When considering each dimension, all aspects were also rated at the highest level. The highest-rated competency was Personnel Development ($M = 4.65$, $SD = 0.45$), followed by Management Administration ($M = 4.62$, $SD = 0.46$). The lowest-rated competency, though still at the highest level was teamwork ($M = 4.56$, $SD = 0.47$). These results indicate that school administrators in the Nakhon Ratchasima Primary Educational Service Area Office 1 demonstrate a consistently high level of competency across all assessed dimensions, with particular strengths in developing personnel and managing organizational administration.

The predictive relationship between school administrators' competencies and teachers' work motivation

This study examined the predictive influence of administrator competencies on teachers' work motivation within the Nakhon Ratchasima Primary Educational Service Area Office 1. Pearson's product-moment correlation was first employed to analyze the relationship between each competency dimension, which served as the independent variables, and teachers' work motivation, which was the dependent variable. This preliminary step confirmed that the variables were suitable for regression analysis and that statistical assumptions were adequately met, the results presented in Table 4.

Table 4 Regression Analysis of School Administrators' Competencies Influencing Teachers' Work Motivation under the Nakhon Ratchasima Primary Educational Service Area Office 1.

Variable	Unstandardized	Standardized	t	p
	Regression Coefficient (b)	Regression Coefficient (β)		
Constant	.848		5.31	.000
management competency (X_4)	.166	.176	2.03	.043
achievement orientation (X_1)	.262	.293	4.48	.000
teamwork (X_3)	.206	.220	3.12	.002
Personnel development competency (X_5)	.159	.165	2.44	.015

$R = .793$, $R^2 = .629$, Adjusted $R^2 = .624$, $p = .015$; * $p\text{-value} \leq .05$ ** $p\text{-value} \leq .01$

The regression analysis demonstrated that four competency dimensions, namely management competency (X_4), achievement orientation (X_1), teamwork (X_3), and personnel development (X_5), collectively exerted a statistically significant influence on teachers' work motivation in schools under the Nakhon Ratchasima Primary Educational Service Area Office 1 at the .05 level of significance. Among these predictors, achievement orientation emerged as the most influential factor, followed in order of predictive strength by teamwork, management competency, and personnel development.

The multiple correlation coefficient between the combined competencies and teachers' work motivation was $R = 0.793$, which indicates a strong positive relationship. The model explained 62.40 percent of the variance in teachers' work motivation ($R^2 = 0.629$, Adjusted $R^2 = 0.624$, $p = .015$), demonstrating substantial explanatory power. These findings highlight the importance of achievement orientation, collaboration, effective management, and personnel development in sustaining teacher motivation within the study context. The predictive equations derived from the analysis are as follows below.

Raw score equation

$$\hat{Y} = 0.848 + 0.262(X_1) + 0.206(X_3) + 0.166(X_4) + 0.159(X_5)$$

Standard score equation

$$\hat{Z}_y = 0.293(X_1) + 0.220(X_3) + 0.176(X_4) + 0.165(X_5)$$

Conclusion

The findings indicate that teachers' work motivation under the Nakhon Ratchasima Primary Educational Service Area Office 1 was generally high, with achievement, recognition, responsibility, clarity of work roles, and career advancement emerging as the most salient factors. This pattern is consistent with Herzberg's (1959) motivator-hygiene theory, which highlights intrinsic factors such as achievement and recognition as central to job satisfaction, and with Maslow's (1943) hierarchy of needs, in which esteem needs foster confidence and professional growth. Empirical evidence likewise shows that supportive leadership and career development opportunities enhance teachers' engagement and commitment (Aiemphaya, Tongsook, & Noymanee, 2024; Sriya & Yampochai, 2022).

Administrators' competencies were assessed at the highest level across all dimensions, with the strongest aspect being the ability to develop human potential. This finding highlights the importance of professional development, recognition, and morale-building as mechanisms to promote teacher growth. It aligns with McClelland's (1973) competency framework, which emphasizes that superior job performance derives not only from skills and knowledge but also from deeper personal characteristics, and with Becker's (1989) human capital theory, which views investment in people as essential for productivity. Supporting studies have indicated that administrators who establish environments conducive to continuous learning and professional advancement foster innovation and motivation among teachers, thereby enhancing the quality of educational outcomes (Sangkham & Poophayang, 2024).

The predictive analysis revealed that achievement orientation, teamwork, management, and human potential development jointly influenced teachers' work motivation, explaining 62.40 percentage of the variance ($R = 0.793$). Among these, achievement orientation exerted the strongest influence, which substantiates Locke and Latham's (2002) goal-setting theory emphasizing the motivational impact of clear and challenging objectives. Teamwork and collaborative culture were also critical, reflecting the significance of shared organizational values and cooperative practices (Armana, Thalib, & Manda, 2016). Moreover, effective management and investment in staff development further enhanced motivation, in line with findings by Riyaphan and Pitanom (2023). Collectively, these results underscore the necessity of integrated leadership practices that combine goal orientation, teamwork, and human capacity development to sustain teacher motivation and educational effectiveness.

The leadership factor showed no significant effect on teachers' work motivation in the Nakhon Ratchasima Primary Educational Service Area Office 1. According to Herzberg's Two-Factor Theory (1959), leadership functions as a hygiene factor, reducing dissatisfaction rather than enhancing motivation. This

finding aligns with Hersey and Blanchard's (1988) situational leadership theory, which suggests that experienced teachers are more driven by intrinsic motivation and professional pride than by administrative leadership. Similarly, Phatdamnoensuk (2021) found that leadership had a moderate impact on teacher performance, with motivation more strongly influenced by evaluation systems, career progression, job satisfaction, and workload balance.

Despite these contributions, this study has limitations that should be noted. Data were collected from teachers within a single primary educational service area in Nakhon Ratchasima, limiting the generalizability to other regions, school types, or educational levels. Future research should address these limitations by employing mixed methods, expanding the geographic scope, and incorporating additional data sources, such as supervisor evaluations or classroom observations, to enhance the robustness and applicability of the findings.

A key contribution of this research is its quantitative integration of four leadership competencies in a specific regional context, with the model explaining over 60 percent of the variance in teacher motivation and confirming the strong influence of administrative competencies on motivational outcomes. The findings indicate that motivation is shaped by how strategic planning, achievement orientation, team building, and personnel development function together, and this pattern may be culturally grounded; for instance, teachers may value responsibility most because it communicates autonomy and trust, consistent with norms of respect and duty. Practically, the study suggests that policy and training should strengthen these competencies in balance by adopting competency-based standards for administrator selection and appraisal, providing sustained modular professional development with school-based projects, establishing formal mentorship and peer networks, using developmental performance reviews and 360-degree feedback, ensuring protected time for teacher collaboration, and tailoring support for rural schools through clustered or remote leadership coaching.

In conclusion, this study enhances existing knowledge by empirically validating a comprehensive model of motivational influences in primary education, highlighting the unique role of teamwork and achievement orientation. Unlike prior studies focusing on leadership, the model shows that these factors are stronger predictors of teacher motivation in Thai rural primary schools. The findings offer actionable insights for improving teacher motivation through multidimensional leadership strategies that address both individual and organizational needs.

Recommendations

Recommendation for applying the research findings

School administrators and policymakers should adopt a holistic approach to school management by strengthening strategic planning, promoting teamwork, and investing in sustained professional growth opportunities for teachers. Such integrated practices can consistently enhance teacher motivation, which in turn helps reduce burnout and improve retention, particularly in rural schools. Over time, a stable and motivated teaching workforce is likely to raise instructional quality and translate into better student learning outcomes and long-term educational effectiveness.

Recommendation for further research

Future research should extend the investigation to other educational levels, such as secondary and higher education, to assess the consistency and transferability of these findings across contexts. Longitudinal designs are recommended to examine how teacher motivation evolves over time. In addition, Future studies should enhance methodological rigor by combining self-report surveys with qualitative interviews to gain a deeper understanding of the mechanisms linking administrator practices and teacher motivation. Additionally, incorporating emerging competency domains such as digital leadership and emotional intelligence would align future research with 21st century educational trends and offer a more comprehensive perspective on leadership influences in contemporary schools.

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