

THE RELATIONSHIP BETWEEN LEADERSHIP STYLES OF ADMINISTRATORS  
AND ORGANIZATIONAL COMMITMENT OF FOREIGN TEACHERS  
AT SARASAS WITAED RANGSIT SCHOOL



Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in Business English for International Communication  
at Srinakharinwirot University

March 2016

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This study aimed to explore the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers at Sarasas Witaed Rangsit School (SWRS). The instrument used in this study was a questionnaire based on the Multifactor Leadership Questionnaire (MLQ) introduced by Bass and Avolio (1997) and the Organizational Commitment Questionnaire (OCQ) designed by Mowday et al. (1979). The participants were 50 foreign teachers at SWRS. The data were collected in February 2015. The data were analyzed by using percentage, mean scores, standard deviations, and the Pearson correlation coefficient.

The results revealed that transformational and transactional leadership styles of the administrators at SWRS significantly and positively correlated with the organizational commitment of the foreign teachers at SWRS in terms of affective commitment, continuance commitment, and normative commitment. However, there is no significant relationship between laissez-faire leadership style and organizational commitment. In terms of leadership styles, the study showed that the foreign teachers at SWRS perceived that their administrators moderately adopted transformational, transactional, and laissez-faire leadership styles. Regarding organizational commitment, the study found moderate overall opinions of the foreign teachers towards the three dimensions of organizational commitment. The findings also revealed that the foreign teachers had a high level of normative commitment, followed by a moderate level of affective and continuance commitment.

ความสัมพันธ์ระหว่างรูปแบบภาวะผู้นำของผู้บริหารกับความผูกพันต่อองค์กร  
ของครูต่างชาติโรงเรียนสารสาสน์วิเทศรังสิต



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
สาขาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ  
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การวิจัยนี้มีจุดประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างรูปแบบภาวะผู้นำของผู้บริหารกับความ  
ผูกพันต่อองค์กรของครูต่างชาติโรงเรียนสาธิตสาสนวิเทศรังสิต เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามซึ่ง  
พัฒนามาจากทฤษฎีที่เกี่ยวกับรูปแบบภาวะผู้นำตามแนวคิดของ แบลและอโวลีโอ (1997) และทฤษฎีที่  
เกี่ยวกับความผูกพันต่อองค์กรตามแนวคิดของ มาวเดย์ และคณะ (1979) กลุ่มประชากรในการวิจัยคือครู  
ต่างชาติจำนวน 50 คน ผู้วิจัยได้ดำเนินการแจกแบบสอบถามและเก็บข้อมูลในเดือนกุมภาพันธ์ 2557 และนำ  
ข้อมูลที่ได้มาวิเคราะห์ผล โดยใช้ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าสหสัมพันธ์ของเพียร์สัน

ผลการวิจัยพบว่า รูปแบบภาวะผู้นำการเปลี่ยนแปลงและรูปแบบภาวะผู้นำแบบแลกเปลี่ยน มี  
ความสัมพันธ์ทางบวกกับความผูกพันต่อองค์กรของครูต่างชาติโรงเรียนสาธิตสาสนวิเทศรังสิตทั้ง 3 ด้าน คือ  
ด้านความรู้สึกรู้สึก ด้านความต่อเนื่อง และด้านบรรทัดฐานทางสังคม และพบว่ารูปแบบภาวะผู้นำแบบปล่อยตาม  
สบายไม่มีความสัมพันธ์กับความผูกพันต่อองค์กรของครูต่างชาติโรงเรียนสาธิตสาสนวิเทศรังสิตด้านความรู้สึกรู้สึก  
ด้านความต่อเนื่อง และด้านบรรทัดฐานทางสังคม ผลการศึกษารูปแบบภาวะผู้นำของผู้บริหารตามการรับรู้  
ของครูต่างชาติ พบว่า มีภาวะผู้นำการเปลี่ยนแปลง ภาวะผู้นำแบบแลกเปลี่ยน และภาวะผู้นำแบบปล่อยตาม  
สบายอยู่ในระดับปานกลาง นอกจากนี้ ผลการวิจัยพบว่า ครูต่างชาติโรงเรียนสาธิตสาสนวิเทศรังสิตมีความ  
ผูกพันต่อองค์กรโดยรวมอยู่ในระดับปานกลาง โดยมีความผูกพันต่อองค์กรในด้านบรรทัดฐานทางสังคมใน  
ระดับสูง ส่วนความผูกพันต่อองค์กรในด้านความรู้สึกรู้สึกและด้านความต่อเนื่องอยู่ในระดับปานกลาง

The Master's Project

titled

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Commitment of Foreign Teachers at Sarasas Witaed Rangsit School”

By

Nattarat Rabporn

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the Master of Arts Degree in Business English for International Communication of  
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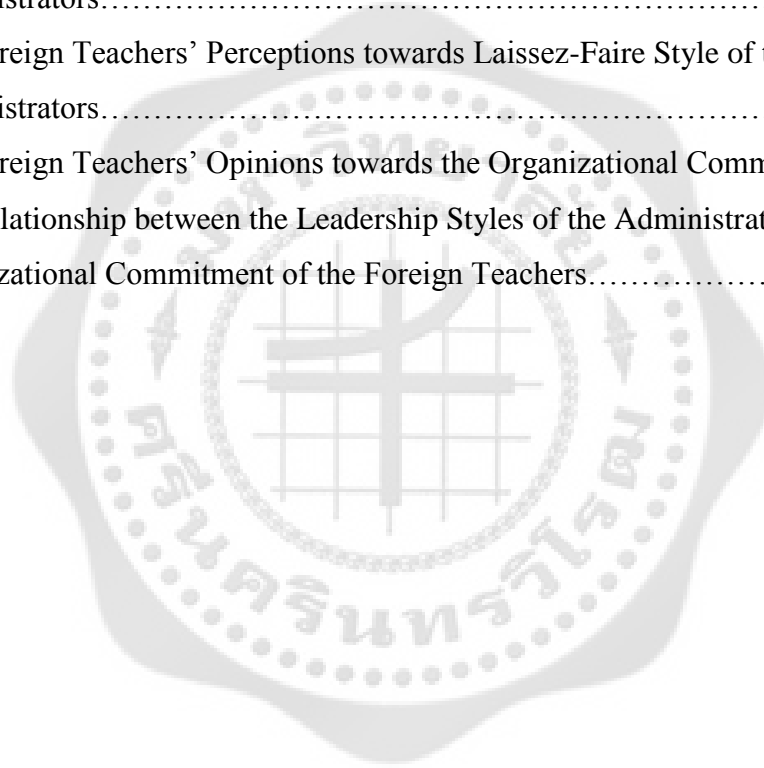
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# CHAPTER I

## INTRODUCTION

### **Background of the Study**

Numerous researchers have found that leadership styles and organizational commitment correlate with each other. Both of them are major factors in the organizational success or failure (Bass et al., 2003; Meyer et al., 2004). According to Bass and Avolio (1993), leadership styles are behavioral models that leaders utilize when interacting with their followers in an organization. Leadership styles involve a combination of traits, behavior, and skills (Jeremy et al., 2012). Dubrin (2001) found that leaders exhibit a variety of leadership styles to influence their followers towards goal settings and goal achievement. Leaders apply appropriate leadership styles that are best suited to their followers because there is no one leadership style to lead their followers in all situations (Lussier & Achua 2001). Therefore, leaders adopt different leadership styles to motivate their followers in a particular situation.

Organizational commitment is another major factor that relates to organizational performance. According to Meyer and Allen (1997), organizational commitment involves relative strength of employees' identification to maintain membership in an organization. Organizational commitment is influenced by leadership styles (Teshome, 2011). Positive influences are essential to strengthen employees' commitment for the sustainable and effective growth of the organization (Truckenbrodt, 2000). Walumbwa and Lawler (2003) found that an appropriate leadership style can motivate employees to become more involved in their work. Moreover, it can increase employees' higher levels of organizational commitment. Consequently, organizational commitment reflects the quality of leadership styles in an organization.

In summary, leadership styles and organizational commitment are crucial components for organizational effectiveness. It is necessary for leaders to understand those components to manage human resources effectively. Leaders need to understand and apply appropriate leadership styles which can lead their followers to achieve the organizational goals. Furthermore, leaders can improve followers' personal attitudes, willingness, and performance which relate to organizational commitment through different leadership styles.

### Statement of the Problem

Sarasas Witaed Rangsit School (SWRS) is a bilingual school which is one of 38 Sarasas Affiliated Schools. The school is a private school which was established in 2005 in Pathumthani. The school employed 50 foreign teachers of British, American, and Filipino nationalities (C. Krongrava, personal communication, December 15, 2014). Foreign teachers work under low level administrators in the foreign department. The administrators are responsible for monitoring and regulating foreign teachers in their performance of assigned or delegated tasks.

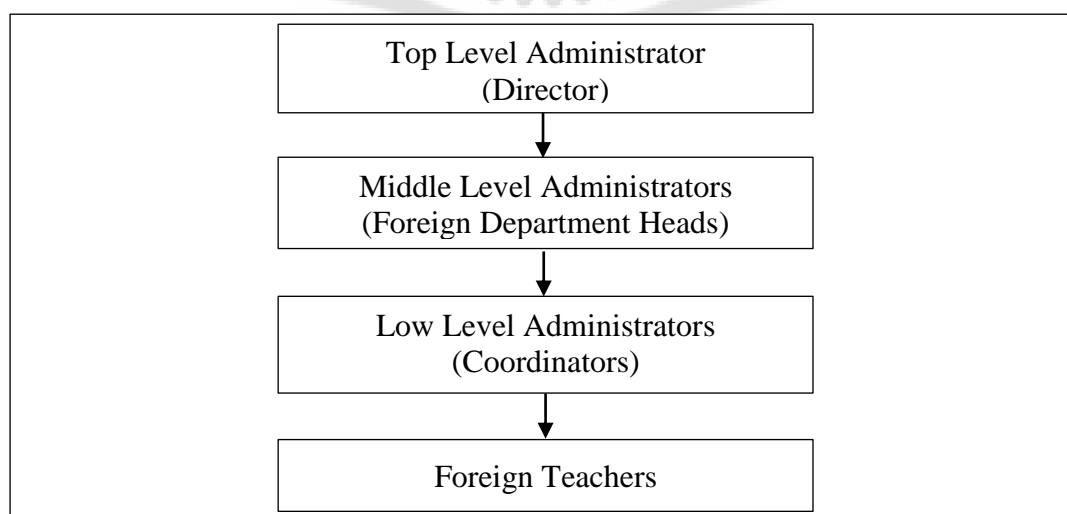


Figure 1. Levels of management at SWRS

SWRS has recognized foreign teachers as the lifeblood of running the organization successfully because the quality of good education comes from the competencies of teachers. Foreign teachers are responsible for teaching many English subjects in bilingual educational programs. Consequently, the foreign teachers' knowledge, experience, and skills are crucial to the long-term survival of SWRS.

However, the foreign teacher turnover rate ranged from 10 percent to 18 percent in 2013 at SWRS (C. Krongrava, personal communication, December 15, 2014). The turnover in the school not only impacted on students' learning but also resulted in interruptions in normal operations. It reduced the students' level of academic achievement, and it increased the cost of replacement and recruitment. Therefore, the administrators can help solve this issue because the turnover was considered statistically significant.

According to Bass (1985), the leadership styles of leaders can affect employees' commitment which in turn affects their attitudes, motivation, and performance. Allen and Meyer (1996) explained that committed employees are less likely to resign from an organization to explore other opportunities. Committed employees are considered productive and stable because they strive and fulfill their organization's needs (Larkey & Morrill, 1995). Consequently, the administrators need to look at the organizational commitment because it can show the foreign teachers' willingness to work in the organization.

Concerning the information mentioned above, the researcher is interested in studying the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers at SWRS.

## **Objectives of the Study**

The main objectives of the study are the following:

1. To identify the leadership styles of the administrators including transformational, transactional, and laissez-faire leadership styles as perceived by the foreign teachers at Sarasas Witaed Rangsit School
2. To investigate the foreign teachers' opinions regarding the organizational commitment in terms of affective, continuance, and normative commitment
3. To examine the relationship between the leadership styles including transformational, transactional, and laissez-faire leadership styles of the administrators and the organizational commitment of the foreign teachers in terms of affective, continuance, and normative commitment

## **Research Questions**

This study attempts to answer the following research questions:

1. What are the leadership styles of the administrators as perceived by the foreign teachers at Sarasas Witaed Rangsit School?
2. What are the foreign teachers' opinions regarding the organizational commitment?
3. What is the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers?

## **Significance of the Study**

The results of this study can help the administrators raise awareness of their leadership styles that they implement in their professional role. The results would present the opportunity to consider how their leadership styles relate to the organizational

commitment of the foreign teachers. Therefore, the results will be beneficial for the school director to design appropriate training for the administrators in the aspects of effective leadership to increase their foreign teachers' commitment and organizational success.

In addition, the Human Resource Department can also use the results as a guideline to enhance levels of organizational commitment which can reduce the turnover and retain a strong workforce. Strong committed foreign teachers are valuable resources because their competencies and their stability can fulfill the organizational goals.

### **Scope of the Study**

This study focuses on the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers at Sarasas Witaed Rangsit School. The instrument was a questionnaire. The questionnaires were distributed to 50 British, American, Canadian, and Filipino teachers regardless of gender, age, and position. The data were collected in February 2015.

### **Definition of Terms**

Definition of the terms used in this study is defined as follows:

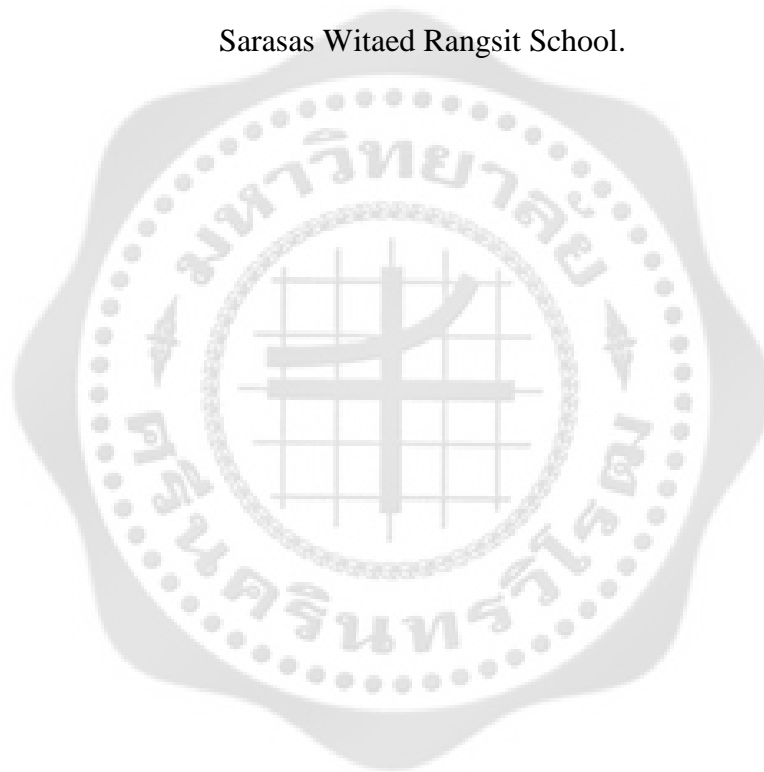
**Leadership styles:** the patterns of behavior that administrators of the school use to interact with foreign teachers. The administrators use leadership styles to motivate the foreign teachers to follow their instructions to achieve the desired goals.

**Administrators:** coordinators who have an immediate supervisory role. The administrators are responsible for the work and activities planned and assigned by the higher level administrators

such as assigning the foreign teachers tasks, supervising them on routine activities, and informing them the decisions made by the management team.

**Organizational commitment:** a psychological state of a foreign teacher to maintain organizational membership that involves affective, continuance and normative commitment.

**Foreign teachers:** British, American, Canadian, and Filipino teachers at Sarasas Witaed Rangsit School.



## **CHAPTER II**

### **LITERATURE REVIEW**

The purpose of this chapter is to review theories relevant to this study regarding the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers at Sarasas Witaed Rangsit School.

This chapter presents an overview of related literature providing concepts and theories as guidelines for this study.

#### **Definitions of Leadership**

The term of leadership can be defined and conceptualized in many different ways. Numerous psychologists have been studying leadership for decades (Weinberg & Gould, 2003). The psychologists generally define leadership depending on their perspectives and the aspects of the phenomenon that they are interest in.

Northouse (2013) defined leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 14). He identified four central components of leadership: (a) leadership is a process; (b) leadership involves influence over others, (c) leadership occurs within the context of a group, and (d) leadership involves common goals.

First of all, leadership is a process. According to Hollander (1992), leadership is a process of influence between leaders and followers. Leaders and followers can positively or negatively affect one another. It indicates that leadership is a two-way interactive event between leaders and followers.

Second, leadership involves influence over others. Lussier and Achua (2001) described leadership as the ability to influence other people towards goal achievement. Therefore, leadership does not exist without influence.

Third, leadership occurs in groups in which leaders exist. Cole (1996) mentioned that leadership occurs when one individual influences other members in a group to achieve group tasks in a given situation.

Lastly, leadership includes attention to common goals. According to Rost (1991), leaders direct their followers to achieve something together. Leaders and followers work together because they all share a mutual purpose. Therefore, leaders need followers and followers need leaders because they are engaged in a common purpose (Hollander, 1992).

In brief, leadership involves a process of influence between leaders and followers to accomplish organizational objectives. Leadership comprises four important components which are process, influence, followers, and group goals. In this study, leadership refers to the actions of the administrators that can lead their foreign teachers towards goal achievement.

### **Theoretical Model of Leadership**

According to Bass and Avolio (1997), the Full Range Leadership Model (FRLM) focuses on assessing different leadership styles that leaders demonstrate. The FRLM was developed as a hybrid approach to leadership from the combination of trait, behavioral, and contingency theories (Yukl & Van Fleet, 1992). Mike and Jochanan (2011) explained that the FRLM describe specific leadership styles based on effectiveness, range of activity, and frequency of utilization.

The FRLM model is mainly represented by transactional, transformational, and laissez-faire leadership styles (Bass and Avolio, 1997). Leaders utilize a particular

leadership style in a particular situation. Bass believed that transactional, transformational, and laissez-faire leadership styles are a single continuum rather than being independent (Yammarino, 1993) as shown in Figure 2. Northouse (2013) stated that the three leadership styles progress from transformational to laissez-faire leadership.

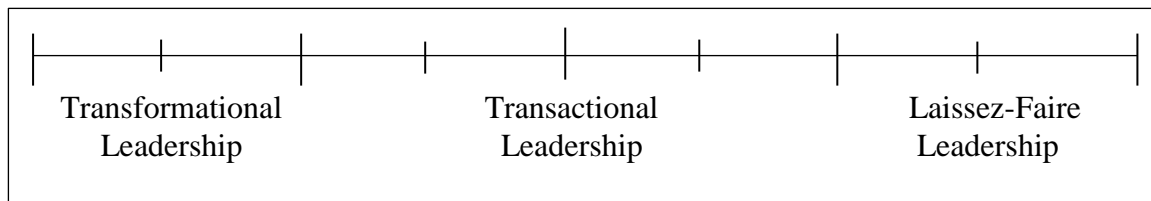


Figure 2. Leadership continuum from transformational to laissez-faire leadership.

Reprinted from Leadership (p. 190) by P. G. Northouse, 2013, California:

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The most widely used measure of the FRLM is the Multifactor Leadership Questionnaire (MLQ) (Northouse, 2013). Bass and Avolio (1997) thought that there are optimum levels of the MLQ norm that determine the outcome of the three leadership styles. Successful leaders achieve the best outcomes if they can apply their leadership styles at the optimum levels. They believed that the optimum level of transformational leadership style is “fairly often”, the optimum level of transactional leadership style is “sometimes”, and the optimum level of laissez-faire leadership style is “not at all”.

**1. Transactional leadership.** The concept of transactional leadership was first mentioned by Max Weber in 1947. Then Bernard Bass described the theory through a system of rewards and punishments. Bass (1999) defined that transactional leadership is an exchange process between leaders and followers concerning the quality of the followers' performance. Osland, Kolb, and Rubin (2007) explained that transactional leaders assist their followers to clarify their roles and task requirements to achieve desired results. Then the leaders provide the followers with rewards or punishments depending

on the followers' performance (Pillai et al., 1999). Therefore, transactional leaders focus on motivation, productivity and task accomplishment.

Transactional leadership is described in terms of three factors which are contingent reward, management-by-exception (active), and management-by-exception (passive) (Bass & Avolio, 1996).

1. Contingent Reward. This factor is an exchange process between leaders and followers for specified rewards on goal accomplishment (Bass, 2008). The leaders clarify expectations of the work and establish incentives or rewards for meeting the expectations (Avolio & Bass, 2004). Howell and Avolio (1993) explained that the followers might gain rewards in terms of bonuses or non-financial incentives, such as recognition, praise, and extra holiday time. This is because the followers know what is expected from them, and what they can receive if they meet expected levels of performance (Doherty & Danylchuck, 1996). Therefore, the leaders use rewards as motivating forces for their followers to achieve goals.

2. Management-by-Exception (Active). Leaders clarify expectations and specify standards for compliance (Bass et al., 2003). The leaders take corrective action to prevent mistakes to maintain current performance levels (Howell & Avolio, 1993). Moreover, the leaders may include punishment for non-compliance and ineffective performance. Therefore, the leaders focus on monitoring their followers closely for mistakes.

3. Management-by-Exception (Passive). House and Shamir (1993) explained that leaders show high performance expectations and believe that their followers can accomplish their objectives. Therefore, the leaders intervene when procedures or standards for accomplishing tasks have not been met or until the followers' performance is below expectations (Northouse, 2013). The leaders take action after a major problem arises and use corrections or punishments to respond to the situation (Rukhmani et al.,

2010). Corrective action can contain negative feedback or negative reinforcement (Bass & Avolio, 1997).

In brief, transactional leadership involves an exchange between leaders and followers. Transactional leadership consists of three factors which are contingent reward, active management-by-exception, and passive management-by-exception. Transactional leaders stimulate their followers by identifying and clarifying their expectations. Therefore, the followers are motivated to perform at their best to meet their leaders' expectations.

**2. Transformational leadership.** The concept of transformational leadership was first coined by Downtown's sociological study. Then it emerged as an important approach to leadership research by James Burns. Afterwards, Bernard Bass expanded upon Burns' original ideas to enhance and refine the concept of transformational leadership to organizational situations (Bass & Avolio, 1994). Bass paid more attention to followers' needs and the emotional elements of leadership (Northouse, 2013). According to Northouse (2013), transformational leadership is defined as a process that changes and transforms followers to perform beyond expectations. Therefore, transformational leadership focuses on influencing emotions, standards, values, ethics, and long-term goals.

Bass and Avolio (1997) explained that transformational leaders focus on stimulating, motivating, and empowering their followers to achieve organizational goals. Yukl (2006) stated that transformational leaders transform and motivate followers to become aware of the importance and value of specified goals. Transformational leaders assist their followers to transcend their self-interests and become concerned about their organizational objectives (Northouse, 2013). Consequently, transformational leaders motivate their followers to reach their fullest potential to achieve organizational goals.

Transformational leadership consists of four factors which are known as the "Four I's". They are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

1. Idealized influence. This factor refers to socialized charisma of a leader. It describes leaders who serve as exemplary role models for their followers (Bono & Judge, 2004). The leaders behave in ways that they are admired, respected, and trusted (Bass et al., 2003). Idealized influence consists of two forms including idealized influence (attributed) and idealized influence (behavior).

Firstly, idealized influence (attributed) refers to strong personal appeal of leaders based on followers' perceptions towards their leaders (Northouse, 2013). Antonakis and House (2002) explained that followers want to emulate their leaders because they admire and respect their leaders. Furthermore, the followers pride on working together with their leaders because leaders act as strong role models (Northouse, 2013). Therefore, the followers invest a great deal of trust and confidence, and they fall for their leader's vision for the organization.

Secondly, idealized influence (behavior) refers to followers' observations of leader behavior (Northouse, 2013). Leaders focus on values and beliefs and emphasize a collective sense of mission (Antonakis et al., 2003). In addition, the leaders consider the ethical implications of their decisions (Aydogdu & Asikgil, 2011). Therefore, the leaders exhibit charismatic actions to improve the objectives of their workgroup (Moss & Ritossa, 2007).

2. Inspirational motivation. This factor describes leaders who motivate and inspire their followers to become committed to the shared vision in the organization (Northouse, 2013). Leaders with inspirational motivation challenge their followers to attain ambitious goals that previously might have seemed impossible (Antonakis &

House, 2002). Moreover, the leaders show high expectations and confidence in their followers, and the leaders encourage them to believe that their efforts will be successful. This is because the leaders express a vision of the future that is optimistic and achievable (Bass & Avolio, 1997). Therefore, the leaders behave in ways that motivate and inspire their followers to focus on group member's efforts more than their own self-interest.

3. Intellectual stimulation. Bono and Judge (2004) described that leaders with intellectual stimulation stimulate their followers to be creative and aware of problems that occur in an organization. Furthermore, the leaders motivate their followers to believe that every problem can be solved. Northouse (2013) stated that the followers are encouraged to engage in careful problem solving by adopting different approaches to deal with organizational issues. The followers can propose new ideas which are different from leaders without public criticism (Coad & Berry, 1998). Therefore, the leaders challenge their followers to try new rational approaches to deal with organizational issues.

4. Individual consideration. This factor describes leaders who act as coaches and advisors to the specific needs of followers for achievement and growth (Bass & Avolio, 1997). According to Judge and Piccolo (2004), the leaders concern about their followers' needs and readiness, and the leaders provide them with all necessary support to strive their positions. In addition, the leaders treat their followers individually rather than as members of a group because everyone has different needs, particular talents, and knowledge (Shin & Zhou, 2003). This concern serves to increase the followers' motivation to focus more, and allows them to reach higher levels of achievement (Rafferty & Griffin, 2004). Therefore, the leaders pay attention to the followers and help them realize their full potential.

In summary, transformational leadership involves inspiring followers with vision, giving directions, and building long-term commitment. Transformational leadership

consists of four key factors known as the "Four I's". They are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

Transformational leaders address and modify their followers' values and self-esteem to achieve higher performance beyond the usual limits of their performance.

**3. Laissez-faire leadership.** Laissez-faire is the French phrase for a hands-off style of management (Kest, 2007). Bass and Avolio (1997) explained that laissez-faire leadership style is an absence of leadership. Laissez-faire leaders are absent when decisions are needed, and urgent questions require responses (Bass, 1999). The laissez-faire leaders abdicate responsibilities in making decisions and avoid using their authority (Luthans, 2005). In addition, the leaders give no feedback and make little effort to help followers satisfy their needs. The leaders provide their followers with an environment in which the followers have opportunities to make decisions; therefore, there are no specific agreements, expectations, goals, and standards from the leaders (Bass et al., 2003).

Laissez-faire leadership style is considered the least effective style of leadership (Trottier et al., 2008). This is because laissez-faire leaders are most successful in environments with highly trained and self-directed followers (Gill, 2015). The leaders allow their highly-skilled followers to feel more satisfied with their work because they are able to work on their own. However, laissez-faire leadership style is not suited to environments in which followers require feedback, direction, oversight, flexibility, or praise (Gastil, 1994). The leaders can lead to a sense of dissatisfaction when their followers lack experience or knowledge to complete tasks and make decisions (Cherry, 2012). Therefore, laissez-faire leadership style is the most passive and ineffective.

In conclusion, leaders use different leadership styles to interact with their followers to achieve organizational goals. Transactional leadership involves an exchange process of task accomplishment for either rewards or punishments. Transformational

leadership involves motivating followers to do more than they originally intended. Laissez-faire leadership involves avoiding positions of responsibility. In this study, transactional, transformational, and laissez-faire leadership styles are applied to indicate the leadership styles of the administrators.

### **Definition of Organizational Commitment**

The term organizational commitment can be considered from various viewpoints. Different scholars have defined and measured organizational commitment differently depending on their backgrounds. According to Price and Mueller (1986), most scholars recognize that organizational commitment is loyalty to the organization. Meyer and Allen (1997) stated that organizational commitment is a psychological state that binds an employee to an organization and produces a desire to continue membership in the organization.

In short, organizational commitment relates to loyalty which reflects employees' attitudes and behavior towards organizational goals and values. In this study, organizational commitment refers to the foreign teachers' psychological attachments to the school.

### **Theoretical Model of Organizational Commitment**

Meyer and Allen (1997) indicated that there is a three-component model of organizational commitment namely, affective, continuance, and normative which are explained below.

**1. Affective commitment (AC).** Morrow (1993) stated that affective commitment reflects the employees' attitude with positive towards the organization. Meyer and Allen (1997) described that affective commitment involves an employee's

emotional attachment to, identification with, and involvement in the organization. They explained that affective commitment occurs when employees feel a strong emotional attachment to their organization and to the work that they do. Then the employees identify with the organization's goals and values and desire to assist the organization in achieving its goals. Similarly, Cohen (1993) stated that employees with affective commitment identify with the goals and values of their organization because they feel that they fit into the organization and want to work there. Therefore, the employees accept their organization's objectives and values, and they are willing to remain as a part of the organization.

**2. Continuance commitment (CC).** Meyer and Allen (1997) described that continuance commitment is an awareness of the costs associated with leaving the organization and the willingness to remain in an organization for specific benefits. They further explained that employees with continuance commitment continue working for their organization because they need to remain with an organization. In other words, the employees consider the pros and cons of leaving the organization. Therefore, continuance commitment relates to how much employees feel that they need to stay with the organization.

Continuance commitment consists of two related sub-dimensions which are personal benefits and a perceived lack of alternatives (Dunham et al., 1994). The employee remains with a particular organization either because there is a cost of leaving, or there is a lack of alternative employment opportunities.

The first sub dimension is personal benefits. According to Romzek (1990), the employees calculate their benefits to remain with the organization based on what they have put into the organization and what they stand to gain. The benefits include things such as increases, medical insurance, and retirement pensions that are special to the

organization (Best, 1994). Singh and Pandey (2004) explained that the employees stay with an organization because they are fear of losing their salary or fringe benefits if they move to another organization. Therefore, the employees consider the disadvantages of leaving the organization.

The second sub dimension is a perceived lack of alternatives. The employees perceive their skills and education as lack of alternatives because both of them are not easily transferred to other organizations (Meyer et al., 2004). The employees feel difficulty in leaving the organization to take the unknown opportunity because employment options are limited. For instance, the employees believe that they do not have the skills required to compete for positions in a new job. Therefore, the employees tend to limit their ability to move to another organization when they develop more specific skills and fewer general skills.

**3. Normative commitment (NC).** Meyer and Allen (1997) stated that normative commitment is a sense of responsibility to an organization. Wiener and Vardi (1980) thought that normative commitment influences employees' behavior as a sense of duty, obligation, and loyalty to stay with the organization. The employees fulfill their responsibilities to the organization for moral or duty related reasons (Bansal et al., 2004). Therefore, normative commitment refers to a feeling of obligation to remain with an organization.

The feelings of obligation can stem from several factors. For instance, employees feel indebted to their organization for having invested resources on them such as training (Meyer et al., 2004). Furthermore, the employees feel responsible to repay for the benefits that they receive from their duties by putting forth effort on job and staying in the job. According to March and Mannari (1977), the employees consider morally appropriate to remain with a specific organization regardless of how much status

improvement the organization gives the employees over the years. Singh and Pandey (2004) maintained that the employees stay with an organization because they feel grateful. Therefore, the employees feel a moral obligation to belong to the organization because it is the right thing to do.

Concerning levels of organizational commitment, there are three levels which are related to an acceptance of organizational goals and values (Reichers, 1985). First, the high level of organizational commitment is viewed as a strong acceptance of organizational goals and values. Secondly, the moderate level of organizational commitment is described by a reasonable acceptance of organizational goals and values. Finally, the low level of organizational commitment is defined by a lack of acceptance of organizational goals and values and the absence of willingness to stay with the organization.

In conclusion, each commitment reflects a psychological state that has implications for the decision to continue being a member of the organization. AC employees maintain and enjoy membership because they want to, CC employees stay because they need to, and NC employees feel an obligation to remain in the organization. In this study, the three-component model of commitment is employed to reveal the foreign teachers' commitment to the school.

### **Previous Related Research**

Several studies were conducted to explore the relationship between leadership styles and organizational commitment; accordingly, relevant research to this study in Thailand is reviewed and summarized below.

Perapattananan (2003) carried out research entitled, *“The Relationship of Perceived Leadership Style, Organizational Commitment, and Organizational Citizenship*

*Behavior: A Case Study of the Private Company*". A questionnaire was a major instrument for collecting data from 300 employees and 9 supervisors of the private company. The results showed that the perceived transformational leadership and transactional leadership were at a medium level. The perceived laissez-faire leadership was at a low level. The affective commitment and normative commitment were at a moderate level while continuance commitment was at a high level. The relationship between perceived transformational leadership, transactional leadership, and organizational citizenship behavior was positive at a significance level of 0.01. The relationship between perceived laissez-faire leadership and organizational citizenship behavior was negative at a significance level of 0.01.

Patpitak (2005) examined relationship between school administrators' leadership and school commitment of personnel of secondary schools under the Office Trat Educational Service Area. The questionnaires were distributed to 169 teachers of secondary schools under the Office of Trat Educational Service Area. The findings revealed that the 169 teachers of secondary schools under the Office of Trat Educational Service Area perceived that their school administrators adopted transformational leadership styles at a high level. In terms of organizational commitment, the study found that the overall opinions of the foreign teachers towards the three dimensions of the organizational commitment were at a high level. The results showed that transformational leadership style of the school administrators in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration significantly and positively correlated with the organizational commitment of the teachers.

The research entitled, "*Organizational Commitment of Private University Library Staff in Bangkok*" was conducted by Yutitum (2007). The participants were 180 private

library staffs in Bangkok. The data were collected by a questionnaire. The results indicated that the organizational commitment of private library staffs in Bangkok was not different, and the organizational commitment of private library staffs in Bangkok was at a moderate level.

In addition, Sirikornwuttipong (2010) investigated the relationship between leadership of school administrators and motivation for teacher performance in Sarasas Affiliated Schools. The sample of this research study consisted of 400 administrators and teachers from Sarasas Affiliated Schools (20 from each school). The data were collected by a questionnaire. It was found that there was a significant positive correlation between the leadership of school administrators and job satisfaction of teacher in Sarasas Affiliated Schools at 0.01 level.

Katerenchuk (2011) conducted the research entitled, *“The Relationship between the Leadership Styles and Employee Engagement in Multicultural Organization ABC”*. The questionnaires were used for collecting data from 138 ABC employees who were top level administrators, middle level administrators, low level administrators, and staff. The results indicated that transformational and transactional leadership styles of the administrators in multicultural organization ABC significantly and positively correlated with the organizational commitment of the employees in multicultural organization ABC in terms of continuance commitment at a moderate level. In addition, the findings revealed that the overall opinions of the employees towards the three dimensions of the organizational commitment were at a high level.

Kongtaveechud (2012) studied the relationship between transformational leadership and organizational commitment of private companies in Bangkok Metropolis. The questionnaires were distributed to 400 employees at private companies in Bangkok Metropolis. The study showed that idealized influence, individualized consideration, and

inspirational motivation in the aspects of transformational leadership significantly and positively correlated with the organizational commitment of employees in terms of affective, continuance, and normative commitment.

Sangkoontana (2012) studied opinions of IRPC employees in the Bangkok branch towards organizational culture and organizational commitment. The questionnaires were used for collecting data from 228 IRPC employees permanently working for IRPC in the Bangkok branch for at least three years. The findings showed that IRPC employees fit well into all models of organizational commitment. Affective commitment, continuance commitment, and normative commitment were at a high level.

From the related studies above, various researchers revealed the relationship between the leadership styles and the organizational commitment in many kinds of organizations. Without information about the leadership styles and the foreign teachers' commitment, the school has no idea of the reasons behind the foreign teachers' turnover, which could help the school to manage this issue effectively.

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the methodology and process of the research. It contains three sections: participants of the study, research instrument, and procedures of the study. The details are as follows:

#### **Participants**

There were 50 foreign teachers working at the school during the time of the study (C. Krongrava, personal communication, December 15, 2014). The researcher employed purposive sampling because the population size was relatively small. This sampling is a type of non-probability sampling technique to examine the entire population (Daymon & Holloway, 2011). The participants were notified and assured that the information gained from the questionnaire was used only in this study and was confidentially kept. Therefore, all 50 foreign teachers were asked to participate in this study.

#### **Research Instrument**

A questionnaire was employed as an instrument of the study. The researcher designed the first draft of the questionnaire based on the Multifactor Leadership Questionnaire (MLQ) from Bass and Avolio (1997) and the Organizational Commitment Questionnaire (OCQ) from Mowday et al., (1979) as well as the related previous studies to obtain the information on the relationship between leadership styles and organizational commitment.

The MLQ explored transformational, transactional and laissez-faire leadership styles with nine factors including idealized influence (attributed), idealized influence

(behavior), inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception (active), management-by-exception (passive), and laissez-faire. The OCQ explored three dimensions regarding organizational commitment including affective commitment, continuance commitment and normative commitment.

To validate the questionnaire, the researcher approached the project advisor, the human resources manager, and the foreign department head to examine the questionnaire for advice and modifications. Consequently, comments and suggestions from the three experts were used to develop an effective and reliable questionnaire.

### **Procedures of the Study**

**Pilot Test.** The researcher conducted a pilot test to test the content validity of the questionnaire and eliminate ambiguity before using the questionnaire in the main study. For the pilot test, the researcher selected the foreign teachers from Sarasas Witaed Nimitmai School (SWM) as pilot participants. SWM is a branch school of the Sarasas Affiliated Schools group using the similar curriculum under the policy of the Ministry of Education to Sarasas Witaed Rangsit School (SWRS). The questionnaires were distributed to five foreign teachers to participate in the pilot test. The pilot participants constituted 10 % of the research main group. Then the researcher individually interviewed the pilot group for their comments and suggestions regarding the comprehension of the questions in the questionnaire. Consequently, awkward questions and ambiguous wording were revised and clarified. Finally, the revised final draft was developed to effectively answer the research questions.

The questionnaire consists of three parts as follows:

Part I: General information of the participants

The first part consisted of questions regarding general information of the participants regarding their gender, age, education background, duration of work, and nationality.

Part II: The participants' perceptions towards the leadership styles of the administrators

To answer the first research question, the questionnaire was designed based on the MLQ 5X-Short introduced by Bass and Avolio (1997). According to Northouse (2013), the MLQ 5X-Short is available in two forms. The leader form and the rater form consist of the same statements but they are written from different perspectives. The rater form is used for followers to assess and evaluate leadership styles of their specific leader. Therefore, the MLQ 5X-Short Rater form was used in this study with some modifications to suit the context of the study. The participants were asked to indicate how frequently the behavior described by each of the statements that was exhibited by their administrators. A five-point Likert scale was employed to identify and measure the three leadership styles of the administrators ranging from 0 (Not at all), 1 (Once in a while), 2 (Sometimes), 3 (Fairly often), to 4 (Always).

Part III: The participants' opinions towards the organizational commitment

To answer the second research question, the questionnaire was adopted from the OCQ designed by Mowday et al., (1979) with some modifications to suit the context of the study. The participants were asked to explore their opinions towards the three dimensions of organizational commitment namely, affective commitment, continuance commitment and normative commitment. A five-point Likert scales was employed to measure organizational commitment ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), to 5 (Strongly Agree).

In part II and part III, the five-point Likert scales was designed to use in the questionnaire because the scales measured attitudes and behavior using answer choices that ranged from one extreme to another. The five-point Likert scales provided a midpoint because there were odd numbers. Therefore, the odd-numbered scale provided an option for indecision or neutrality (Markusic, 2012).

**Data Collection.** Purposive sampling was used to recruit the participants in the study. The participants were foreign teachers working at Sarasas Witaed Rangsit School during the period of the study. The data were obtained in February 2015. The researcher distributed the copies of the questionnaire to the participants who were willing to participate in the study with the permission of the foreign department head. The participants were asked to complete and return the questionnaires to the researcher in one week in sealable return envelopes for the purposes of guaranteeing the confidentiality of the information provided and the participants themselves. After all questionnaires were collected, the data derived from the questionnaires were verified and analyzed.

**Data Analysis.** The data collected from the completed 50 questionnaires were analyzed for reliability value by using Statistical Package for Social Sciences (SPSS). The outcomes were presented through descriptive statistics: percentage, standard deviation, and mean. The percentage was used to analyze the general information of the participants. The standard deviation (*S.D.*) was used to present the variation in the distribution of the data. The mean ( $\bar{X}$ ) was used to describe the average number of the data. The value of the mean score (the MLQ) was interpreted using the following range.

0.00 – 0.80	=	Very Low
0.81 – 1.60	=	Low
1.61 – 2.40	=	Moderate
2.41 – 3.20	=	High

3.21 – 4.00 = Very High

According to Pisanbut (2007) the value of the mean score (the OCQ) was interpreted using the following range.

1.00 to 1.80 = Very Low

1.81 to 2.60 = Low

2.61 to 3.40 = Moderate

3.41 to 4.20 = High

4.21 to 5.00 = Very High

Then the researcher employed two-tailed Pearson correlation analysis to investigate the relationship between leadership styles and organizational commitment to indicate the strength and direction of linear relationship. A two-tailed test was applied when the direction of the relationship was not predicted, but a relationship was expected (Field, 2000). According to Rumsey (2011), the values of the correlation coefficient ( $R$ ) range from 1 to -1. A value greater than 0 indicates a positive correlation between two variables in the same way as the value of one variable increases, so does the value of the other variable. On the other hand, a value less than 0 indicates a negative correlation between two variables in the opposite way as the value of one variable increases, the value of the other variable decreases. A value of 0 indicates that there is no correlation between the two variables as the value of one variable does not increase or decrease, the value of the other variable increases. According to Bartz (1999) the correlation coefficient ( $R$ ) was interpreted using the following range of values.

0.20 or lower = Very Low

0.20 to 0.40 = Low

0.40 to 0.60 = Moderate

0.60 to 0.80 = High

0.80 or higher = Very High

The p-value ( $P$ ) was a conditional probability which was used to present the results of statistical tests. There were two correlations of the p-value using the following range.

Correlation was significant at the  $p < 0.05$  level (2-tailed).

Correlation was significant at the  $p < 0.01$  level (2-tailed).



## CHAPTER IV

### FINDINGS

This chapter presents the findings from the analysis of the data including general information on the participants, the participants' perceptions towards the leadership styles of the administrators, the participants' opinions towards the organizational commitment, and the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers. The data were analyzed by using Statistical Package for Social Sciences (SPSS), and presented in percentage (%), mean ( $\bar{X}$ ), and standard deviation (*S.D.*), followed by the correlation coefficient (*R*) and p-value (*P*).

#### **General Information of the Participants**

This part presents the general information of 50 foreign teachers at Sarasas Witaed Rangsit School (SWRS) regarding gender, age, education background, duration of work, and nationality. The data collected are presented in percentage (%) and followed by a brief description. The findings are shown in Table 1.

Table 1 General Information of the Foreign Teachers ( $N = 50$ )

General Information	<i>N</i>	%
<b>Gender:</b>		
Male	23	46.0
Female	27	54.0
<b>Age:</b>		
22-30 years old	12	24.0
31-40 years old	27	54.0
41-50 years old	7	14.0
51-60 years old	4	8.0
<b>Education background:</b>		
Diploma/Certificate	3	6.0
Bachelor's degree	40	80.0
Master's degree	7	14.0
<b>Duration of work at SWRS as of February 2015:</b>		
Less than 1 year	11	22.0
1-3 years	5	10.0
4-6 years	21	42.0
7-10 years	13	26.0
<b>Nationality:</b>		
British	6	12.0
American	8	16.0
Filipino	34	68.0
Other	2	4.0

Table 1 shows the general information of the foreign teachers as follows:

In terms of gender, the majority or 54 % of the foreign teachers were female. The remaining (46%) were male.

Regarding the findings on age, the majority or 54% of the foreign teachers were between the ages of 31 and 40. In addition, 24 % of them they were between the ages of 22 and 30 years old, and 14 % of them were between the ages of 41 and 50. Only 8% of them were between the ages of 51 and 60.

In terms of education background, the majority or 80% of the foreign teachers graduated from a university with a bachelor's degree, whereas 14% of them graduated with a master's degree. Only 6% of them held a diploma or certificate.

Concerning the duration of work, the majority or 42% of the foreign teachers have worked at SWRS as of February 2015 for 4 to 6 years. Additionally, 26% of them have worked for 7-10 years, and 22% of them have worked less than 1 year. Finally, 10% of them have worked for 1 to 3 years respectively.

The foreign teachers at SWRS were found from four nationalities. The majority or 68% of them were Filipino, while a few of them (16%) were American, and 12% of them were British. Only 4% of them were Canadian.

In summary, the findings indicated that the majority or 68% of the foreign teachers were Filipino. 54 % of the foreign teachers were both female and aged between 31 and 40. The majority or 80% of them had a bachelor's degree. Finally, 42% of them have worked at SWRS for 4 to 6 years.

## **The Foreign Teachers' Perceptions towards the Leadership Styles of the Administrators**

This part presents the foreign teachers' perceptions towards the leadership styles of the administrators at Sarasas Witaed Rangsit School. It consisted of 27 statements focusing on three aspects of leadership styles proposed by Bass and Avolio (1997) in terms of transformational leadership style, transactional leadership style, and laissez-faire leadership style. Each leadership style focuses on certain factors as follows: transformational leadership style covers idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individual consideration, transactional leadership style covers contingent reward, management-by-exception (active), and management-by-exception (passive), and laissez-faire leadership style covers laissez-faire. The five-point Likert scale was employed to identify and measure the three leadership styles of the administrators. The data in this part were presented in mean ( $\bar{X}$ ) and standard deviation (*S.D.*) followed by a brief explanation of the findings. The mean ( $\bar{X}$ ) was used to describe the average number of the data. The standard deviation (*S.D.*) was used to present the variation in the distribution of the data. The results are presented in Tables 2 to 5.

Table 2 The Foreign Teachers' Perceptions towards the Leadership Styles of the Administrators

Leadership Styles	$\bar{X}$	S.D.	Meaning
Transformational leadership style	2.18	0.91	Moderate
Transactional leadership style	2.10	0.64	Moderate
Laissez-faire leadership style	1.67	1.0	Moderate

Table 2 presents the overall perceptions of the foreign teachers at SWRS towards the three leadership styles of the administrators including transformational leadership style, transactional leadership style, and laissez-faire leadership style. The table shows that the foreign teachers perceived that their administrators adopted transformational, transactional, and laissez-faire leadership styles at a moderate level with means of 2.18, 2.10 and 1.67 respectively.

Table 3 The Foreign Teachers' Perceptions towards Transformational Style of the Administrators

Transformational Leadership Style	$\bar{X}$	S.D.	Meaning
<b>Idealized Influence (Attributed)</b>			
My administrator displays a sense of power and confidence.	2.52	1.15	High
My administrator behaves in a manner that builds my respect.	2.42	1.09	High
My administrator encourages me to look beyond the limits of self-interest.	1.98	1.24	Moderate
Total	2.31	1.03	Moderate
<b>Idealized Influence (Behavior)</b>			
My administrator emphasizes the importance of having a collective sense of mission.	2.42	1.11	High
My administrator considers the moral and ethical consequences of decisions.	2.22	1.02	Moderate
My administrator specifies the importance of having a strong sense of purpose.	2.18	1.10	Moderate
Total	2.27	0.97	Moderate
<b>Inspirational Motivation</b>			
My administrator displays confidence that goals will be achieved	2.52	1.10	High
My administrator talks enthusiastically about what needs to be accomplished.	2.42	1.09	High
My administrator defines the steps needed to reach goals	2.14	1.20	Moderate
Total	2.36	1.05	Moderate

Table 3 (Continued)

Transformational Leadership Style	$\bar{X}$	S.D.	Meaning
<b>Intellectual Stimulation</b>			
My administrator encourages me in a positive way.	2.24	1.22	Moderate
My administrator suggests trying new approaches to accomplish assignments.	2.14	0.99	Moderate
My administrator asks me for new ideas and opinions when solving problems.	2.10	1.15	Moderate
Total	2.16	1.01	Moderate
<b>Individual Consideration</b>			
My administrator treats me individually rather than just as a member of a group.	2.10	1.09	Moderate
My administrator assists me in developing my strengths.	1.74	1.16	Moderate
My administrator spends time teaching and coaching on an individual basis in a caring and unique way.	1.50	1.07	Low
Total	1.78	1.00	Moderate
<b>Total perceptions towards transformational leadership style</b>	<b>2.18</b>	<b>0.91</b>	<b>Moderate</b>

Table 3 reveals the results of the SWRS foreign teachers' perceptions towards the transformational leadership style of the administrators, with regard to five factors in terms of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individual consideration. The data from Table 3 show that the overall perceptions of the foreign teachers towards transformational leadership style of the administrators on all factors were at a moderate level with mean 2.18. These include inspirational motivation, idealized influence (attributed), idealized

influence (behavior), intellectual stimulation, and individual consideration with means of 2.36, 2.31, 2.27, 2.16, and 1.78 respectively.



Table 4 The Foreign Teachers' Perceptions towards Transactional Style of the Administrators

Transactional Leadership Style	$\bar{X}$	S.D.	Meaning
<b>Contingent Reward</b>			
My administrator expresses satisfaction when meeting expectations.	2.54	0.95	High
My administrator provides me with assistance in exchange for my efforts.	2.00	1.07	Moderate
My administrator makes clear what I can receive when I meet expected levels of performance.	1.92	1.08	Moderate
Total	2.15	0.89	Moderate
<b>Management-by-Exception (Active)</b>			
My administrator focuses attention on any deviations from the rules and regulations.	2.60	0.97	High
My administrator keeps track of all mistakes.	2.36	0.98	Moderate
My administrator directs my attention towards failures to reach standards	2.00	1.07	Moderate
Total	2.32	0.80	Moderate
<b>Management-by-Exception (Passive)</b>			
My administrator fails to interfere until problems become serious.	1.86	1.21	Moderate
My administrator demonstrates that problems must become chronic before taking corrective action.	1.84	1.20	Moderate
My administrator intervenes only after problems have arisen.	1.78	1.25	Moderate
Total	1.83	1.05	Moderate
<b>Total perceptions towards transactional leadership style</b>	<b>2.10</b>	<b>0.64</b>	<b>Moderate</b>

Table 4 presents the findings of the foreign teachers' perceptions at SWRS towards transactional leadership style of the administrators including three factors in

terms of contingent reward, management-by-exception (active), and management-by-exception (passive). The findings reveal that the overall perceptions of the foreign teachers towards transactional leadership style of the administrators on all factors were at a moderate level with mean of 2.10. These include management-by-exception (active), contingent reward, and management-by-exception (passive) with means of 2.32, 2.15, and 1.83 respectively.



Table 5 The Foreign Teachers' Perceptions towards Laissez-Faire Style of the Administrators

Laissez-Faire Leadership Style	$\bar{X}$	S.D.	Meaning
My administrator delays emergency responses to urgent questions.	1.80	1.16	Moderate
My administrator procrastinates or avoids making decisions.	1.74	1.31	Moderate
My administrator is absent at times when needed.	1.46	1.09	Low
<b>Total perceptions towards laissez-faire leadership style</b>	<b>1.67</b>	<b>1.0</b>	<b>Moderate</b>

As presented in Table 5, the findings indicate that the overall perceptions of the foreign teachers at SWRS towards laissez-faire leadership style of the administrators were at a moderate level with mean of 1.67. The foreign teachers perceived that their administrators delayed emergency responses to urgent questions ( $\bar{X} = 1.80$ ) and procrastinated or avoided making decisions ( $\bar{X} = 1.74$ ) at a moderate level. The only one aspect was at a low level ( $\bar{X} = 1.46$ ) which mentions that the administrators were absent at times when needed.

### **The Foreign Teachers' Opinions towards Organizational Commitment**

This part presents the foreign teachers' opinions at SWRS towards organizational commitment. It consisted of nine statements focusing on three factors of organizational commitment proposed by Mowday et al., (1979) in terms of affective commitment, continuance commitment, and normative commitment. Based on a five-point Likert scale, the foreign teachers at SWRS were asked to rate their commitment according to each factor. The data in this part were presented in mean ( $\bar{X}$ ) and standard deviation ( $S.D.$ ) followed by a brief explanation of the findings. The mean ( $\bar{X}$ ) was interpreted according to the mean range introduced by Pisanbut (2007) as described in chapter 3 (see page 23). The standard deviation ( $S.D.$ ) was used to present the variation in the distribution of the data. The results are shown in Table 6.

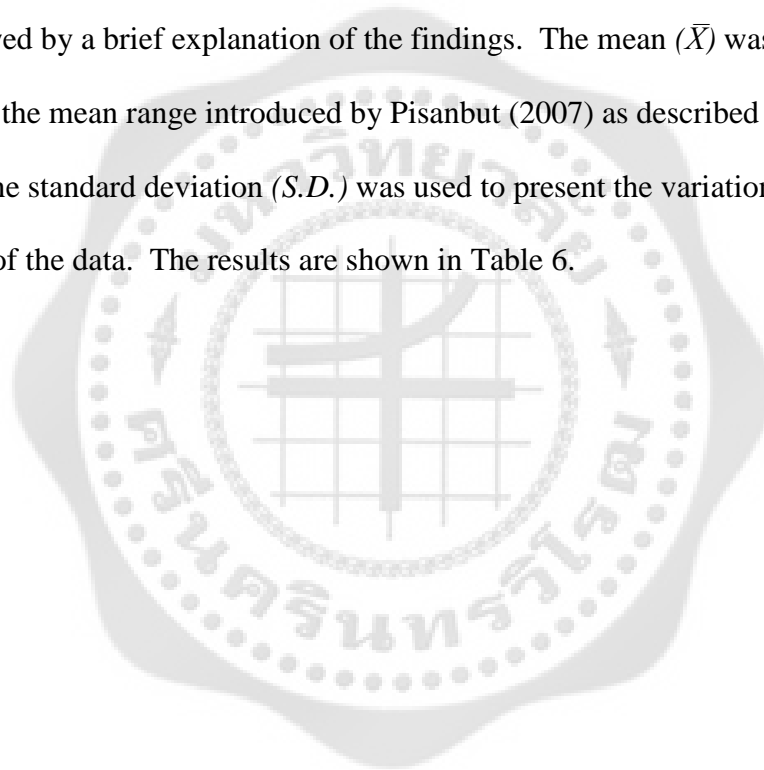


Table 6 The Foreign Teachers' Opinions towards the Organizational Commitment

Organizational Commitment	$\bar{X}$	S.D.	Meaning
<b>Affective Commitment</b>			
I am very proud of being a member of SWRS.	3.56	0.97	High
SWRS is the best school to work for.	3.26	1.01	Moderate
I really feel as if the school's problems are my own.	3.18	0.96	Moderate
Total	3.33	0.87	Moderate
<b>Continuance Commitment</b>			
I have got sufficient welfare benefits provided by SWRS.	3.24	0.85	Moderate
I have a sustainable opportunity and stability in working for SWRS.	3.24	1.04	Moderate
I would like to work at SWRS until retirement.	2.96	1.05	Moderate
Total	3.15	0.77	Moderate
<b>Normative Commitment</b>			
I am willing to follow the organization policies as I am a member of this school.	4.00	0.67	High
I am willing to dedicate myself to SWRS.	3.42	0.93	High
I would accept any types of job assignment in order to keep working for this school.	2.98	1.02	Moderate
Total	3.47	0.67	High
<b>Total opinions towards organizational commitment</b>	<b>3.32</b>	<b>0.68</b>	<b>Moderate</b>

Table 6 presents the results of the foreign teachers' opinions at SWRS towards organizational commitment including three dimensions in terms of affective commitment, continuance commitment, and normative commitment. The findings reveal that the overall opinions of the foreign teachers towards organizational commitment were at a moderate level with a mean of 3.32. The results show that among the three dimensions

regarding organizational commitment, normative commitment was at a high level ( $\bar{X} = 3.47$ ), while affective commitment and continuance commitment were at a moderate level with means of 3.33 and 3.15 respectively.

In terms of affective commitment, it was found that the overall opinions of the foreign teachers at SWRS were at a moderate level ( $\bar{X} = 3.33$ ). The findings show that among the three dimensions regarding affective commitment, the foreign teachers indicated that they were very proud of being a member of SWRS at a high level ( $\bar{X} = 3.56$ ). The foreign teachers thought that SWRS was the best school to work for at a moderate level ( $\bar{X} = 3.26$ ). Likewise, the foreign teachers felt that the school's problems were their own ( $\bar{X} = 3.18$ ).

With regard to continuance commitment, the overall opinions of the foreign teachers at SWRS were at a moderate level ( $\bar{X} = 3.15$ ). All aspects were rated at a moderate level. The foreign teachers revealed that they had got sufficient welfare benefits provided and had got a sustainable opportunity and stability in working for SWRS with the same mean score ( $\bar{X} = 3.24$ ) and they would like to work at SWRS until retirement ( $\bar{X} = 2.96$ ).

Concerning normative commitment, the overall opinions of the foreign teachers at SWRS were at a high level ( $\bar{X} = 3.47$ ). The findings show that among the three dimensions regarding normative commitment, the foreign teachers revealed that they were willing to follow the organization policies as they were members of this school at a high level ( $\bar{X} = 4.00$ ). It is followed by their willingness to dedicate themselves to SWRS at a high level ( $\bar{X} = 3.42$ ), and they would accept any types of job assignment in order to keep working for this school at a moderate level ( $\bar{X} = 2.98$ ).

### **The Relationship between the Leadership Styles of the Administrators and the Organizational Commitment of the Foreign Teachers**

This section presents the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers at SWRS. The data in this part were presented in correlation coefficient ( $R$ ) and p-value ( $P$ ) followed by a brief explanation of the findings. The two-tailed Pearson correlation analysis was employed to investigate the relationship between leadership styles and organizational commitment to indicate the strength and direction of linear relationship. The correlation coefficient ( $R$ ) was interpreted according to the mean range introduced by Bartz (1999). The p-value ( $P$ ) was used to present the results of statistical tests. The results are presented in Table 7.

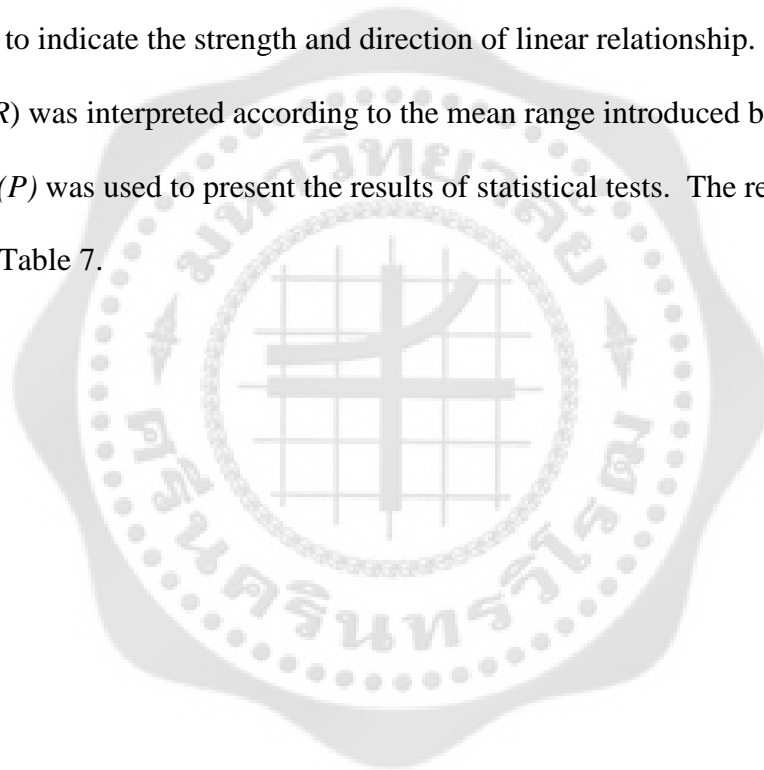


Table 7 The Relationship between the Leadership Styles of the Administrators and the Organizational Commitment of the Foreign Teachers

	Transformational leadership style			Transactional leadership style			Laissez-faire leadership style		
	<i>R</i>	<i>P</i>	Meaning	<i>R</i>	<i>P</i>	Meaning	<i>R</i>	<i>P</i>	Meaning
<b>Affective commitment</b>	0.633**	0.00	High	0.359*	0.01	Low	-0.069	0.63	No Correlation
<b>Continuance commitment</b>	0.320*	0.02	Low	0.311*	0.02	Low	-0.119	0.41	No Correlation
<b>Normative commitment</b>	0.430**	0.00	Moderate	0.439**	0.00	Moderate	0.073	0.61	No Correlation

\*. Correlation is significant at the  $p < 0.05$  level (2-tailed).

\*\* . Correlation is significant at the  $p < 0.01$  level (2-tailed).

Table 7 shows the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers at SWRS. The data from Table 7 show that transformational leadership style was found to be significantly and positively correlated with the organizational commitment regarding affective commitment at a high level ( $R = 0.633^{**}$ ), followed by normative commitment at a moderate level ( $R = 0.430^{**}$ ), and continuance commitment at a low level ( $R = 0.320^*$ ) respectively. In addition, transactional leadership style was found to be significantly and positively correlated with the organizational commitment regarding normative commitment at a moderate level ( $R = 0.439^{**}$ ), followed by affective commitment at a low level ( $R = 0.359^*$ ), and continuance commitment at a low level ( $R = 0.311^*$ ) respectively. However, there is no significant relationship between laissez-faire leadership style and the organizational commitment.

To summarize, the three research questions were answered based on the findings. To answer research question 1, the findings indicated that the foreign teachers at SWRS perceived their administrators adopted transformational, transactional, and laissez-faire leadership styles at a moderate level. To answer research question 2, the results showed that the overall opinions of the foreign teachers at SWRS towards the three dimensions of the organizational commitment were at a moderate level. The foreign teachers had normative commitment at a high level, followed by affective and continuance commitment at a moderate level. To answer research question 3, the study revealed that transformational and transactional leadership styles of the administrators at SWRS significantly and positively correlated with the organizational commitment of the foreign teachers at SWRS in terms of affective commitment, continuance commitment, and normative commitment. However, there is no significant relationship between laissez-faire leadership style and the organizational commitment.

Conclusion of the study, discussion of major findings, limitations of the study, and recommendations for further studies are presented in chapter 5.

## CHAPTER V

### CONCLUSION AND DISCUSSION

This chapter contains three main sections: conclusion, discussion, and limitations of the study and recommendations for further studies.

#### **Conclusion**

This study was conducted to explore the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers. The instrument of the study was a questionnaire based on the Multifactor Leadership Questionnaire (MLQ) introduced by Bass and Avolio (1997) including transformational leadership style, transactional leadership style, and laissez-faire leadership style. In addition, the research questionnaire explored organizational commitment based on the Organizational Commitment Questionnaire (OCQ) designed by Mowday et al., (1979) regarding affective commitment, continuance commitment, and normative commitment. The questionnaire consisted of three parts: (a) general information of the participants, (b) the participants' perceptions towards the leadership styles of the administrators, and (c) the participants' opinions towards organizational commitment. Purposive sampling was used to select the participants because the population size was relatively small. The participants were 50 foreign teachers at Sarasas Witaed Rangsit School (SWRS). Copies of the questionnaire were distributed to the foreign teachers between February 23 and February 27, 2015. The data collected from the questionnaires were analyzed by the use of Statistical Package for Social Sciences (SPSS) and presented through descriptive statistics: percentage, mean, and standard deviation. The study found that

transformational and transactional leadership styles of the administrators significantly and positively correlated with the three dimensions of the organizational commitment.

### **Discussion of Major Findings**

The following sections present the major findings in accordance with the research questions.

#### **Research Question 1:**

What are the leadership styles of the administrators as perceived by the foreign teachers at Sarasas Witaed Rangsit School?

Regarding the first research question, the foreign teachers at SWRS were asked to indicate how frequently the behavior including transformational leadership style, transactional leadership style, and laissez-faire leadership style were exhibited by their administrators. The findings showed the foreign teachers at SWRS perceived that their administrators utilized the combination of transformational, transactional, and laissez-faire leadership styles. This is well supported by Northouse (2013) stating that leaders can exhibit more than one leadership style because different leadership styles are needed for different situations. The three leadership styles progress from laissez-faire to transactional leadership to transformational leadership. Furthermore, Bass explained that transformational, transactional, and laissez-faire leadership styles are a single continuum rather than being independent (Yammarino, 1993). It can be plausibly concluded that the administrators at SWRS were flexible and comfortable with different leadership styles. They plausibly adapted different leadership styles according to the particular situation because there was no optimal leadership style in all situations.

The findings showed the foreign teachers at SWRS perceived that their administrators moderately adopted transformational leadership style when interacting

with them with the highest mean score of 2.18, followed by transactional leadership style, and laissez-faire leadership style with the mean scores of 2.10 and 1.67 respectively (see Table 2).

However, the study revealed that the administrators at SWRS did not display transformational leadership style and laissez-faire leadership style at the optimum levels. The results were not consistent with the MLQ norm. Based on the MLQ norm, the optimum level of transformational leadership style is “fairly often”, the optimum level of transactional leadership style is “sometimes”, and the optimum level of laissez-faire leadership style is “not at all”. Leaders who utilize their leadership styles at the optimum levels are more successful in achieving the best outcomes (Bass & Avolio, 1997). The optimum levels of the MLQ norm are well supported by several studies. For instance, Chamsa (2007) studied transformational leadership of school administrators as perceived by teachers under the Office of Sa Kaeo Educational Service Area 1. The findings indicated that transformational leadership style was perceived at a high level. Another researcher, Perapattananan (2003) studied the relationship of perceived leadership style, organizational commitment, and organizational citizenship behavior. The study revealed that transactional leadership style was perceived at a moderate level while laissez-faire leadership style was perceived at a low level. In this study, the results of the three leadership styles perceived by the foreign teachers at SWRS are discussed in detail as follows:

In terms of transformational leadership style, the findings showed the foreign teachers at SWRS perceived that their administrators adopted transformational leadership style more than transactional and laissez-faire leadership styles. This can be explained by Eagly et al., (2003) who claimed that effective and successful leaders utilize transformational leadership style more often than transactional and laissez-faire

leadership styles. Furthermore, Tichny and Devanna (1990) stated that the most effective and successful leaders use transformational leadership style most of the time. The results revealed that the administrators at SWRS displayed transformational leadership style at a moderate level. This may have resulted from the fact that leaders use transformational leadership style to improve their followers' performance to achieve fullest potential (Avolio, 1999). Transformational leaders can motivate their followers to perform beyond expectations and become concerned about their organizational objectives (Northouse, 2013). This can plausibly be a reason why the administrators at SWRS utilized transformational leadership style in some situations. It can be plausibly assumed that the administrators at SWRS applied transformational leadership style to stimulate and motivate the foreign teachers to fulfill the organizational goals.

The findings revealed that all five factors regarding transformational leadership style were at a moderate level. Idealized influence (attributed) was with mean of 2.31, followed by, idealized influence (behavior), inspirational motivation, intellectual stimulation, and individual consideration with means of 2.27, 2.36, 2.16, and 1.78 (see Table 3).

Regarding idealized influence (attributed), the results showed the foreign teachers at SWRS perceived that their administrators displayed a sense of power and confidence at a high level, as well as behaving in the manner that deserved high respect and admiration from their foreign teachers. It can be plausibly assumed that the administrators at SWRS were seen as role models to their foreign teachers. This means that the foreign teachers admired their administrators, and they were willing to follow their administrators' visions for the organizational success. This can be well explained by the fact that leaders who are powerful and confident can influence their followers (Bass & Avolio, 1997).

Furthermore, the results were consistent with the study entitled, "*The Relationship*

*between Transformational Leadership and Organizational Commitment of Private Companies in Bangkok Metropolis*” conducted by Kongtaveechud (2012). The study revealed that the participants highly respected their leaders because the leaders showed a sense of confidence. Therefore, it can be plausibly concluded that the foreign teachers at SWRS respected and trusted their administrators’ abilities to develop the school.

Concerning idealized influence (behavior), the findings indicated the foreign teachers at SWRS perceived that their administrators emphasized the importance of having a collective sense of mission at a high level. This can be resulted from the fact that the administrators at SWRS provided the foreign teachers with the Internet and teaching materials. In addition, the foreign teachers were allowed to photocopy additional worksheets and handouts. Moss and Ritossa (2007) explained that leaders with idealized influence (behavior) are willing to offer things to improve the objectives of their workgroup. It can be plausibly inferred that the administrators at SWRS considered the foreign teachers’ needs and supported them to provide effective lessons for students.

With regard to inspirational motivation, the findings revealed the foreign teachers at SWRS perceived that their administrators displayed high confidence to achieve goals and talked enthusiastically about what needed to be accomplished at a high level. It can be plausibly assumed that the administrators at SWRS expressed clear visions of how goals were achievable, and they aroused awareness of obstacles. Bass and Avolio (1997) stated that leaders with inspirational motivation engage in clearly communicating in high expectations of their followers. Evidently, this is well supported by the interviews with some of the foreign teachers at SWRS, stating that their administrators had expectations and confidence in them to achieve the organizational goals. Some of the foreign teachers additionally revealed that their administrators talked optimistically about the problems and encouraged them to believe that goals were possible to achieve with their constant

efforts. Furthermore, some of the foreign teachers added that their administrators used motivational words to raise their morale, especially when the foreign teachers were required to comply with new rules and regulations (Personal communication, March 6, 2015). Northouse (2013) explained that leaders with inspirational motivation motivate their followers to excel in their work through encouraging words to focus on organizational goals which are obtainable. Therefore, it can be plausibly concluded that the administrators at SWRS encouraged their foreign teachers to be aware of their important roles so that they took active parts in the future growth of SWRS by displaying enthusiasm and optimism.

Regarding intellectual stimulation, the results showed the foreign teachers at SWRS perceived that their administrators encouraged them to try new approaches to accomplish assignments in a positive way at a moderate level. It can be plausibly assumed that the administrators at SWRS stimulated their foreign teachers to be creative and innovative to achieve their goals. This can be explained by Northouse (2013) who claimed that leaders with intellectual stimulation support their followers to re-examine traditional ways of doing things and encourage them to try new approaches to achieve their tasks. One possible explanation of the findings concerning intellectual stimulation is that there were some changes in the examinations. According to interviews with some of the foreign teachers at SWRS, some of them explained that multiple choices were approved to add more sections in the final examinations. Generally, parts of the exam questions were fixed (Personal communication, March 6, 2015). This may be resulted from the fact that some of the foreign teachers suggested some possible solutions to finish marking the final examination papers within the limited time-frame. It can be plausibly concluded that the administrators at SWRS stimulated their foreign teachers to view the

problems from new perspectives, and they encouraged creativity. The administrators were flexible and willing to listen to new ideas.

With respect to individual consideration, the findings indicated the foreign teachers at SWRS perceived that their administrators treated them individually rather than just as members of a group, as well as assisting them in developing their strengths at a moderate level. It can be plausibly assumed that the administrators at SWRS cared for their foreign teachers, and the administrators also supported them to work effectively. Shin and Zhou (2003) stated that leaders with individual consideration treat followers individually because each follower has different needs, particular talents, and knowledge. This is well supported by the interview with a low level administrator who revealed that he tried to be around to assist the new foreign teachers during the classes to help them gain confidence in their potential although he had heavy workload dealing with daily paperwork or official documents in the morning (P. Tanomsab, personal communication, March 11, 2015). This may be a reason why the administrators appeared in their classes for 15 to 20 minutes and gave the foreign teachers feedback if the administrators found some weakness. It can be plausibly concluded that the administrators at SWRS paid attention to the different needs of their foreign teachers to help them improve their performance.

Further findings regarding transactional leadership, the foreign teachers at SWRS perceived that their administrators also applied transactional leadership style at a moderate level. The results were consistent with the optimum level of transactional leadership style based on the MLQ norm. The optimum level of transactional leadership style is “sometimes” (Bass & Avolio, 1997). Bass (1999) stated that the best leaders apply both transformational and transactional leadership styles because each leadership style is best suited to different situations. He claimed that transactional leaders focus on

increasing the efficiency of routines to maintain the normal movement of operations. In addition, transactional leaders assist their followers to clarify their roles and task requirements to achieve desired results (Osland et al., 2007). It can be plausibly assumed that the administrators at SWRS applied transactional leadership style because they focused on the roles of supervision, organization, and group performance.

The findings showed that all three factors regarding transactional leadership style were rated at a moderate level. Contingent reward was with mean of 2.15, followed by, management-by-exception (active), and management-by-exception (passive) with means of 2.32 and 1.83 (see Table 3).

Concerning contingent reward, the results indicated the foreign teachers at SWRS perceived that the administrators highly expressed satisfaction when their foreign teachers met their expectations. This can be explained by the fact that the administrators at SWRS were in charge of checking foreign teachers' lesson plan books. Howell and Avolio (1993) explained that leaders with contingent reward might give rewards in terms of recognition and praise. Furthermore, Avolio and Bass (2004) described that followers receive specific rewards from their leaders when goals are achieved. This is consistent with the fact that the administrators at SWRS returned some of the lesson plan books with written suggestions and appreciative comments for well-prepared lessons. This means that the foreign teachers were expected to prepare their lessons effectively to help students achieve intended learning objectives. It can be plausibly concluded that the administrators at SWRS admired the foreign teachers who prepared good lessons.

With regard to management-by-exception (active), the results showed the foreign teachers at SWRS perceived that their administrators focused their attention on any deviations from the rules and regulations. It can be plausibly assumed that the administrators at SWRS engaged in enforcing compliance with the rules and regulations.

Bass and Avolio (1997) claimed that leaders with management-by-exception (active) clarify expectations and monitor their followers' performance closely. This can be explained by the fact that the administrators at SWRS received the policies to run SWRS from the Board of Sarasas Affiliated Schools. It can be plausibly concluded that the administrators at SWRS focused attention on any deviations from the rules and regulations because they had the responsibility to ensure that the foreign teachers followed the policies.

Regarding management-by-exception (passive), the findings indicated the foreign teachers at SWRS perceived that their administrators became involved and took corrective action after problems became serious in situations at a moderate level. This can be well supported by Northouse (2013) who described that leaders with management-by-exception (passive) become involved in the situation when procedures and standards have not been met or until followers' performance is below expectations. Additionally, House and Shamir (1993) explained that the leaders show high performance expectations and believe that their followers can accomplish their objectives. It can be plausibly assumed that the administrators at SWRS had confidence that their foreign teachers could find the solutions to attain goals themselves; therefore, the administrators did not become involved in difficult situations immediately. This is consistent with the fact that the administrators moderately encouraged their foreign teachers to try new approaches to accomplish assignments concerning intellectual stimulation. It can be plausibly inferred that the administrators at SWRS intervened to control serious problems when their foreign teachers performed below expectations.

Finally, the findings revealed the foreign teachers at SWRS perceived that their administrators utilized laissez-faire leadership style at a moderate level. The results were not consistent with the optimum level of laissez-faire leadership style based on the MLQ

norm. The optimum level of laissez-faire leadership style is “not at all” (Bass & Avolio, 1997). Bass and Avolio (1997) described that laissez-faire leadership style is an absence of leadership because this leadership style is the least effective. They further explained that laissez-faire leaders believe in freedom of choices for their followers and willfully leave the followers to do what they want. Similarly, Northouse (2013) stated that laissez-faire leaders offer no feedback or support to their followers because the leaders refuse their responsibilities and avoid their authority. This means that effective leaders should not apply laissez-faire leadership style because this leadership style is the most passive and ineffective (Trottier et al., 2008).

The results showed the foreign teachers at SWRS perceived that their administrators delayed emergency responses to urgent questions and procrastinated to make decisions, but they were present at times when the foreign teachers needed their help. This may be resulted from the fact that the administrators were low level administrators. This means that their authority was limited because they worked under the foreign department heads (see Figure 1). It can be plausibly assumed that the administrators at SWRS moderately adopted a laissez-faire leadership style because they had to consult their foreign department head about complicated decisions or unusual problems. Gastil (1994) stated that laissez-faire leadership style is passive and ineffective in environments in which followers require ongoing feedback, responses, and directions. In contrast, the laissez-faire leadership style is most successful with highly trained and self-directed followers because they feel to work on their own (Gill, 2015). The possible explanation for employing laissez-faire leadership style more than the MLQ norm by administrators at SWRS can be plausibly concluded that the administrators had limited authority. If they had more authority, they would not have delayed emergency responses to urgent questions and avoided making decisions.

In summary, it can be plausibly concluded that the administrators at SWRS utilized various leadership styles when communicating with their foreign teachers. The administrators at SWRS applied different leadership styles to motivate their foreign teachers to work towards the organizational goals in different situations. In terms of transformational leadership style, the administrators at SWRS should frequently apply this leadership style because effective leaders adopt this leadership style all the time. It can be suggested that the administrators at SWRS should pay attention to intellectual stimulation and individual consideration to motivate the foreign teachers to reach their fullest potential. This means that the administrators at SWRS should listen to the foreign teachers' opinions and accept their different attitudes towards organizational goals. This is because the foreign teachers at SWRS came from different countries; therefore, their different work experience and backgrounds might be useful to improve organizational effectiveness. In addition, the administrators at SWRS should spend time teaching and coaching them individually in a caring and unique way. This can plausibly help the foreign teachers at SWRS improve their teaching qualities because the foreign teachers might have different needs, particular talents, and knowledge. Concerning laissez-faire leadership style, the administrators at SWRS should not apply this leadership style because there are no particular agreements, goals settings, and expectations. The results can be suggested that the administrators at SWRS should be empowered to make decisions to urgent questions. This can plausibly be done by redesigning and providing guidance on the level of authority a low level administrator has in relation to various situations.

**Research Question 2:**

What are the foreign teachers' opinions regarding the organizational commitment?

Regarding the second research question, the foreign teachers at Sarasas Witaed Rangsit School (SWRS) were asked to indicate their opinions towards the organizational commitment including affective commitment, continuance commitment, and normative commitment. The findings showed that the overall opinions of the foreign teachers towards the three dimensions of the organizational commitment were at a moderate level. The moderate level of organizational commitment means employees reasonably accept the organizational goals and values, and they are willing to remain in the organization (Reichers, 1985). The study revealed that the foreign teachers at SWRS were willing to dedicate themselves and stay with SWRS because they were organizational members of SWRS.

The findings regarding this research question are discussed in detail as follows:

In terms of affective commitment, the findings indicated that the foreign teachers at SWRS viewed their affective commitment at a moderate level. Mayer and Allen (1997) explained that affective commitment involves the employees' emotional attachment to the organization. In addition, Morrow (1993) stated that employees with affective commitment have positive attitudes and feelings towards the organization. The employees remain in the organization because they enjoy their relationship with the organization and want to stay (Mayer & Allen, 1997). The results showed that the foreign teachers at SWRS were highly proud of being members of SWRS. This may have resulted from the fact that SWRS has been a well-known private bilingual school for 10 years now, and it is a branch school of the 38 Sarasas Affiliated Schools. Furthermore, the results were consistent with the study entitled, "*Organizational Commitment of Private University Library Staff in Bangkok*" conducted by Yutitum (2007). The study

revealed that the organization's reputation and policy highly influenced the library staff to stay with the organization. It can be plausibly assumed that the reputation of SWRS encouraged the foreign teachers at SWRS to have a sense of belonging and desire to remain in the prestigious organization.

Concerning continuance commitment, the study revealed that the foreign teachers at SWRS viewed their commitment at a moderate level. The findings showed that the foreign teachers at SWRS would like to work at SWRS until retirement at a moderate level. Mayer and Allen (1997) described that continuance commitment refers to an awareness of the costs of leaving and the benefits of staying with the organization. Employees with continuance commitment stay with the organization because they need their personal benefits, or they perceive a lack of alternatives (Dunham et al., 1994). Furthermore, Romzek (1990) explained that the employees calculate their benefits to remain with the organization based on what they stand to gain. This is consistent with the fact that the foreign teachers at SWRS received sufficient welfare benefits and had a sustainable opportunity and stability in working at a moderate level. This may have resulted from the fact that the foreign teachers worked for SWRS because they received personal benefits such as a housing allowance, health insurance, a salary increase based on years of employment, and a long summer holiday with pay. It can be plausibly assumed that the foreign teachers were aware of losing their personal benefits if they sought other employment because the benefits were nontransferable. It can be plausibly concluded that the foreign teachers at SWRS needed to stay to work at SWRS because they perceived that the benefits of staying with SWRS are greater than the benefits of leaving for another school. However, the benefits and the stability in working were insufficient to enhance their continuance commitment to a high level.

The findings showed that among the three dimensions of the organizational commitment, normative commitment was at a high level. The study revealed that the foreign teachers at SWRS were willing to follow the organization policies as they were members of this school, and they were willing to dedicate themselves to SWRS at a high level. Mayer and Allen (1997) stated that the normative commitment involved a feeling of psychological obligation to continue working for the organization. They stated that employees with a high level of normative commitment feel that the employees should remain with the organization. Moreover, the employees feel responsible to the organization for moral or duty related reasons (Bansal et al., 2004). This may have resulted from the fact that the majority of the foreign teachers were Filipinos. According to Hofstede, Hofstede, and Minkov (2010), loyalty is of paramount importance to a collectivist culture in the Philippines. This is well supported by the interviews with some of the foreign teachers, explaining that they were willing to comply with the rules and regulations because they felt that it was the right thing to behave as a member of SWRS. Additionally, some of the foreign teachers stated that they paid considerable attention to assigned work and tried to finish work efficiently (Personal communication, March 6, 2015).

The findings also showed that the majority of the foreign teachers at SWRS have worked there more than four years. It can be plausibly assumed that the length of employment could influence the foreign teachers at SWRS to behave in a responsible way towards the organization. The results were consistent with the study entitled, *“Opinions of IRPC Employees in the Bangkok Branch towards Organizational Culture and Organizational Commitment”* conducted by Sangkoontana (2012). The study revealed that IRPC employees had at least three-years of employment, and they fit well with normative commitment at a high level. The IRPC employees were willing to work hard

to give great value back to the organization and to dedicate themselves to IRPC. It can be plausibly inferred that the foreign teachers at SWRS felt a desire to remain members at SWRS because of a sense of moral and duty.

In conclusion, the findings revealed that the overall opinions of the foreign teachers at SWRS towards the three dimensions of the organizational commitment were at a moderate level. This may convince that the foreign teachers at SWRS were somewhat satisfied to work at SWRS. In terms of the three dimensions of the organizational commitment, the results showed that the foreign teachers at SWRS tended to highly commit to their organization in terms of normative commitment, but they moderately committed to the organization concerning affective and continuance commitment. It can be suggested that SWRS should improve some organization policies that can increase higher levels of affective and continuance commitment. Concerning affective commitment, this could be done by giving the teacher of the year award to recognize some of the foreign teachers at SWRS who exemplify excellence in their teaching and providing them opportunities to participate in the decisions that might affect the organization's future regarding involvement. This could motivate the foreign teachers to feel a strong emotional attachment to SWRS because the foreign teachers might need recognition for their hard work and their competencies. With regard to continuance commitment, a bonus and a position of head teacher can increase their intention of continuing membership with SWRS. The foreign teachers might feel more attached and would be more willing to dedicate themselves to SWRS concerning an additional welfare benefit and career advancement. When the foreign teachers at SWRS feel that their job is meaningful, they might be likely to perform better and want to stay with SWRS longer.

**Research Question 3:**

What is the relationship between the leadership styles of the administrators and the organizational commitment of the foreign teachers?

To address the third research question, the data from the first and the second research questions were investigated to analyze the relationship between the leadership styles of the administrators at SWRS in terms of transformational leadership style, transactional leadership style, and laissez-faire leadership style and the organizational commitment of the foreign teachers at SWRS regarding affective commitment, continuance commitment, and normative commitment. The study showed that transformational and transactional leadership styles of the administrators at SWRS significantly and positively correlated with the organizational commitment of the foreign teachers at SWRS in terms of affective commitment, continuance commitment, and normative commitment. In contrast, there is no significant relationship between laissez-faire leadership style of the administrators at SWRS and the organizational commitment of the foreign teachers at SWRS

The findings concerning this research question are discussed as follows:

As seen from the table 7 (see page 42), the study showed that among the three dimensions of the organizational commitment, there is a high relationship between transformational leadership style of the administrators and affective commitment of the foreign teachers at SWRS ( $R = 0.633^{**}$ ). It can be plausibly assumed that transformational leadership style which involved idealized influence and intellectual stimulation positively related to how the foreign teachers at SWRS demonstrated their affective commitment towards SWRS. The findings were consistent with the study entitled, *“Relationship between School Administrators Leadership and School Commitment of Personnel of Secondary under the Office of Trat Educational Service*

*Area*” conducted by Patpitak (2005). The study revealed that transformational leadership style of the school administrators in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration significantly and positively correlated with the organizational commitment of the teachers. The results of utilizing transformational leadership style showed that the school administrators could motivate and increase the levels of organizational commitment.

Meyer and Allen (1997) described that employees with affective commitment want to remain with an organization because they identify with the organizational goals and enjoy their relationship. The findings from Table 3 (see page 32) show the foreign teachers at SWRS perceived that their administrators displayed a high sense of power and confidence to achieve goals and behaved in a manner that built respect. This means that the administrators have the ability to articulate their vision to the foreign teachers. It can be plausibly assumed that the foreign teachers at SWRS admired and trusted their administrators’ abilities to lead them to achieve mutual objectives; therefore, both of them shared the same visions towards the goals and values of their organization.

Additionally, the study revealed that the administrators at SWRS asked the foreign teachers for new ideas and encouraged them to try new approaches when solving problems at a moderate level. It can be plausibly assumed that the administrators at SWRS motivated the foreign teachers to beware of their involvement in organizational achievement. According to interviews with some of the foreign teachers at SWRS, some of them revealed that their administrators encouraged them to find a different solution to overcome obstacles without public criticism (Personal communication, March 6, 2015). Northouse (2013) explained that leaders with intellectual stimulation encouraged followers to adopt different approaches to deal with organizational issues. It can be plausibly assumed that the administrators at SWRS stimulated their foreign teachers to

become involved in organizational issues; therefore, the foreign teachers were proud to help SWRS and willing to stay with the organization. For these reasons, it can be plausibly concluded that affective commitment increases as transformational leadership style increases.

In terms of transactional leadership style, the findings revealed that among the three dimensions of the organizational commitment, there is a moderate relationship between transactional leadership style of the administrators and normative commitment of the foreign teachers at SWRS ( $R = 0.439^{**}$ ). It can be plausibly assumed that transactional leadership style which involved management-by-exception (active) positively related to how the foreign teachers at SWRS showed their normative commitment towards SWRS. The results from Table 4 (see page 35) concerning management-by-exception (active) indicate the foreign teachers at SWRS perceived that their administrators focused attention on any deviations from the rules and regulations. In addition, the administrators kept track of all mistakes and directed the foreign teachers' failures to reach standards at a moderate level. Bass and Avolio (1997) described that leaders with management-by-exception (active) monitor their followers' performance and take corrective action before problems become serious. It can be plausibly assumed that the administrators at SWRS paid attention to the foreign teachers' performance to ensure that they met standards and procedures from the Board of Sarasas Affiliated Schools; therefore, the foreign teachers were motivated to comply with the rules and regulations.

The findings from Table 6 (see page 39) regarding normative commitment reveal the foreign teachers at SWRS were highly willing to follow the organization policies and were willing to dedicate themselves to SWRS. Meyer and Allen (1997) explained that employees with normative commitment consider it morally right to stay in the organization. In addition, the employees desire to remain with the organization (Bansal et

al., 2004). This may have resulted from the fact that the foreign teachers at SWRS were expected to follow the organization policies because the administrators closely observed their foreign teachers' performance in an informal way and a formal way. It can be plausibly concluded that adopting transactional leadership style can increase normative commitment.

In short, according to the findings, the administrators at SWRS should consider the significance of adopting transformational and transactional leadership styles because both leadership styles were found to be significantly and positively correlated with the organizational commitment. It can be suggested that the administrators at SWRS should highly pay attention to transformational and transactional leadership styles that they implement in their professional role in depth. Therefore, the administrators at SWRS should be provided with appropriate training in the aspects of effective leadership.

### **Limitations of the Study and Recommendations for Further Studies**

Limitations and recommendations for further studies are as follows:

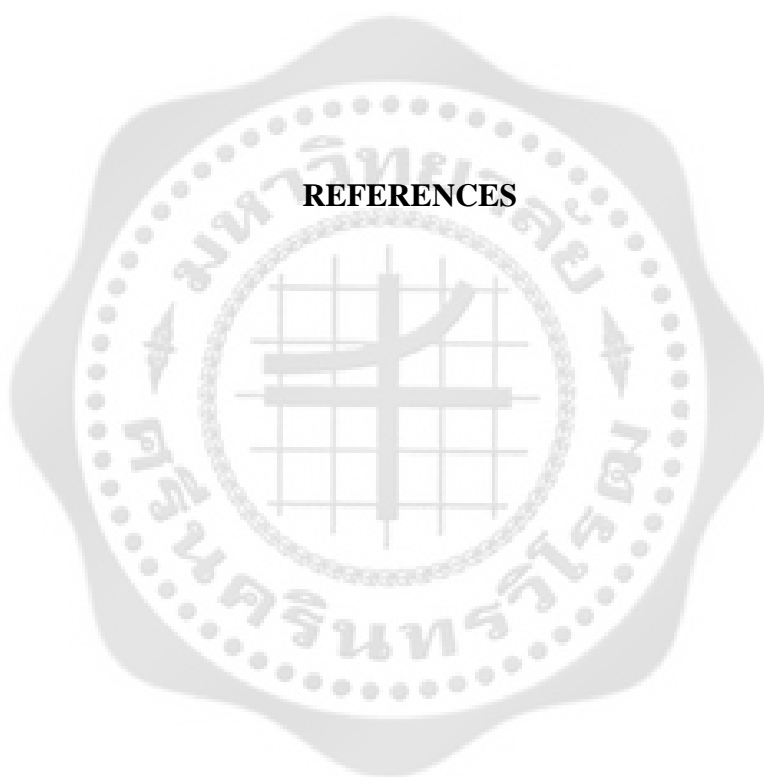
1. The number of participants of the study was limited to a small group of 50 foreign teachers at Sarasas Witaed Rangsit School; therefore, it might not represent the overall perceptions and opinions of foreign teachers of 38 Sarasas Affiliated Schools. Further studies should be conducted with foreign teachers at different branches of the Sarasas Affiliated Schools to effectively generalize the overall perceptions and opinions towards leadership styles and organizational commitment.

2. This study only focused on the foreign teachers at SWRS, regardless of their demographic information such as gender, nationality, and salary. Since demographic data may somehow affect the foreign teachers' opinions and perceptions, further studies should cover information regarding individual difference.

3. In terms of leadership styles, further studies should include administrators at different positions: top level, middle level, and low level, so the study could compare the perceptions towards leadership styles of the leaders and the followers. This information will be beneficial for administrators to improve their leadership styles from different views as well as strengthening the organizational commitment of the followers.



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**APPENDICES**



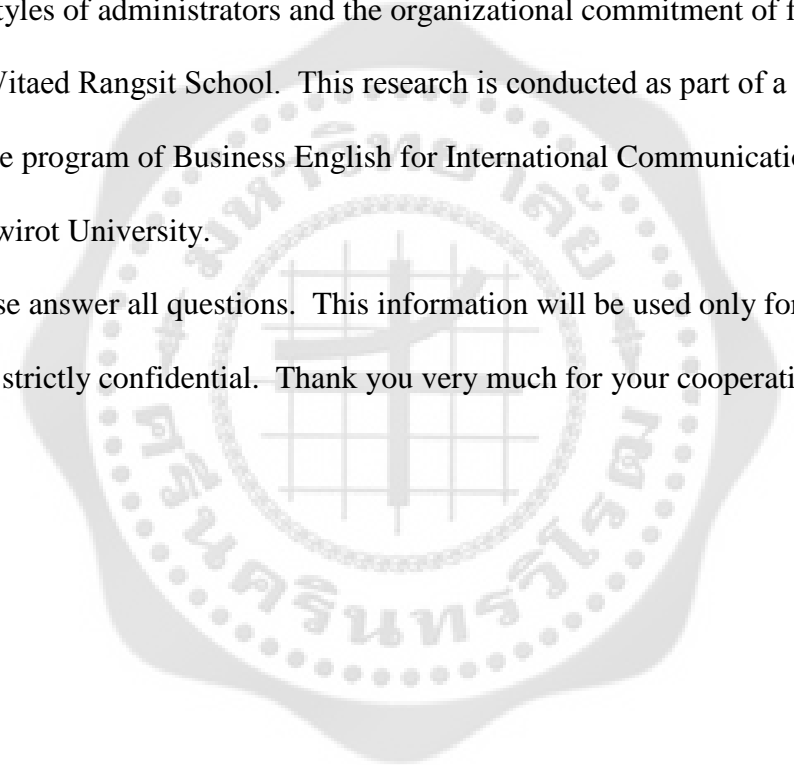
**APPENDIX A**  
**QUESTIONNAIRE**

## **QUESTIONNAIRE**

### **The Relationship between the Leadership Styles of Administrators and the Organizational Commitment of Foreign Teachers at Sarasas Witaed Rangsit School**

The questionnaire is designed to investigate the relationship between the leadership styles of administrators and the organizational commitment of foreign teachers at Sarasas Witaed Rangsit School. This research is conducted as part of a Master's Project in the program of Business English for International Communication at Srinakharinwirot University.

Please answer all questions. This information will be used only for this study and will be kept strictly confidential. Thank you very much for your cooperation.



## Part 1: General Information of Participants

Directions: Please mark  $\surd$  on the appropriate answer.

### 1. Gender

- Male  Female

### 2. Age

- 22-30 years old  31-40 years old  
 41-50 years old  51-60 years old

### 3. Education background

- Diploma/Certificate  Bachelor's degree  
 Master's degree  Doctoral degree

### 4. Duration of work at SWRS as of February 2015

- Less than 1 year  1-3 years  
 4-6 years  7-10 years

### 5. Nationality

- British  Filipino  
 American  Other (please specify) .....  
 Canadian

## Part 2: The Participants' Perception towards the Leadership Styles of the Administrators

Directions: The following statements describe the leadership style of your administrator as you perceive. Please indicate how frequently each statement fits your administrator.  
Please mark  $\surd$  in the box which best represents your perception of your administrator. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Always
0	1	2	3	4

Leadership Styles	Frequency of performance				
	0	1	2	3	4
My immediate supervisor_____.					
1. encourages me to look beyond the limits of self-interest					
2. behaves in a manner that builds my respect					
3. displays a sense of power and confidence					
4. specifies the importance of having a strong sense of purpose					
5. considers the moral and ethical consequences of decisions					
6. emphasizes the importance of having a collective sense of mission					
7. talks enthusiastically about what needs to be accomplished					
8. displays confidence that goals will be achieved					
9. defines the steps needed to reach goals					
10. encourages me in a positive way					
11. asks me for new ideas and opinions when solving problems					
12. suggests trying new approaches to accomplish assignments					
13. spends time teaching and coaching on an individual basis in a caring and unique way					
14. treats me individually rather than just as a member of a group					
15. assists me in developing my strengths					
16. provides me with assistance in exchange for my efforts					
17. makes clear what I can receive when I meet expected levels of performance					

Leadership Styles	Frequency of performance				
	0	1	2	3	4
My immediate supervisor _____.					
18. expresses satisfaction when meeting expectations					
19. focuses attention on any deviations from the rules and regulations					
20. keeps track of all mistakes					
21. directs my attention towards failures to reach standards					
22. fails to interfere until problems become serious					
23. intervenes only after problems have arisen					
24. demonstrates that problems must become chronic before taking corrective action					
25. is absent at times when needed					
26. procrastinates or avoids making decisions					
27. delays emergency responses to urgent questions					

### Part 3: The Participants' Opinions towards Organizational Commitment

Directions: The following statements describe your level of agreement towards organizational commitment.  
Please mark  $\surd$  in the box which best corresponds to your opinion.  
Use the following rating scale:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Organizational Commitment	Level of opinion				
	1	2	3	4	5
1. I am very proud of being a member of SWRS.					
2. SWRS is the best school to work for.					
3. I really feel as if the school's problems are my own.					
4. I have got sufficient welfare benefits provided by SWRS.					
5. I would like to work at SWRS until retirement.					
6. I have a sustainable opportunity and stability in working for SWRS.					
7. I am willing to dedicate myself to SWRS.					
8. I am willing to follow the organization policies as I am a member of this school.					
9. I would accept any types of job assignment in order to keep working for this school.					



**APPENDIX B**  
**LEADERSHIP CONSTRUCTS IN THE MLQ 5X-SHORT FORM**

**Leadership constructs in the MLQ 5x-Short Form**

<b>Leadership styles</b>	<b>Leadership Factors</b>	<b>Item Numbers</b>		
Transformational	Idealized Influence (Attributed)	1	2	3
	Idealized Influence (Behavior)	4	5	6
	Inspirational Motivation	7	8	9
	Intellectual Stimulation	10	11	12
	Individual Consideration	13	14	15
Transactional	Contingent Reward	16	17	18
	Management-by-Exception (Active)	19	20	21
	Management-by-Exception (Passive)	22	23	24
Laissez-Faire	Laissez-Faire	25	26	27



**APPENDIX C**  
**ORGANIZATIONAL COMMITMENT CONSTRUCTS IN THE OCQ**

**Organizational commitment constructs in the OCQ**

<b>Organizational Commitment Factors</b>	<b>Item Numbers</b>		
Affective Commitment	1	2	3
Continuance Commitment	4	5	6
Normative Commitment	7	8	9





ที่ ศธ 0519.12/0960



บัณฑิตวิทยาลัย  
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เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนสารสาสน์วิเทศรังสิต

เนื่องด้วย นายณัฐรัตน์ รัชพร นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำสารนิพนธ์ เรื่อง “ความสัมพันธ์ระหว่างรูปแบบภาวะผู้นำของผู้บริหารกับความผูกพันต่อองค์กรของครูต่างชาติ โรงเรียนสารสาสน์วิเทศรังสิต” โดยมี อาจารย์โสภิต จันทะคล้าย เป็นอาจารย์ที่ปรึกษาสารนิพนธ์ ในการนี้ นิสิตมีความจำเป็นต้องเก็บข้อมูลเพื่อการวิจัย เพื่อขอให้ครูชาวต่างชาติทุกคน ตอบแบบสอบถามเรื่องความสัมพันธ์ระหว่างรูปแบบภาวะผู้นำของผู้บริหารกับความผูกพันต่อองค์กรของครูต่างชาติ โรงเรียนสารสาสน์วิเทศรังสิต ในระหว่างเดือนกุมภาพันธ์ – มีนาคม 2558

จึงเรียนมาเพื่อขอความอนุเคราะห์ ได้โปรดพิจารณาให้ นายณัฐรัตน์ รัชพร ได้เก็บข้อมูลเพื่อการวิจัย และขอขอบพระคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.สมชาย สันติวัฒนกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

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หมายเหตุ : สอบถามข้อมูลเพิ่มเติม กรุณาติดต่อ นิสิต โทรศัพท์ 084-004-3787



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