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Approaches to Spiritual Leadership Development of School Administrators in Schools Under the Bangkok Metropolitan Administration

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Abstract

This mixed methods research was applied and divided into two phases. In phase one, was conducted with two main objectives: 1) to study the spiritual leadership of school administrators according to the perspectives of teachers in the Bangkok Metropolitan Administration (BMA); and 2) to compare the spiritual leadership of school administrators according to the perspectives of teachers in BMA, classified by areas, school sizes, education levels, and academic standings. The samples included 370 teachers from educational school in the BMA. Next, multi-stage random sampling was used to select teachers from the BMA as participants in this research. The research instrument for phase one was a five-point Likert scale. In phase two, was conducted with the objective of creating spiritual leadership development guidelines for school administrators under the BMA. Using purposive sampling, there was a total of nine participants, including two deputy directors, four education supervisors, Department of Education, BMA; and three school administrators, BMA. The research instrument used was structured interviews. The results of the research found that:

1) the spiritual leadership of school administrators from the perspectives of BMA teachers were at high levels overall and in each aspect; 2) the spiritual leadership of educational institution administrators from the perspectives of teachers within the BMA classified by areas, school sizes, education levels, and academic standings were not different overall and in each aspect; and 3) approaches to the spiritual leadership development of school administrators under the BMA include development of knowledge and skills, forming of attitudes, and implementation.

Keywords: Spiritual Leadership, School Administrators, Bangkok Metropolitan Administration, Mixed Methods Research.

Introduction

The National Education Act 1999 and its second amendment 2002 determined that local government organizations were required to provide education at all levels according to local readiness and suitability (Office of the Education Council 25). The Bangkok Metropolitan Administration (BMA) created a study plan to develop the country and the city, titled the 3rd Bangkok Basic Education Development Plan (2021-2026). To be the main organization to provide basic education to drive the quality of education and act as a leader in the ASEAN community under the vision "Providing quality basic education to develop the student identity of the metropolis with virtue." The strategy seeks to: 1) Promote and develop the quality of education to foster excellence among learners; 2) Promote and develop students to have a metropolitan identity; 3) Increase the efficiency of education management to equally and thoroughly meet the needs of all groups of learners; 4) Promote and develop the efficiency of digital education management; and 5) Reinforce, develop, and manage human capital

to become a high performance organization (Office of Education 23). Education in Thailand has quality and standards which correspond to national development goals, with school administrators required to plan, operate, and control the quality of education management. Administrative processes influence the behavior of teachers and educational personnel to achieve the goal, mission, and national policy (Boonpho14).

The concepts and theories of leaderships change overtime, with general leadership involving human interactions with the organization by focusing on emotions and feelings, yet most academics place little emphasis on spirituality which is directly related to the relationship with the leader (Saengsingam 3). The Teachers Council of Thailand Boardgroup 2 required school administrators to build professional development including 1) Spirit and ideology of school administrators; 2) Knowledge management about school administration; 3) Professional management; and 4) Research for professional development and competency development (Teachers Council of Thailand Board 43). This indicates that spiritual leadership is important for professional practitioners and school administrators.

Spiritual leadership is the ability of a leader to motivate, feel, understand, connect with others, and have faith in oneself; moreover, spiritual leaders are usually considered highly creative, tender, and polite (Lertwilai 418). The afore mentioned positive abilities can help administrators to achieve the goals (Saengsingam 28) as well as inspire others to discover the great potential hidden in themselves (Chulawongs 21). Spiritual leadership is leadership that encompasses all other forms of leadership and involves being a role model to develop an organization so that it is successful and efficient in the 21st century (Uyar 24).

Subsequently, the spiritual leadership of school administrators affects the efficiency and effectiveness of teacher performance to be consistent with the goals of the national strategy (2018-2037), National Education Plan (2017-2036), and The 3rd Bangkok Basic Education Development Plan (2021-2026). The researcher is interested in studying approaches to develop spiritual leadership among school administrators in schools under the BMA to reinforce and support education in the future.

Conceptual Framework

Mixed methods research was utilized to create spiritual leadership development guidelines for school administrators by studying relevant documents or research on spiritual leadership conducted by many researchers (e.g., Chegini, Mehrdad G 8420; Chen and Yang 110; Chulawong17; Fry 693; Yusof 239; Khunnonkhwa0 111; Lertwilai 411; Magnusen 56; Nooralizad et al. 14; Nguyen 45; Saengsingam 3; Solomon 38; Uyar 22). The researcher used four criteria to determine the highest frequency components to use as a conceptual framework: 1) Vision; 2) Hope; 3) Faith; and 4) Altruistic Love (Fig. 1.)

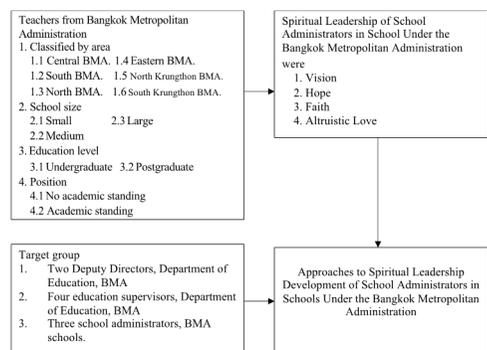


Figure 1 Overview of the Research Conceptual Framework

Objectives

The major objectives of the study are to:

- Study the spiritual leadership of school administrators according to perspective of teachers in Bangkok.
- Compare the spiritual leadership of school administrators according to the perspectives of teachers in Bangkok, classified by school sizes, education levels, and academic standings.
- Develop spiritual leadership development guidelines for school administrators under the Bangkok Metropolitan Administration (BMA).

Research Methodology

The study was divided into two phases as follows:

Phase One

Population and Sample

Of a total research population size of 11,542 teachers at 437 educational institutions in Bangkok,

the sample size for this study included 370 teachers. The sample was obtained from Cohen's ready-made open table (Cohen et al., 107). Next, multi-stage random sampling was performed, which started with simple random sampling to select district offices from district groups of Bangkok Metropolitan Administration, including Central BMA Group, North BMA Group, South BMA Group, Eastern BMA Group, North Krungthong BMA Group, and South Krungthong BMA Group. After that, stratified random sampling was used to select six schools of each size category (small, medium, and large). Finally, simple random sampling was used to select teachers from Bangkok Metropolitan Administration as participants in this research.

Research Tools

This study utilized a five-point Likert's questionnaire which was divided into two parts, as follows:

Part One

General questions about the participants to classify them by areas, school sizes, education levels, and academic standings.

Part Two

Questions about the spiritual leadership of school administrators in reference to vision, hope, faith, and altruistic love.

Data Collection

The online questionnaires were sent to the directors of the BMA through the Faculty of Education at Ramkhamhaeng University to collect information from government teachers under the Bangkok Metropolitan Administration. There was a 100 percent response rate.

Data Analysis

General information of the sample was analyzed using frequency and percentage distributions in the areas of school sizes, areas, education levels, and academic standings.

Spiritual leadership of school administrators was analyzed using mean (M) and standard deviation (SD) by predefined range for interpretation.

To compare the school administrators' spiritual leadership, education levels, and academic standings, the statistics used included t-test independent. Classifications of area and school sizes used one-way ANOVA. If differences were found, individual differences were compared with Scheffe's method.

Phase Two

Sample

Using purposive sampling, a total of nine participants were selected which included two deputy directors, Department of Education, BMA, four education supervisors, Department of Education, BMA, and three school administrators, BMA. Structured interviews were used so the participants could express their opinions and make suggestions for the creation of spiritual leadership development guidelines for school administrators under BMA.

Research Tools

A structured interview form was used to obtain information in phase one.

Data Collection

The online questionnaire was carried out among graduate students from the Faculty of Education, Ramkhamhaeng University. In addition, the participants were contacted to attend an interview. They were informed of date, time, and location for the interview. Before conducting the interview, the researcher introduced themselves to the participants, explained the purpose of the interview and the length of interview time, asked the participants to complete a consent form, and requested permission for audio recording.

Data Analysis

Content analysis was employed to analyze data from the target group interviews.

Findings

Spiritual Leadership of School Administrators in Schools Under the Bangkok Metropolitan Administration (BMA)

Table 1 Mean and Standard Deviation of Teachers' Perspectives Towards the Spiritual Leadership of School Administrators in Schools Under the Bangkok Metropolitan Administration (BMA)

Spiritual Leadership of School administrators	M	SD	Level	Rank
Vision	4.17	0.78	High	2

Hope	4.19	0.75	High	1
Faith	4.12	0.80	High	3
Altruistic Love	4.00	0.96	High	4
Total	4.12	0.79	High	

Table 1 reveals that Bangkok Metropolitan Administration teachers considered school administrators to have high levels of spiritual leadership, both overall and in each aspect. The highest mean scores were for hope, vision, and faith, while the lowest was altruistic love.

Spiritual Leadership of Educational Institution Administrators from the Perspective of Teachers in the Bangkok Metropolitan Administration (BMA)

Table 2 Spiritual Leadership of Educational Institution Administrators from the Perspective of Teachers in the Bangkok Metropolitan Administration (BMA) Classified by Areas

Spiritual Leadership of School administrators	Classified by area (M)						F	p
	Central BMA.	South BMA.	North BMA.	Eastern BMA.	North Krungthong BMA.	South Krungthong BMA.		
Vision	4.17	4.25	4.14	4.08	4.26	4.13	0.578	.717
Hope	4.21	4.27	4.14	4.13	4.24	4.19	0.365	.872
Faith	4.18	4.23	4.06	4.05	4.19	4.09	0.523	.759
Altruistic Love	4.05	4.02	3.87	3.99	4.11	4.00	0.473	.797
Total	4.15	4.19	4.05	4.06	4.20	4.10	0.443	.818

*p<.05

When the spiritual leadership of school administrators was considered, Bangkok Metropolitan Administration teachers considered

to be no difference overall and in each aspect when classified by area.

Table 3 Spiritual Leadership of Educational Institution Administrators from the Perspective of Teachers in The Bangkok Metropolitan Administration (BMA) Classified by School Sizes

Spiritual Leadership of School administrators	School Size (M)			F	p
	Small	Medium	Large		
Vision	4.25	4.21	4.13	0.676	.509
Hope	4.26	4.18	4.18	0.213	.808
Faith	4.24	4.10	4.11	0.548	.579
Altruistic Love	4.12	4.01	3.97	0.467	.627
Total	4.21	4.12	4.10	0.429	.651

*p<.05

When considering the spiritual leadership of school administrators, BMA teachers considered to

be no difference overall and in each aspect when classified by school size.

Table 4 Spiritual Leadership of Educational Institution Administrators from the Perspective of Teachers in the Bangkok Metropolitan Administration (BMA) Classified by Education Levels

Spiritual Leadership of School administrators	Undergraduate		Postgraduate		t	p
	M	SD	M	SD		
Vision	4.16	0.76	4.20	0.82	-0.447	.655
Hope	4.17	0.76	4.23	0.75	-0.814	.416
Faith	4.10	0.80	4.15	0.82	-0.560	.576
Altruistic Love	3.98	0.94	4.04	0.98	-0.590	.555
Total	4.10	0.78	4.16	0.81	-0.628	.530

*p<.05

When considering the spiritual leadership of school administrators, Bangkok Metropolitan Administration teachers considered there to be no difference overall and in each aspect when classified by education levels.

Table 5 Spiritual Leadership of Educational Institution Administrators from the Perspective of Teachers in the Bangkok Metropolitan Administration Classified by Academic Standings

Spiritual Leadership of School administrators	No academic Standing		Academic Standing		t	p
	M	SD	M	SD		
Vision	4.21	0.72	4.14	0.82	0.814	.416
Hope	4.25	0.72	4.15	0.78	1.261	.208
Faith	4.17	0.77	4.08	0.83	1.066	.208
Altruistic Love	4.04	0.95	3.97	0.96	0.789	.431
Total	4.17	0.75	4.08	0.81	1.016	.310

*p<.05

When considering the spiritual leadership of school administrators, Bangkok Metropolitan Administration teachers considered to be no difference overall and in each aspect when classified by academic standings.

Approaches to the Spiritual Leadership Development of School Administrators in the Bangkok Metropolitan Administration (BMA)



Figure 2 Approaches to the Spiritual Leadership Development of School Administrators in the Bangkok Metropolitan Administration (BMA)

The approaches to the spiritual leadership development of school administrators in the BMA can be described as follows.

Development of knowledge and skills by setting goals for educational institution development, budget allocation regulations, positive reinforcement, building educational network alliances, conflict management, educational quality assurance, supervision of learning management, and classroom action research.

Forming of attitudes to cautiously use the educational institution’s budget in good faith, motivation, inspiration, patience, utilization of religious doctrines as part of the solution, seize the best interests of learners, teachers, and educational institutions, paying respect to retirees, and realization of the importance of building educational networks.

Implementation of the principle of participation to determine the direction and goals of systematic education development. There should be appointments in the form of operational committees in all sectors of school administration.

Exploration of the needs of teachers' self-improvement, teachers opportunities to express their opinions and needs to participate in training, utilization of media and teaching equipment, utilization of concrete conflict management principles, organization of activities or supervision projects for teaching and learning management and government retirement activities.

Discussion

Spiritual Leadership of School Administrators from the Perspectives of Teachers in Bangkok

BMA teachers reported high levels for the overall spiritual leadership of school administrators. The results indicate that the school administrators set goals and directions for educational development, participation, teamwork, motivation, stimulation, incentives, and inspiration for teachers in practice. This enables them to effectively solve problems and encourage teachers to develop themselves for professional advancement, sacrifice, unity, to protect the interests of educational institutions, and to achieve goals together consistent with Chulawong's (17) concept, which argues that the school administrators must inspire teachers to discover their own potentials. Moreover, Tan Wutthi bund it (20) explained that school administrators must convince others to trust, cooperate, and help each other to work with common objectives.

Comparison of the Spiritual Leadership of School Administrators from the Perspective of Teachers in Bangkok

When classified by area, no differences were found for the spiritual leadership of educational institution administrators from the perspective of teachers in the BMA. The results show that educational administrators under the BMA set goals and policy for the educational management according to the vision and mission of the Office of Education, Bangkok (BMA) so that the quality and standards are in the same direction with quality and continuity to improve the quality of life of people and youth in Bangkok so they are ready for changes in society and the nation, knowledgeable, virtuous, and have life skills, consistent with the concept of the Office of Education (2022). The Office of Education

plays an important role in driving the basic education management policy of Bangkok into concrete practice with the power to set policies and prepare educational development plans which are required for Bangkok to promote the teaching profession and management, and develop learner quality to be efficient and effective in consistency with Yentrakul's (2018) study on the transformational leadership of school administrations according to the perception of teachers in Ladphrao District Office of Bangkok Metropolis. The research results found no difference when classified by area.

When classified by school size, the spiritual leadership of educational institution administrators from the perspective of teachers in the BMA found no difference overall and for each aspect. This is consistent with Chulawong's (17) concept, which stated that spiritual leadership results in satisfaction, love, trust, and devotion to work to achieve goals that benefit the public. Additionally, this is also in line with Sawangkob (85) who studied the formative leadership of administrators as perceived by teachers at twenty schools in Don Mueang District under Bangkok Metropolis. The study revealed that there was no difference among school sizes in the all aspects.

When classified by education levels, the spiritual leadership of educational institution administrators from the perspective of teachers in the BMA found no difference overall and for each aspect. The results indicated that spiritual leadership was closely related to belief, faith, and moral. It is a driving force for teachers in educational institutions with different educational backgrounds but those who have similar career aspirations can develop themselves for the benefit of oneself and the organization under the same goals. This is consistent with Candasphe (32) who stated that spiritual leadership is on the basis of human potential development from the inside out by faith. Moreover, spiritual leadership is the driving force to do the right thing and benefit the public without compulsion, consistent with Khrutphrak's (48) study on the leadership skills of school administrators in the 21st century, school group 15 under the Bangkok Metropolitan Administration. The study found that the leadership skills were not different in all aspects.

When classified by academic standing, the spiritual leadership of educational institution administrators from the perspective of teachers in the BMA found no difference overall and for each aspect. The results show that spiritual leadership involves problem solving to understand, reach, develop, and build good relationships between school administrators and teachers, regardless of academic standing to lead cooperation and promote and develop the school to achieve its goals. This is consistent with Nguyen (47) who claimed spiritual leadership is a combination of values, attitude, and behavior which is important in the work of subordinates and related to vision, hope, faith, and altruistic love. They affect the productivity of the organization as well as organizational outcomes, in line with Hompheng's (93) findings in the study of transformational leadership of educational administrators perceived by the teachers under school network 42 in Nong Chok District, Bangkok Metropolitan. The study found no overall difference to perceived spiritual leadership among school administrators when classified by academic standing.

Approaches to the Spiritual Leadership Development of School Administrators Under the Bangkok Metropolitan Administration

The approaches to the spiritual leadership development of school administrators from this study include: 1) Development of knowledge and skills, goal setting for educational institution development, regulations, budget allocations, reinforcements, strategization, elimination of conflicts, educational quality assurance, supervision of learning management, classroom action research, and using technology as part of educational management; 2) Forming of attitudes by being aware of the use of the budget honestly, seeing the importance of self-improvement, inspiring teachers for professional development, motivating and encouraging teachers to perform to their full potentials, using religious principles to solve problems, and treating retired teachers with honors; and 3) Implementation using principles to participate in setting directions and goals for educational institution development, budget management, conduct educational quality assurance survey of teachers' professional development

opinions, the needs for teaching materials and equipment, and organizing activities or projects based on the quality of students and teachers. This is consistent with Trait Theories indicating that leaders must possess essential attributes including commitment to the profession, a strong desire to lead, honesty, self-confidence, intelligence, and 6) be knowledgeable and understand work. This is in line with behavioral theories (Sauphayon, 2015) which state that the most effective leaders focus on team building in consistence with House's (325) Path-Goal Theory of Leadership which states that a good leader must enable their people to achieve their professional and personal goals, must be motivated by rewarding and helping colleagues to reach their goals. This is also in line with Fry et al.'s (835) findings that subordinates have a new perspective and learning for the organization due to motivation from within, including values, attitude, and executive leadership behavior. Moreover, this is consistent with Samul (267) who studied spiritual leadership and found spiritual leaders to be involved in sustainably improving and developing successful organizations.

Implications of the Study

School administrators under the BMA should conduct projects or activities that show concerns, attentiveness, and enhance unity in educational institutions through various methods to involve teachers so they can make decisions and express their decisions.

Administrators of large educational institutions should strengthen and show intimacy, display goodwill, humility, and kindness to strengthen unity in educational institutions since the results indicate that the mean of spiritual leadership among school administrators was the lowest in large educational institutions when classified by school sizes.

Suggestions for Future Research

Suitability and feasibility should be assessed to when determining approaches to develop the spiritual leadership of school administrators.

The further research should be conducted on the development of spiritual leadership among school administrators to strengthen the administration of

educational institutions, so they are efficient and have effective learners, teachers, and educational institutions.

A mix of quantitative and qualitative research should be adopted as an approach to develop the spiritual leadership of school administrators.

Conclusion

The spiritual leadership of school administrators from the perspectives of BMA teachers were at high levels overall and in each aspect. The results indicate that the school administrators set goals and directions for educational development, participation, teamwork, motivation, stimulation, incentives, and inspiration for teachers in practice. This enables them to effectively solve problems and encourage teachers to develop themselves for professional advancement, sacrifice, unity, to protect the interests of educational institutions, and to achieve goals together.

The spiritual leadership of educational institution administrators from the perspectives of teachers within the BMA classified by areas, school sizes, education levels, and academic standings were not different overall and in each aspect. The results show that educational administrators under the BMA set goals and policy for the educational management according to the vision and mission of the Office of Education, Bangkok (BMA) so that the quality and standards are in the same direction with quality and continuity to improve the quality of life of people and youth in Bangkok so they are ready for changes in society and the nation, knowledgeable, virtuous, and have life skills.

Approaches to the spiritual leadership development of school administrators under the BMA include development of knowledge and skills, forming of attitudes, and implementation using principles to participate in setting directions and goals for educational institution development based on the quality of students and teachers.

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