OPEN ACCESS

Manuscript ID:
EDU-2025-14019684

Volume: 14

Issue: 1

Month: December

Year: 2025

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 09.10.2025

Accepted: 13.11.2025

Published Online: 01.12.2025

Citation:
Kanokwatthanaphan, S., & Piatanom, P. (2025). Spiritual Leadership of School Administrators Affecting Organizational Commitment of Teachers under Samut Prakan Primary Educational Service Area Office. *Shanlax International Journal of Education, 14*(1), 103–113.

DOI:
https://doi.org/10.34293/education.v14i1.9684

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Spiritual Leadership of School Administrators Affecting Organizational Commitment of Teachers under Samut Prakan Primary Educational Service Area Office

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Abstract
This research aims to study 1) the level of spiritual leadership of school administrators, 2) the level of organizational commitment of government teachers, 3) the relationship between school administrators' spiritual leadership and the organizational commitment of government teachers, and 4) the influence of school administrators' spiritual leadership on the organizational commitment of government teachers. The sample group consisted of 333 government teachers under the Samut Prakan Primary Educational Service Area Office in the academic year 2025, obtained through multi-stage random sampling. The research instrument was a questionnaire. The statistical methods used were the mean, standard deviation, Pearson's correlation coefficient, and stepwise multiple regression. The results were: 1) The overall level of spiritual leadership of school administrators, including all individual aspects, is high., 2) The overall level of organizational commitment of government teachers, including all individual aspects, is high.,3) There was a high positive correlation between the spiritual leadership of school administrators and the organizational commitment of government teachers, which was statistically significant at the .01 level, and 4) The spiritual leadership of school administrators, consisting of Vision, Hope, Faith, and Altruistic Love had a statistically significant influence at the .05 level on the organizational commitment of government teachers under the Office of Samut Prakan Primary Educational Service Area. These factors collectively predict 73.70% of the variance in organizational commitment. The research findings can be applied directly to develop school administrators' spiritual leadership, which, in turn, will help increase government teachers' organizational commitment. Moving forward, future research should focus on the key factors influencing both administrators' spiritual leadership and teachers' organizational commitment. It should also include a developmental model for spiritual leadership tailored for school administrators, so it can be practically used to improve schools.

Keywords: Spiritual Leadership, Organizational Commitment, Primary School Administrators, Leadership, Correlation, Stepwise Multiple Regression

Introduction

In the current era, when governments and educational institutions must rapidly confront global economic, social, technological, and cultural changes, effectively managing human resources has become increasingly challenging. This can be observed through higher employee turnover, personnel prioritizing their own beliefs over adherence to the organization's traditional customs, and decreased dedication to assigned tasks. These changes are due to the shifting work expectations of modern personnel. The expectations that employees seek from an organization include receiving appropriate wages and benefits commensurate with the assigned work, Job security in the workplace, A safe working environment,

and good relationships with supervisors and colleagues (Saunsomjit, et al. 2023). Therefore, one of the crucial duties of an executive or organizational leader is to foster a sense among personnel that they are part of the organization and to cultivate organizational commitment.

Organizational Commitment is the feeling an employee has toward the organization, characterized by a strong and positive relationship. This feeling manifests in actions that benefit the organization, driven by a belief in its goals and a willingness to dedicate oneself wholly to its work. It stems from the acceptance of the organization's goals and values, participation, and a desire to remain a member. Personnel who are committed to the organization will have pride in their own organization and maintain good relationships with colleagues, consistently demonstrating behavior that aligns with the organization's needs (Poodduangngern, 2022). Organizational commitment is significant to the organization because it ensures that employees are dedicated, apply their physical and mental effort, and work with the utmost intention for the organization's success. It helps the organization achieve success, reduce workforce shortages (workforce, employees), decrease the desire to change jobs and resign, and attain desired goals and success in all specified areas (Wongsuwan, 2021).

Leadership is of paramount importance, as leaders possess the power to unleash the hidden potential of personnel within the organization (Lozano, 2024). It is a process in which the leader uses influence or authority to manage work artfully—by instructing, guiding, commanding, or directing—persuading subordinates to perform their duties optimally. This ensures the organization's operations achieve their objectives, working together to translate concepts into action (Kamtanet, 2021). Furthermore, leadership involves demonstrating enthusiasm in performing various tasks. Directive behavior influences personnel within the organization, guiding them to execute operations that meet established objectives through the command process (Saengsingam, 2020).

Spiritual Leadership is the process by which a leader inspires personnel to uphold what is right and virtuous, to have faith in their profession, to commit to the common good, and to demonstrate compassion, politeness, gentleness, kindness, and self-sacrifice. It emphasizes teamwork and the development of self, others, and the organization to achieve the established organizational goals. The key components of spiritual leadership, according to Chen & Yang (2012), are: Vision, Hope, Faith, and Altruistic Love (Saengsingam, 2020). Vision refers to the path the organization will take. The vision sets the direction for change, reduces decision-making complexity, and helps supervisors coordinate people with differing viewpoints. Hope/Faith is the belief that the organization's goals, vision, and mission will be successfully achieved. It is a steadfast conviction that what is desired is true, even without physical evidence, and confidence that what is desired will come to pass. Altruistic Love means a feeling of balance, completeness, and well-being that arises from caring for, paying attention to, and appreciating oneself and others (Terzi et al., 2020).

Although there has been significant research recently on the spiritual leadership of school administrators and the organizational commitment of government teachers, we still see a real gap: studies have not explicitly focused on the context of individual educational service area offices, particularly the Samut Prakan Primary Educational Service Area Office. Furthermore, a review of the relevant literature shows that there are very few studies that examine the influence of administrators' spiritual leadership on their government teachers' organizational commitment. Based on the problems, the researcher is interested in examining the influence of school administrators' spiritual leadership on teachers' organizational commitment within the Samut Prakan Primary Educational Service Area Office. The aim is to use the research findings as a guide to develop the spiritual leadership of school administrators in the Samut Prakan Primary Educational Service Area Office, enabling them to foster organizational commitment among teachers and educational personnel effectively and sustainably.

Research Objectives

- To study the level of spiritual leadership of school administrators under the Samut Prakan Primary Educational Service Area Office.

- To study the level of organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office.
- To find the relationship between the spiritual leadership of school administrators and the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office.
- To study the influence of the spiritual leadership of school administrators on the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office.

Research Hypothesis

- The spiritual leadership of school administrators under the Samut Prakan Primary Educational Service Area Office is at a high level.
- The organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office is at a high level.
- The relationship between the spiritual leadership of school administrators and the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office is a high-level positive correlation, with statistical significance at the .05 level.
- The spiritual leadership of school administrators affects the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office, with statistical significance at the .05 level.

Conceptual Framework

In the study of the spiritual leadership of school administrators affecting organizational commitment of teachers under Samut Prakan Primary Educational Service Area Office, the researcher considered two variables as follows: 1) spiritual leadership, consisting of: vision, hope, faith and altruistic love (Ruaquangpech & Chantabul, 2025; Chongvisal, 2024; Chairatanalerkdee & Chongvisal, 2024; Srirang, et al. 2024; Weanlor & Budsarakoon, 2021; Chimyong, et al. 23); Chulawongs & Niranthawee, 2020; Saengsingam, 2020; Uyar, 2019; Terzi, et al., 2020; Zaharris et al., 2020; Korngsook & Piatanom, 2023), and 2) organizational commitment, consisting of: normative commitment, affective commitment and continuance commitment (Kawinchotwanit, et al., 2025; Anunta, 2023; Aumpasuwan, 2023; Saranit, 2023; Poodduangngern, 2022; Piayura, 2022; Boonpob, 2021; Thiplert, 2021; Khrueasa, 2021; Vichene, 2020; Tapong, 2020) The conceptual framework for the research details is presented in Figure 1.

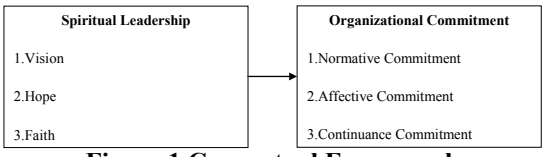


Figure 1 Conceptual Framework

Methodology

Population and Sample

The population for this research comprised 2,868 teachers from the Samut Prakan Primary Educational Service Area Office, drawn from 142 educational institutions. The sample for this research consisted of 333 teachers from the Samut Prakan Primary Educational Service Area Office, was determined by referencing the ready-made table of Cohen (Cohenet al., 2018), with a statistical significance level set at .05. The sampling design employed a Multi-Stage Random Sampling method: 1) Cluster Random Sampling, using the Educational Service Area Office as the criterion, 2) Cluster Random Sampling, using the district as the criterion, 3) Cluster Random Sampling, using the school group as the criterion, and 4) Simple Random Sampling, selecting teachers from each educational institution within the schools sampled in step 3.

Research Instruments

For this research, the researcher designed a questionnaire to assess the spiritual leadership of school administrators and the organizational commitment of teachers within the Samut Prakan Primary Educational Service Area Office. The questionnaire is divided into three parts as follows:

Part 1 is a checklist-type questionnaire covering the General Information of the responding teachers, including: gender, age, highest educational level, academic standing, years of service, school, and school size

Part 2 is a questionnaire concerning the spiritual

leadership of school administrators under the Samut Prakan Primary Educational Service Area Office. The format is a 5-point Likert scale (Likert, 1967) with the following levels: most, high, moderate, low, and least. It consists of 32 items across four dimensions, as outlined in the conceptual framework.

Part 3 is a questionnaire on teachers' organizational commitment within the Samut Prakan Primary Educational Service Area Office. The format is a 5-point Likert scale (Likert, 1967) with the following levels: most, high, moderate, low, and least. It consists of 24 items across three dimensions, as outlined in the conceptual framework.

Quality Assessment of the Instruments

Five experts assessed content validity to consider the consistency of the questions with the operational definitions. After the experts conducted the content validity assessment, the researcher compiled the final questionnaire by selecting items with an Item-Objective Congruence Index (IOC) ranging from 0.60 to 1.00.

For reliability testing, the researcher conducted a try-out of the questions that met the Item-Objective Congruence Index (IOC) criteria, using a group similar to but separate from the main sample. The try-out was administered to 30 teachers in elementary schools with characteristics similar to those of the sample group, under the Samut Prakan Primary Educational Service Area Office, Area 2. The Item-Total Correlation (r_{xy}) was calculated using software, and the discrimination power ranged from 0.09 to 0.87. Finally, the reliability was analyzed using Cronbach's Alpha (α) Coefficient method, yielding a reliability coefficient of 0.98.

Data Analysis

- The level of spiritual leadership of school administrators under the Samut Prakan Primary Educational Service Area Office was analyzed by calculating the Mean and the Standard Deviation for individual items and for each dimension. The interpretation criteria for the Mean were determined (Srisa-ard, 2017).
- The level of organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office was analyzed by calculating the Mean and the Standard Deviation for individual items and for each dimension. The interpretation criteria for the Mean were determined (Srisa-ard, 2017).
- To study the relationship between the spiritual leadership of school administrators and the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office, the researcher employed Pearson's Product-Moment Correlation Coefficient analysis. The criteria for interpreting the correlation coefficient were based on Worakitkasemsakul (2011).
- To study the influence of the spiritual leadership of school administrators on the organizational commitment of teachers under Samut Prakan Primary Educational Service Area Office, the researcher utilized Stepwise Multiple Regression Analysis, setting the level of statistical significance at .05. This type of analysis is advantageous because it is concise and easy to grasp. It allows us to create multiple simulations using different combinations of independent variables working together to predict the outcome. Essentially, this kind of quantitative research provides valuable preliminary data that will help support more advanced studies later, such as the development of specific organizational development models or comprehensive strategic plans.

Research Results

The study results show that the spiritual leadership level of school administrators under the Samut Prakan Primary Educational Service Area Office, both overall and by dimension, is at a high level. The dimension with the highest mean score is Altruistic Love, followed by Vision. The dimension with the lowest mean score is Faith. The details are presented in Table 1.

Table 1 Mean and Standard Deviation of the Spiritual Leadership Level of School Administrators under the Samut Prakan Primary Educational Service Area Office, Overall and by Dimension

Spiritual Leadership Level of School Administrators	Teachers' Perspectives			
	$\bar{X}$	S.D.	Level	Rank
Vision	4.01	0.36	High	2
Hope	4.01	0.36	High	3
Faith	3.92	0.33	High	4
Altruistic Love	4.20	0.39	High	1
Overall	4.04	0.26	High	

The study results indicate that the organizational commitment level of teachers under the Samut Prakan Primary Educational Service Area Office, both overall and by dimension, is at a high level. The dimension with the highest mean score is Continuance Commitment, followed by Affective Commitment. The dimension with the lowest mean score is Normative Commitment. The details are presented in Table 2

The study of the relationship between the spiritual leadership of school administrators and the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office found that the spiritual leadership of school administrators (X_{tot}) has a high-level positive correlation with the organizational commitment of teachers (Y_{tot}), with rxy = 0.687, which is statistically significant at the .01 level. When considering the relationship by dimension, the following was found: Vision (X_1) has a high-level positive correlation (r_{xy} = 0.612). Hope (X_2) shows a moderate positive correlation with X_1(r_{xy} = 0.432). Faith (X_3) shows a low-level positive correlation with X_2(r_{xy} = 0.219). Altruistic Love (X_4) shows a strong positive correlation with Altruistic Love (X_4) (r_{xy} = 0.699). All relationships are statistically significant at the .01 level. Details are presented in Figure 2.

Table 2 Mean and Standard Deviation of the Organizational Commitment Level of Teachers under the Samut Prakan Primary Educational Service Area Office, Overall and by Dimension

Organizational Commitment	Teachers' Perspectives			
	$\bar{X}$	S.D.	Level	Rank
Normative Commitment	3.93	0.39	High	3
Affective Commitment	4.18	0.42	High	1
Continuance Commitment	4.16	0.59	High	2
Overall	4.09	0.28	High	

Spiritual Leadership Level of School Administrators	X_1	X_2	X_3	X_4	X_{tot}	Y_{tot}
X_1	1					
X_2	0.622**	1				
X_3	0.246**	0.359**	1			
X_4	0.268**	0.241**	0.521**	1		
X_{tot}	0.732**	0.758**	0.716**	0.710**	1	
Y_{tot}	0.612**	0.432**	0.219**	0.699**	0.687**	1

**Statistically significant at the .01 level.

Figure 2 The Correlation Coefficients Between the Spiritual Leadership of School Administrators and the Organizational Commitment of Teachers Under the Samut Prakan Primary Educational Service Area Office

The study of the influence of the Spiritual Leadership of School Administrators Affecting Organizational Commitment of Teachers under Samut Prakan Primary Educational Service Area Office found that the spiritual leadership variables selected for the equation are Vision (X_1), Faith (X_3), and Altruistic Love (X_4) all statistically significant at the .01 level and Hope (X_2) statistically significant at the .05 level. The Multiple Correlation Coefficient (R) is 0.860, the Coefficient of Determination (R^2)

is 0.740, the Adjusted Coefficient of Determination (Adjusted R^2) is 0.737, and the Standard Error of Estimate (SEE) is 0.142.This indicates that Vision, Faith, Altruistic Love, and Hope can collectively predict teachers' organizational commitment with 73.70% accuracy. The prediction equation can be written as follows:

The Stepwise Multiple Regression Analysis equation in the form of raw scores is:

"Y" = $1.317 + 0.500X_4 + 0.336X_1 - 0.247X_3 + 0.073X_2$

The Regression Analysis equation in the form of standard scores is:

$Z_y = 0.713Z_{X4} + 0.433Z_{X1} - 0.293Z_{X3} + 0.096Z_{X2}$

Results of the analysis of the influence of the spiritual leadership of school administrators on organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office are presented in Figure 3.

Spiritual Leadership Variables	B	S.E.	β	t	Sig.
X_1	0.336	0.030	0.433	11.317**	0.000
X_2	0.073	0.030	0.096	2.432**	0.016
X_3	-0.247	0.031	-0.293	-8.108**	
X_4	0.268**	0.241**	0.521**	1	
X_{tot}	0.732**	0.758**	0.716**	0.710**	1
Y_{tot}	0.612**	0.432**	0.219**	0.699**	0.687**

$R = 0.860$ $R^2 = 0.740$ Adjusted $R^2 = 0.737$ SEE =0.142

**Statistically significate at the .01 level

**Statistically significate at the .05 level.

Figure 3 Results of the Analysis of the Predictive Power of Spiritual Leadership of School Administrators on the Organizational Commitment of Teachers Under the Samut Prakan Primary Educational Service Area Office

Discussion

The findings from the research entitled Spiritual Leadership of School Administrators Affecting Organizational Commitment of Teachers under Samut Prakan Primary Educational Service Area Office can be discussed as follows:

The study results show that the spiritual leadership of school administrators under the Samut Prakan Primary Educational Service Area Office, both overall and by dimension, is at a high level. This can be attributed to the fact that spiritual leadership is a unique characteristic displayed by an individual, demonstrating conviction, goodness, and spirit in leading the organization. Such a leader inspires, is trustworthy, instills faith, and serves as a role model in practice. This, in turn, leads teachers to share a goal of performing their duties to achieve the predetermined objectives. This finding is consistent with the research of Korngsook & Piatanom (2023), who studied guidelines for developing the spiritual leadership of school administrators under the Bangkok Metropolitan Administration (BMA). Their research found that the spiritual leadership of BMA school administrators was high overall. It is also consistent with the research by Günay-Süle & Kiral (2022), who investigated the relationship between school principals' personality traits and the level of spiritual leadership, finding that the overall level of spiritual leadership was high. Furthermore, this aligns with the concept proposed by Uyar (2019), who stated that spiritual leadership is a form of leadership based on morality and ethics to ensure followers are committed to working effectively.

The study results indicate that the organizational commitment level of teachers under the Samut Prakan Primary Educational Service Area Office, both overall and by dimension, is at a high level. This finding is because organizational commitment represents the feelings, attitudes, or perspectives that teachers have towards their educational institution. The teachers feel proud to be part of the institution and are ready to devote their physical and mental efforts to help the organization achieve its set goals. Roncesvalles & Gaerlan (2021), in their study on The Role of Authentic Leadership and Teachers' Organizational Commitment on Organizational

Citizenship Behavior in Higher Education, found that teachers' organizational commitment was overall high. Consistent with the research by Berhanu,et al. (2023) on Teachers' Organizational Commitment: The Role of Demographic Characteristics and Their Psychological Empowerment in Turkey, the findings indicated that organizational commitment was overall high. Furthermore, this is supported by the concept of Yurt (2022), who stated that organizational commitment describes the bond between an employee and the organization to which they belong. Employees with high organizational commitment can help their institution operate more effectively and efficiently.

The study of the relationship between the spiritual leadership of school administrators and the organizational commitment of teachers under the Samut Prakan Primary Educational Service Area Office found a high-level positive correlation, which is statistically significant at the .01 level. This result is consistent with the research hypothesis that the relationship between the spiritual leadership of school administrators and teachers' organizational commitment in the Samut Prakan Primary Educational Service Area Office shows a high, statistically significant positive correlation at the .01 level. This finding is because school administrators: establish a clear vision, are committed to their work, maintain polite attire, keep their promises (maintain integrity), Exhibit transparency in budget usage, Care for and develop the educational institution for its progress, Support teachers in submitting their work for contests to gain individual awards, and encourage teachers to develop themselves consistently. These actions build organizational commitment among the teachers, resulting in their dedicating their physical and mental effort to working to their full potential for the school's success and fostering pride and loyalty towards the institution they belong to. This is consistent with the research by Satraksa & Silanookit (2025), who examined the relationship between school administrators' creative leadership and teachers' organizational commitment within the Bangkok Secondary Educational Service Area Office, Area 1. Their results showed that the creative leadership of school administrators had a strong, positive correlation with teachers' organizational commitment, which was statistically significant at the .01 level. It also aligns with the research by Manowong & Thongprong (2025), who examined the relationship between creative leadership and teachers' organizational commitment in schools under the Bangkok Secondary Educational Service Area Office, Area 2. Their results showed that the relationship was high overall and statistically significant at the .01 level. Furthermore, it is supported by the research of Coskun, et al. (2023), which examined school principals' transformational leadership behavior as a predictor of teachers' perceptions of organizational commitment. They found that transformational leadership and organizational commitment were highly and positively correlated, with a statistically significant correlation at the .01 level.

The study examining the influence of the spiritual leadership of school administrators onorganizational commitment of teachers under Samut Prakan Primary Educational Service Area Office found that four dimensions were selected into the regression equation. Specifically, three dimensions were statistically significant at the .01 level: Vision, Faith, and Altruistic Love. One dimension was statistically significant at the .05 level: Hope. These four dimensions collectively account for 73.70% of the variance in teachers' organizational commitment, with a Standard Error of Estimate (SEE) of 0.142. This outcome is attributed to the presence of spiritual leadership in school administrators, which contains crucial components: Vision: An administrator who establishes a clear vision and objectives provides teachers with a defined direction for professional development and helps steer the school through crises. Hope: Teachers naturally expect assistance, support for development, and recognition of their achievements from the administrator. Faith: An administrator serving as a positive role model through appropriate attire and courteous speech fosters trust and faith and provides an example for teachers to emulate. Altruistic Love: An administrator who inquires about a teacher's well-being when they are absent or late due to necessity, rather than focusing solely on blame or punishment, cultivates love and faith. All four dimensions reinforce one another, resulting in a significant increase in teachers'

organizational commitment. These findings are consistent with prior research: Chimyong et al. (2023) found that love and goodwill toward others, and the creation of hope and faith, could predict the effectiveness of schools in the Next Normal era by 28.30%, with statistical significance at the .01 and .05 levels. Chinsomboonkit & Nonthanathorn (2018) found that the leader's vision and integrity, as well as the leader's socially responsible values, could predict organizational commitment by 52.90%, which was statistically significant at the .01 level. Coskun et al. (2023) found that transformational leadership behavior could predict organizational commitment by 65.50%, with a statistically significant effect at the .05 level.

Recommendations

Recommendations for Practice

Short-term Strategies

School administrators should prioritize the Altruistic Love dimension of spiritual leadership, as the research results found this dimension to have the highest mean score. An administrator who demonstrates care and concern for teachers' diverse needs and issues will help elevate the school administration's overall spiritual leadership.

School administrators should prioritize the Normative Commitment dimension of teachers' organizational commitment, as the research results found this dimension to have the lowest mean score. Administrators should establish guidelines and practices to help teachers recognize the importance of collective benefits over personal gain, thereby fostering greater organizational commitment.

School administrators should prioritize the Faith dimension of spiritual leadership in school administration. This will help raise the correlation between the spiritual leadership of school administrators and the organizational commitment of teachers, as the research found this dimension to have the lowest positive correlation.

Long-term Strategies

Integrating spiritual leadership as part of the self-development training for school administrators before they assume their future positions, in order to enhance their leadership capacity.

The Educational Service Area Office and related agencies can utilize these research findings to inform the planning and development of strategies concerning the spiritual leadership of school administrators that affect the organizational commitment of teachers.

Recommendations for Future Research

Future research should investigate the spiritual leadership of school administrators affecting the organizational commitment of teachers in educational institutions under other agencies/jurisdictions. The data obtained from such research could then be used to compare the results achieved by educational institutions across different agencies.

Future research should focus on evaluating the results of the Spiritual Leadership of School Administrators Affecting Organizational Commitment of Teachers under Samut Prakan Primary Educational Service Area Office and subsequently researching to create a model or strategy for developing the spiritual leadership of school administrators to enhance the organization or educational institution further.

Conclusion

Study Findings on Variable Levels

The research findings indicated that the levels of spiritual leadership among school administrators and organizational commitment among government teachers, overall and across all dimensions, were high. These results are consistent with research objectives 1 and 2, respectively. Regarding spiritual leadership, the dimension with the highest mean score was Altruistic Love, while the lowest was Faith. For organizational commitment, the dimension with the highest mean score was Affective Commitment, and the lowest was Normative Commitment.

Findings on Correlation and Influence

Correlation: The spiritual leadership of school administrators showed a highly positive correlation with government teachers' organizational commitment, with the relationship statistically significant at the .01 level. This is consistent with research objective 3. When analyzed by dimension, Altruistic Love showed the strongest positive correlation.

Predictive Influence: The dimensions of spiritual leadership among school administrators—Vision, Hope, Faith, and Altruistic Love—could significantly predict organizational commitment among government teachers. They collectively accounted for 73.70% of the variance in organizational commitment. This is consistent with research objective 4.

Highest Predictive Variable: The dimension that contributed the most to organizational commitment was Altruistic Love. This indicates that when administrators exhibit concern, attentiveness, and compassion toward others, it fosters affection and trust, thereby increasing government teachers' organizational commitment. The research findings can be used to set policy for school administrator development, possibly by focusing on altruistic love, in order to create an environment in educational institutions that promotes the long-term commitment of government teachers.

Limitations and Future Scope

This study contributes to a greater understanding of spiritual leadership in the educational context. The current research has limitations regarding the population and sample, as the study was conducted exclusively in primary schools in Samut Prakan province. Therefore, future research should focus on higher educational levels and include other provinces to gain more diverse insights from school administrators and government teachers across different contexts.

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