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# Authentic Leadership of School Administrators Affecting Work Motivation of Government Teachers under the Bangkok Metropolitan Administration


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## Abstract

*This study aimed to examine 1) the authentic leadership of school administrators, 2) the work motivation of government teachers, 3) the relationship between the authentic leadership of school administrators and the work motivation of government teachers, and 4) the influence of the authentic leadership of school administrators on the work motivation of government teachers under the Bangkok Metropolitan Administration (BMA). The sample group consisted of 370 government teachers from the BMA in the academic year 2024, selected through multistage random sampling. The research instrument used was a questionnaire. The statistics used for data analysis included the mean, standard deviation, Pearson's correlation coefficient, and stepwise multiple regression analysis. The research findings revealed that: 1) the overall and dimensional levels of authentic leadership of school administrators were high; 2) the overall and dimensional levels of teachers' work motivation were also high; 3) the authentic leadership of school administrators was positively correlated with teachers' work motivation at a moderate level, with statistical significance at the .05 level; and 4) three components of authentic leadership—relational transparency, internalised moral perspective, and balanced information processing—significantly affected teachers' work motivation at the .01 level and jointly predicted 44.70% of the variance in teachers' work motivation. Future research should include additional regions and employ qualitative methods to explore the experiences of administrators' and teachers' in greater depth.*

**Keywords:** Authentic Leadership, Work Motivation, School Administrators, Government Teachers, BMA School, Educational Administration

## Introduction

The world is currently undergoing rapid transformations in all dimensions. The 21st century has emerged as an era of dynamic change, marked by disruption across economic, social, technological, and environmental domains. These global shifts have significantly influenced administrative systems worldwide, including Thailand, which must adapt to the forces of globalisation (National Strategy 2018–2037, 2018). Technological advancements and innovations have reshaped lifestyles and economic structures, fostering the emergence of multicultural societies. Consequently, Thailand must advance toward becoming a globally competitive nation in alignment with the Thailand 4.0 policy and Sustainable Development Goals (SDGs). This includes enhancing equitable and inclusive educational quality and promoting lifelong learning opportunities for all citizens (Office of the National Economic and Social Development Plan No.13, 2023–2027, 2022). Contemporary education management is no longer confined to merely