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# The Impact of School Administrators' Collective Leadership on the Organizational Happiness of Schools under the Bangkok Metropolitan Administration

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**Abstract**

*This study aimed to assess the current levels of collective leadership and organizational happiness within schools under the Bangkok Metropolitan Administration (BMA), analyse their correlation, and determine the predictive influence of specific collective leadership dimensions on organizational happiness. A quantitative research design was employed, with a sample of 370 BMA government teachers selected through multi-stage random sampling for the 2025 academic year. Data were collected using a validated questionnaire and analysed using Pearson's correlation and stepwise multiple regression analyses. The findings indicate high levels of both collective leadership and organizational happiness, with a significant positive correlation between them ( $p < .01$ ). Stepwise regression revealed that four dimensions—shared decision-making, operation and implementation, shared planning, and shared benefits—collectively accounted for 40.10% of the variance in organizational happiness. The results emphasise the importance of participatory governance in fostering positive school climates. Future research should explore additional determinants of happiness and develop practical leadership models in a broader range of educational contexts.*

**Keywords:** Collective Leadership, Organizational Happiness, School Administrators, BMA Schools, Participatory Management

**Introduction**

Contemporary educational institutions operate in a volatile environment where traditional “top-down” management often proves inadequate for addressing complex modern challenges. Isolated decision-making can overlook personnel realities, leading to operational resistance and reduced engagement. Consequently, “Organizational Happiness” has gained prominence as a vital determinant of institutional efficacy (Tulatharn & Rattanasiraprapha, 2024). A happy organization fosters an ecosystem of meaningful engagement and intrinsic motivation, which are foundational to high-quality educational outcomes (Astchariyamaneekul & Rukponmongkon, 2024)

To achieve this state of well-being, leadership must shift toward “Collective Leadership” that emphasises shared responsibility. By empowering teachers to participate in planning and decision-making, this approach fosters psychological ownership and unity (Khunpaksi 2022). For schools under the Bangkok Metropolitan Administration (BMA), such participatory leadership is vital to ensure management remains responsive to actual staff needs (Piamploy & Rukponmongkon, 2024). However, despite the theoretical link

between participation and well-being, empirical research quantifying how specific dimensions of collective leadership drive organizational happiness within BMA schools remains limited. Existing literature often addresses these concepts in isolation or focuses on generic styles, failing to capture the holistic impact of the shared governance. This study seeks to bridge this gap, providing strategic guidelines to enhance teachers' professional quality of life and elevate BMA educational standards.

**Research Objectives**

- To study the level of collective leadership among school administrators under the BMA.
- To study the level of organizational happiness in schools under the BMA,
- This study aimed to investigate the relationship between administrators' collective leadership and the organizational happiness of schools under the BMA.
- To study the influence of administrators' collective leadership on the organizational happiness of schools under the BMA.

**Research Hypotheses**

- The collective leadership of school administrators under the BMA is high.
- The organizational happiness of school administrators under the BMA is high.
- There is a statistically significant positive relationship at a high level between the collective leadership of school administrators and the organizational happiness of schools under the BMA at the .05 level.
- The collective leadership of school administrators significantly influenced the organizational happiness of schools under the BMA at the .05 level of statistical significance.

**Conceptual Framework**

In this study, the researcher examined two variables as follows: 1) Collective Leadership, comprising joint decision-making, operations and implementation, joint planning, and participation in benefits. ([Khunpaksi, 2022](#); [Boonchom et al., 2024](#); [Nakthat & Choeybal, 2022](#); [Sakwichan et al., 2025](#); [Phunilamai et al., 2025](#); [Huang et al., 2010](#);

[Chongphiar & Boonchan, 2025](#); [Tapong, 2020](#)) Moreover, 2) Organizational Happiness, comprising: environmental adjustment, mental health support, building good team relationships, and happy working. ([Khongdet et al., 2025](#); [Noikotr, 2022](#); [Piamploy & Rukponmongkol, 2024](#); [Sreraksa, 2022](#); [Kunkaw, 2022](#); [Sangdee, 2023](#); [Astcharyamaneekul & Rukponmongkon, 2024](#)) The conceptual framework for the research is presented in Figure 1.

Collective Leadership	Organizational Happiness
Joint decision-making	Environmental adjustment
Operations and implementation	Mental health support
Joint planning	Building good team relationships
Participation in benefits	Happy working

**Figure 1 Conceptual Framework**

**Methodology**

The study targeted a population of 14,186 BMA teachers, from which a sample of 370 was drawn using [Cohen et al.'s \(2018\)](#) criteria for determining sample size. A multistage random sampling approach was used to ensure representation across various districts and schools. The research instrument, a 5-point [Likert \(1967\)](#) scale questionnaire, underwent expert review (IOC 0.60–1.00) and demonstrated high internal consistency (Cronbach's alpha = 0.96). Influence was measured using stepwise multiple regression to provide a clear and predictive model of organizational outcomes.

**Data Analysis**

The researcher analysed the collected data using the following statistical procedures:

- The mean and Standard Deviation (S.D.) were used to assess the levels of collective leadership among school administrators and organizational happiness within BMA schools. The mean values were interpreted according to the criteria established by [Srisa-ard \(2017\)](#).
- Pearson's Product-Moment Correlation Coefficient was employed to investigate the relationship between administrators' collective leadership and school organizational happiness. The results were interpreted according to the

criteria set by [Worakitkasemsakul \(2011\)](#).

- Stepwise Multiple Regression Analysis was conducted to examine the influence of collective leadership dimensions on organizational happiness, with the level of statistical significance set at .05. This method was chosen to provide a concise predictive model by identifying the most significant independent variables.

### Research Results

The study revealed that the level of collective leadership among school administrators under the BMA, both overall and in individual aspects, was high. The aspect with the highest mean was benefit participation, followed by operations and implementation, while the lowest was joint decision-making. Further details are provided in Table 1.

**Table 1 Means and Standard Deviations of the Level of Collective Leadership among School Administrators under the BMA, Overall and by Aspect**

Collective Leadership of the School Administrators	Teachers' Perspectives			
	X̄	S.D.	Level	Rank
1. Joint decision-making	3.52	0.27	High	4
2. Operations and implementation	4.45	0.22	High	2
3. Joint planning	3.65	0.27	High	3
4. Participation in benefits	4.47	0.21	High	1
Overall	4.06	0.16	High	

The study results concerning the level of organizational happiness in schools under the BMA showed that both the overall and individual aspects were at a high level. The aspect with the highest mean

was happy working, followed by environmental adjustment, while the lowest was mental health. The details are presented in Table 2.

**Table 2 Means and Standard Deviations of the Level of Organizational Happiness in Schools under the BMA, Overall and by Aspect**

Organizational Happiness of Schools	Teachers' Perspectives			
	X̄	S.D.	Level	Rank
1. Environmental adjustment	4.08	0.29	High	2
2. Mental health support	4.03	0.30	High	3
3. Building good team relationships	3.97	0.30	High	4
4. Happy working	4.27	0.22	High	1
Overall	4.09	0.17	High	

The study on the relationship between school administrators' collective leadership and the organizational happiness of schools under the BMA revealed that overall collective leadership ( $X_{tot}$ ) had a high level of relationship with organizational happiness ( $Y_{tot}$ ) ( $r_{xy} = 0.637^{**}$ ), which was statistically significant at the .01 level. When examining specific aspects, joint decision-making ( $X_1$ ) showed a moderate positive relationship ( $r_{xy} = 0.419^{**}$ ), operations and implementation ( $X_2$ ) showed a moderate positive relationship ( $r_{xy} = 0.471^{**}$ ), and joint planning ( $X_3$ ) showed a moderate positive

relationship ( $r_{xy} = 0.468^{**}$ ). Participation in benefits ( $X_4$ ) showed a low positive relationship ( $r_{xy} = 0.392^{**}$ ) with statistical significance at the .01 level. The details are presented in Figure 2.

The study on the influence of school administrators' collective leadership on the organizational happiness of schools under the BMA revealed that the collective leadership variables selected for entry into the equation were joint decision-making ( $X_1$ ), operations and implementation ( $X_2$ ), joint planning ( $X_3$ ), and participation in benefits ( $X_4$ ), at a statistical significance level of .01.

Collective Leadership of School Administrators	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>tot</sub>	Y <sub>tot</sub>
X <sub>1</sub>	1					
X <sub>2</sub>	0.393**	1				
X <sub>3</sub>	0.303**	0.288**	1			
X <sub>4</sub>	0.263**	0.224**	0.281**	1		
X <sub>tot</sub>	0.731**	0.692**	0.680**	0.635**	1	
Y <sub>tot</sub>	0.419**	0.471**	0.468**	0.392**	0.637**	1

\*\*Statistically significant at the .01 level

**Figure 2 Correlation Coefficients between Collective Leadership of School Administrators and Organizational Happiness of Schools under the BMA**

The multiple regression coefficient (R) was 0.639, the coefficient of determination (R<sub>2</sub>) was 0.408, the adjusted coefficient of determination (Adjusted R<sub>2</sub>) was 0.401, and the standard error of the estimate (SEE) was 0.134. This indicates that joint decision-making, operations and implementation, joint planning, and participation in benefits could jointly predict the organizational happiness of schools under the Bangkok Metropolitan Administration by 40.10%. To tangibly transform schools under the Bangkok Metropolitan Administration (BMA) into “Happy Organizations”, the key lies not merely in external factors but in laying a solid foundation of Collective Leadership. This leadership style acts as a primary pillar, accounting for a significant 40.10% of the overall organizational happiness. By prioritising a participatory framework across four strategic dimensions—Collaborative Decision-Making, Operational Execution, Integrated Planning,

and Shared Benefits—schools can establish a robust mechanism of trust. This empowerment enables teachers and staff to navigate heavy workloads and welfare limitations with resilience. Ultimately, investing in Collective Leadership is a highly cost-effective administrative strategy that yields the most evident results in enhancing educational quality. The prediction equations are as follows:

The multiple regression equation in the form of raw scores is:

$$\hat{Y} = 1.316 + 0.222X_2 + 0.174X_3 - 0.172X_4 + 0.108X_1$$

The regression equation in the form of standard scores is:

$$Z_y = 0.276Z_{X_2} + 0.275Z_{X_3} - 0.210Z_{X_4} + 0.166Z_{X_1}$$

The results of the analysis regarding the influence of school administrators’ collective leadership on the organizational happiness of schools under the BMA are detailed in Figure 3.

Collective Leadership of School Administrators	B	S.E.	B	t	Sig.
X <sub>1</sub>	0.108	0.031	0.166	3.498**	0.001
X <sub>2</sub>	0.222	0.038	0.276	5.899**	0.000
X <sub>3</sub>	0.174	0.029	0.275	5.994**	0.000
X <sub>4</sub>	0.172	0.037	0.210	4.684**	0.000
Constant	1.316	0.197		6.677	0.000

R=0.639 R<sup>2</sup> = 0.408 Adjusted R<sup>2</sup> = 0.401 SEE = 0.134; \*\*Statistically significant at the .01 level

**Figure 3 Analysis Results of the Predictive Power of School Administrators’ Collective Leadership Predicting the Overall Organizational Happiness of Schools under the BMA**

## Discussion

The study on the influence of school administrators’ collective leadership on the organizational happiness of schools under the BMA found that four variables entered the equation with statistical significance at the .01 level. The variables were joint decision-

making, operations and implementation, joint planning, and participation in benefits. Together, they could predict schools’ organizational happiness under the BMA with 40.10% accuracy and a Standard Error of Estimate (SEE) of 0.134. This is because when school administrators provide

opportunities for government teachers to participate in decision-making and express their opinions, and when work is conducted transparently, everyone can work together effectively. This fosters a positive atmosphere within educational institutions, creating a sense of shared ownership among teachers. Consequently, everyone feels happy, leading to a happy organization. This finding is consistent with the research of [Piamploy and Rukponmongkol \(2024\)](#) on “Administrators’ Leadership in the 21st Century Affecting Organizational Happiness of Schools under the Kamphaeng Phet Secondary Educational Service Area Office”, which found that 21st-century administrators’ leadership could jointly predict organizational happiness by 64%, with statistical significance at the .01 level. This finding also aligns with [Dewi et al.’s \(2025\)](#) research on “The Role of Participative Leadership on Performance: Job Satisfaction as a Mediator Variable,” which found that participative leadership could jointly predict outcomes along with job satisfaction by 58.80%.

## Recommendations

### Recommendations for Practice

#### Short-term Strategies:

School administrators should prioritise the “participation in benefits” aspect of collective leadership in school administration. As the research results indicate, this aspect has the highest mean score; maintaining and emphasising it will help elevate the overall level of collective leadership among school administrators.

School administrators should prioritise “building good team relationships” aspect of organizational happiness in schools under the Bangkok Metropolitan Administration, as the research results indicate that this aspect has the lowest mean score. Administrators should provide more opportunities for teachers and personnel to participate in joint activities, support teamwork, promote open communication, and create an atmosphere of trust within the school. Additionally, organising relationship-building activities both within and outside the workplace is recommended to foster a sense of engagement and happiness among personnel.

School administrators should emphasise the “joint decision-making” aspect of collective

leadership in school administration. Since the research results indicate this aspect has the lowest mean score, focusing on it will help strengthen the relationship between the collective leadership of school administrators and the organizational happiness of schools under the Bangkok Metropolitan Administration.

#### Long-term Strategies

Collective leadership should be incorporated into self-development training programs for future school administrators before they assume office to enhance their leadership competencies.

Schools under the BMA can utilise these research findings to formulate strategic development plans regarding school administrators’ collective leadership and its effect on the organizational happiness of educational institutions.

#### Recommendations for Future Research

Research on the collective leadership of school administrators affecting the organizational happiness of schools should be conducted in educational institutions under other jurisdictions (or affiliations) to compare data and findings across different agencies. The results of the study on school administrators’ collective leadership affecting organizational happiness should be evaluated and applied in further research to create a model or strategy for developing collective leadership among school administrators, thereby fostering the continued development of organisations and educational institutions.

#### Conclusion

The study concludes that both collective leadership among school administrators and organizational happiness within BMA schools are practiced at high levels. A strong positive correlation exists between these two variables ( $r_{xy}=0.637$ ), underscoring that as participatory governance increases, so does the overall well-being of school personnel.

The regression analysis highlights that four core dimensions shared decision-making, operation and implementation, shared planning, and participation in benefits significantly predict organizational happiness, accounting for 40.10% of the variance. Among these, the “Operation and Implementation”

aspect emerged as the most influential. These findings validate the research objectives and emphasis that when administrators and teachers jointly execute school projects through transparent and inclusive processes, it fosters a profound sense of shared ownership and institutional happiness among teachers. Consequently, strengthening collective leadership competencies is essential for sustainable educational development and creating a thriving workplace environment in BMA schools.

### Limitations and Scope of Future Research

Despite providing significant insights into the dynamics of collective leadership and organizational happiness, this study has some limitations that warrant consideration. Primarily, the research was localised within schools under the BMA, which may limit the generalisability of the findings to educational institutions operating under different jurisdictions or in diverse geographical contexts. Furthermore, reliance on a quantitative methodology offers a robust statistical overview but may not fully capture the nuanced lived experiences and complex interpersonal interactions inherent to leadership practices.

To build on these findings, future research should expand its scope to encompass higher education levels and broader geographical areas to ensure a more comprehensive understanding across diverse settings. Future studies would also benefit from integrating additional organizational determinants, such as school climate, digital transformation, or organizational culture, to provide a more holistic perspective on institutional well-being. Finally, the adoption of qualitative or mixed-methods designs is recommended to facilitate a deeper exploration of collective leadership, ultimately leading to the development of context-specific models that can be practically applied to foster sustainable organizational happiness in various educational environments.

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