Factors Predicting the Organizational Loyalty Among Private School Teachers in Hat Yai District, Songkhla Province

ปัจจัยทำนายความภักดีต่อองค์กรของครูโรงเรียนเอกชน ในอำเภอหาดใหญ่ จังหวัดสงขลา

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Abstract

      This study examined the relationships among several factors of organizational loyalty which included perceived organizational support, interpersonal relationships, and

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นักศึกษามหาบัณฑิต สาขาวิชาพัฒนามนุษย์และสังคม คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่ ประเทศไทย

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psychology. The participants were 234 private school teachers in Hat Yai District, Songkhla Province. The instrument used was a 5-point Likert Scale questionnaire covering five parts: general information, perceived organizational support, interpersonal relationship, happiness at work, and organization commitment. The R program was utilized to determine the mean and standard deviation. Meanwhile, Pearson's correlation coefficient was administered to investigate the relationships among the factors. The results revealed that:

1. Happiness at work had a positive relationship with organizational loyalty of private school teachers in Hat Yai, Songkhla (level of significance: 0.001).

2. Job advancement, relationships with the colleagues and principals, and organization commitment had a positive relationship with the organizational loyalty of private school teachers in Hat Yai, Songkhla (level of significance: 0.01).

3. Policy, administration, and work environment had a positive relationship with organizational loyalty of private school teachers in Hat Yai, Songkhla (level of significance: 0.05).

4. Compensation, benefits, and Job security had no relationship with organizational loyalty of private school teachers in Hat Yai, Songkhla.

Keywords: private teacher, perceived organization support factors, interpersonal relationship, psychological factors, Songkhla

บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างปัจจัยการรับรู้การสนับสนุนองค์กร ปัจจัยความสัมพันธ์ระหว่างบุคคล และปัจจัยจิตลักษณะกับความภักดีต่อองค์กรของครูโรงเรียนเอกชนในอำเภอหาดใหญ่ จังหวัดสงขลา กลุ่มตัวอย่างเป็นครูโรงเรียนเอกชน 234 คน ในอำเภอหาดใหญ่

จังหวัดสงขลา เก็บรวบรวมข้อมูลโดยใช้แบบสอบถาม 5 ส่วน ได้แก่ ข้อมูลทั่วไป ปัจจัยการรับรู้การสนับสนุนจากองค์กร ปัจจัยความสัมพันธ์ระหว่างบุคคล ปัจจัยความสุขในการทำงานและปัจจัยความผูกพันต่อองค์กร วิเคราะห์ข้อมูล ด้วยโปรแกรมด้วยคอมพิวเตอร์โดยใช้โปรแกรม R เพื่อหาค่าเฉลี่ย ส่วนเบี่ยงเบน มาตรฐาน และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน ผลการศึกษาพบว่า

      1.ความสุขในการทำงานมีความสัมพันธ์เชิงบวกกับความภักดีต่อองค์กรของครูโรงเรียนเอกชนในหาดใหญ่ จังหวัดสงขลา มีนัยสำคัญทางสถิติที่ระดับ 0.001

      2. ความก้าวหน้าของงาน ความสัมพันธ์กับเพื่อนร่วมงาน ความสัมพันธ์กับหัวหน้างาน และความผูกพันต่อองค์กรมีความสัมพันธ์เชิงบวกกับความภักดีขององค์กรที่ระดับที่มีนัยสำคัญทางสถิติที่ 0.01

      3. นโยบายและการบริหารและสภาพแวดล้อมในการทำงานมีความสัมพันธ์เชิงบวกกับความภักดีขององค์กรที่ระดับนัยสำคัญทางสถิติที่ 0.05

      4. ค่าตอบแทนและสวัสดิการและความมั่นคงในงานไม่มีความสัมพันธ์กับความจงรักภักดี

คำสำคัญ: ครูโรงเรียนเอกชน ปัจจัยการรับรู้การสนับสนุนจากองค์กร ความสัมพันธ์ระหว่างบุคคล ปัจจัยจิตลักษณะ จังหวัดสงขลา

Introduction

To make positive progress, an organization should attempt to enhance its personnel's organizational loyalty. They are the key success in the completion of various organization tasks. The progress of an organization depends on both the organization itself and its personnel, which are considered mutually supportive. Personnel's loyalty to the organization could trigger working dedication which could further lead to the organization's success.

An organization must show love and care for its personnel (Business Ethics, 2012). When they do not receive attention or feel less

important, they may perform their duties reluctantly or may even want to resign from their job. An organization will also suffer if its employees show a lack of loyalty. They do not quit the job yet do not perform the assigned tasks to the fullest. When resources are squandered on salaries, benefits, and training of new personnel, an organization may not be able to achieve its goals effectively (Kaewkhunthod, 2007).

The Office of Private Education, Songkhla Province is an important educational organization. It trains young generations to become good and qualified people. This in turn affects the progress of the country. Private educational organizations may have more flexibility than those of the government. However, they still encounter some obstacles in the administration of their educational practices. One of which is personnel resignation. According to a study conducted with government school teachers (2013-2015), more than 200 teachers were transferred from schools per year (Teacher Removal Control Registrations, B.E. 2013-2015, Songkhla Primary Educational Service Area Office, District 2). In the private education sector, an average of four to five teachers quit their teaching job at schools per year, which has impacted both schools and students. Problems related to teacher resignation, including school transfers, might be due to the school policy, human resource management, justice, and salary (Sukhothai Thammathirat University, 1997). Transfers and resignations cause a lack of continuity in teaching, which directly affects students. Students may have difficulty adjusting to a new teacher. Therefore, it is in the interest of the school administrator to retain the loyalty of teachers to maintain quality, efficiency, and effectiveness in the organization. To enhance personnel's loyalty, an organization needs to support its personnel with good salaries and management. Fostering interpersonal relationships in the organization is also important because good working relationships create a happy and positive work environment,

leading to loyalty, unity, and success (Muenchana, 1995). Support from management in the workplace will promote satisfaction and efforts to work in a positive direction (Kim and Lee, 2009). A happy employee will tend to be loyal and thus will stay. Pengsawang (2010) found that happiness at work suggests personnel's satisfaction with who they are and what they are doing. Happy employees will be cooperative, enthusiastic, and feel good physically and mentally (Pengsawang, 2010). In contrast, unhappy workers will disappoint. A satisfied employee will feel connected to the organization and want to continue working (Mapoppan, 2001). Taking into account this background issue, the present study aimed to reveal factors that could foster loyalty in educational personnel in private schools.

Research Hypotheses

Perceived organizational support, interpersonal relationship, and psychology had correlation with the organizational loyalty of private school teachers in Hat Yai District, Songkhla Province.

Literature Review

1. Organizational Loyalty

Employees are the core of an organization. The success or failure of the organization is attributed to their performance. It is of prime importance that the employees should be loyal to their organization and do not actively search for other alternative opportunities. Loyalty, as a general term, can be defined as a person's devotion or sentiment of attachment to a particular object, which may be another person or a group of persons, an ideal, a duty, or a cause (Encyclopedia Britannica, 1998). "It expresses itself in both thought and action and strives for the identification of the interests of the loyal person with those of

the object" (Safra, 2007). In recent times, employees are provided with many employment opportunities which attract them to shift jobs often. However, from the organization's point of view, there is a loss incurred as the organization has spent resources on the employees to make them more competent. So, the organization performance is enhanced, leading to a better gross output. The economic performance of organizations is becoming ever more dependent on the participation, commitment, and more generally, loyalty of their employees.

Loyalty has become one of the vital concerns for organizations, especially in the context of the economic tensions related to the 'psychological contract' between employers and employees (Naus et al., 2007; Sverke & Goslinga, 2003). Loyalty can be defined as "a strong tie that binds an employee to his/her company even when it may not be economically sound for him/her to stay there" (Logan, 1984). Employee loyalty is "a deliberate commitment to further the best interests of one's employer, even when doing so may demand sacrificing some aspect of one's self-interest beyond what would be required by one's legal and other moral duties" (Elegido, 2013). The definition of loyalty can correspond to the following expressions: "relation of trust, resistance to the adoption of opportunistic behavior faced with an outside job offer" (Dutot, 2004); "significant length of service in the company, less inclination to search for outside job offers and a strong sense of belonging" (Peretti & Igalens, 2015); or "a feeling of belonging" combined with staying in the organization over the long term. An employee's loyalty to the occupation, his/her emotional investment, and the regularity of his/her commitment to the organization, are key factors that determine the longevity and the performance of organizations (Bakker & Schaufeli, 2008).

2. The Perceived Organizational Support (POS)

The concept of POS was formally first developed in organizational literature by Eisenberger and colleagues in 1986. The theorists focused on the analysis of the organizational support formation; in addition, they studied the effects and consequences of organizational support on the personal and organizational field. Organizational support is a kind of help or support that the staff needs to accomplish the job. From the staff viewpoint, some auxiliary factors include enough budget, suitable equipment, and facilities for doing the job, the availability of high-quality products, and enough supply of human resources. In studies related to organizational development, perceived organizational support is considered an organizational commitment prerequisite. Perceived organizational support can affect staffs' manner and their relationship directly or indirectly. If there is not enough staff support from the organization, problems will appear; therefore, the manager should check the problems carefully so that if the problem is about the financial shortage, human resources, equipment, or facilities, to determine, he/she can supply the necessary resources reasonably by cost evaluation. The manager should review the goals and should avoid blaming the staff for a situation that is out of their control (Rezaeian, 1995). Today, after more than two decades of research in this field, it becomes more and more important; the research in this field is expanding very fast. For the first time, Eisenberger and his teammates introduced the concept of perceived organizational support in the Journal of Applied Psychology in 2008. According to the definition of Eisenberger et al., the staff feels supported by an organization when the organization considers the value of their cooperation and emphasizes their welfare. The theory of social transmission is considered a fundamental theory of organizational support. According to this theory, in a social relationship when someone does a favor to another person, the other person feels it necessary to

reciprocate the favor. The bigger this favor and help is, the greater the tendency to reciprocate. Researchers believe that there is also a social exchange between employees and employers because the organization is a source to meet the needs of employees. Therefore, the exchange relationship between employees and employers seems to be true. The organizational support theory claims that an employee generates a general viewpoint of the amount of organizational support toward themselves, so they pay attention to their goals and their fulfillment as much as they receive support. In other words, when the organization attends to employee welfare, they reciprocate this attention with more loyalty and better function.

The following are the perceived organizational support consequences 1) When employees feel they are supported by the organization, loyalty to the organization will increase. 2) Some of the organizational support effects related to the job environment are like job satisfaction. Job satisfaction is identified as staff's attitudes and general positive reactions to the job. When the staff feels that the organization supports them, their job satisfaction and happiness are increased. 3) Organizational support also contributes to increased commitment and participation in work. 4) Increased perceptions of organizational contributions to employees drive functional growth and employees' tendency to stay in the organization. On the other hand, it causes a decrease in occupational pressure and aggressive behavior such as willingness to leave the job or leaving the job. When the staff sees more perceived organizational support, it affects their functions; the feeling of organizational support causes a decrease in the occupational pressures, and it decreases the tendency to leave the job. (Zaki, 2006)

3. Interpersonal Relationship

FIRO was the theory proposed by Schutz in 1958 to describe and explain individual behavior and the interaction of people, i.e., the

interpersonal relationship, with simple but comprehensive characteristic orientations. To be applied empirically, FIRO was operationalized as FIRO-B (FIRO Behavior). Since FIRO's development, its measures had been widely adopted in social psychology research (Furnham, 1990; Furnham, 1996; Hurley, 1990). In his FIRO theory, Schutz (1966) proposed that interpersonal relationships could be measured by a person's intention to interact with others. He argued that a person's intention to interact with others could be measured in three dimensions including inclusion, control, and affection. Each of these dimensions has two behavior directions; expressed and wanted behavior. Thus, there are six dimensions in FIRO—Expressed Inclusion, Wanted Inclusion, Expressed Control, Wanted Control, Expressed Affection, and Wanted Affection. Based on this framework, the expressed behavior describes the extent of a person's willingness to include, control, and love others, while the wanted behavior describes the extent of a person's willingness to be included, controlled, and loved by others. FIRO could be extensively applied to all situations where interpersonal relationships are investigated (Schutz, 1966). Its theoretical applications could be viewed by many persons involved in interpersonal relationships from three different levels—individual level (one person), family level (more than two persons), and group level (more than two). While individual-level applications described mainly one's orientation in the three dimensions, which provided the foundations to analyze his or her social behaviors, family-level applications mainly deal with how family members' orientations in the three areas influence their relationships inside and outside the family. Group level applications focus mainly on the match of group members' orientations in the three dimensions, namely, the group compatibility effect on the group performance (Di Marco, 1974; Hill, 1977; Ilgen et al., 1974), effectiveness (Fisher et al., 1995; Smith et al., 1975), and efficiency (Hewett et al., 1974).

4. Commitment

The concept of organizational commitment has attracted a great deal of interest in the human resource management and psychology literature. For example, employee commitment and loyalty are central features in the high-performance workplace literature in which they are seen as mediating factors linking different types of human resource management and employment practices to enhanced performance. In this paper, we focus on affective commitment, which, according to Allen and Meyer (1990), refers to the "...employee's emotional attachment to, identification with, and involvement in the organization." "Employees with a strong affective commitment continue employment with the organization because they want to do so." Meyer et al. (1993, 2002) argue that strong affective commitment to an organization arises because employees share values with both the organization and its members, and it is therefore predicted to be positively associated with job performance. Moreover, establishing a committed and loyal workforce may be associated with enhanced firm performance through less opportunistic behavior on the part of employees (Green, 2008) or through influencing their supply of effort, and hence output. Employees' decisions over their supply of effort play a key role in various incentive models of worker compensation (Lazear, 2000) as well as in the efficiency wage literature (Akerlof, 1982; Akerlof & Yellen, 1990). Employee commitment and loyalty thus arguably play an important role in the principal-agent issues surrounding the separation between the ownership and control of an organization. The costs associated with delegated decision-making depend on the extent to which the interests of the principal and agent differ (Aghion & Tirole, 1997; Athey & Roberts, 2001). In so far as employees who exhibit commitment and loyalty towards their employer may have interests that are aligned with those of their employer, the agency costs often associated with the employee-employer relationship are reduced.

5. Happiness at Work

Happiness is an important issue that needs to be noticed, especially in the world of work. When employees feel happy in the workplace, they will be committed to working so that the money is no longer the main concern. Due to the importance of this matter, several surveys were conducted to determine whether employees were happy or not, especially in carrying out their work. A survey of the productive employees in the UK aged 25-34 years found that employees felt unhappy with the rhythm of work they did compared to the employees in the other age groups. Another Jobstreet survey (Hari, 2017) conducted simultaneously in Indonesia, Hong Kong, Malaysia, Philippines, Singapore, Thailand, and Vietnam, found that the happiness level of employees in Indonesia, Singapore, Malaysia, and Vietnam increased compared to the previous year. By contrast, the happiness level in the Philippines, Thailand, and Hong Kong declined. These employees felt that their situation would not improve in the next six months. In Indonesia alone, out of 100 people, 71% say that they were happy with their current job. The three main factors that make employees happy in their work are the location of the workplace, the relationship among co-workers, and the company's reputation. On the other hand, workers were unhappy due to a lack of career development, leadership, and training from the company. Based on the results of the survey, it seems so important that the company creates a happy work environment. Stress, unhappiness, and psychological stress in the workplace are related to low productivity, decreased performance, increased absenteeism, increased sick leave, high turnover rates, and increased costs of healthcare (Warr, 2007). This is related to how mental health and the psychological well-being of employees in the workplace are studied in positive psychology. The goal of positive psychology is to help people to enjoy their lives (Gavin & Mason, 2004). This included achieving their happiness, especially in the workplace. In the past decade, happiness has been the most important focus of positive

psychology research. Seligman and Csikzsentmihalyi (2000) focused on individual happiness, positive conditions, and optimism. Their findings became the origin of the study of happiness in the workplace and are the opposite of previous studies, which were more focused on depression, stress, pessimism, and negative experiences (Gupta, 2012).

Happiness appears in the form of pleasant moods and emotions, well-being, and positive attitudes and has attracted attention in psychological research (Fisher, 2010; Gupta, 2012). Happiness generally refers to the positive emotions and activities, which are felt by individuals. (Seligman, in Wulandari & Widyastuti, 2014). The individuals who work with happiness are the individuals who always have positive feelings. That is because the individual knows best how to manage and influence the world of his/her work to maximize performance and provide satisfaction in work (Wulandari & Widyastuti, 2014). Happiness in the workplace refers to employees' satisfaction with their work and life (Wesarat et al., 2015). Employees who feel happy in the workplace tend to be more focused on working and increasing their productivity. Happy employees bring their happiness from the office to their home; likewise, they also transfer their happiness from home to the office (Wesarat et al., 2015).

Research Methodology

1. Population

The participants were teachers in private schools under the Office of Private Education, Songkhla in 2020. A total of 1,271 teachers were selected from 37 schools. The followings were the properties of the teachers participating in the present study: 1) Worked at 37 private schools in Hat Yai, under the Songkhla Provincial Private Education Office, 2) Performed teaching and had teaching experience of 3 years or more, and 3) Consent and cooperated in this research.

The subjects of this study were 250 teachers from private schools in Hat Yai, Songkhla. They were selected using multi-stage sampling as follows: Stage 1) Classification of school size (S, M, L) in 37 schools using the criteria of the Office of the Private Education (1999). S=8 schools, M=7 schools, and L=22 schools. The number of teachers was 52, 80, and 1139, respectively. Stage 2) Six schools were selected from each school size through simple random sampling. The total number of samples selected in this study was 220 teachers. Stage 3) Proportional stratified random sampling of the population in each school size was performed (according to Hair's concept). See Table 1.

Table 1
The Information of Samples Selection

School size	Number of schools	Number of schools	Number of subjects
S	8	2	12
M	7	2	19
L	22	2	219
All	37	6	250

2. Research Variables

The primary variable was the teacher's loyalty to the organization. The independent variable was the perceived organizational support factors (policy and administration, compensation and benefits, job advancement, working environment, and job security), Interpersonal relationship factors (relationships with colleagues, and relationships with the principals), Psychological factors (organization commitment, and happiness at work)

3. Instruments

The research instrument was a questionnaire with five parts covering:

      (1) personal questionnaires

      (2) perceived organizational support

      (3) interpersonal relationships

      (4) commitment and happiness at work

      (5) organizational loyalty.

The questionnaire developed by the researchers was tested for quality based on the normal criteria for result interpretation using the five points rating scale. The following tools were used: (a) Study-related concepts and research to be used to define the terminology of the variables to be measured, including creating comprehensive questions, (b) Three experts in the field checked the questionnaire for content validity. The questions in the questionnaires were evaluated by IOC based on the score range from -1 to +1. Items lower than .50 were revised and those higher than .50 were reserved. Items with the results between .67 and 1.00 were used. (c) The questionnaire was used to experiment with a non-sample population of school teachers, not less than 45 people. The confidence value was 0.71-0.93.

In addition, this study obtained approval from the Center for Research Ethics in Human in Social and Behavioral Sciences, Faculty of Nursing, Prince of Songkla University Hat Yai Campus (project number 2021–St–Libarts – 020 (Internal).

2. Data Collection and Data Analysis

Two steps were carried out to collect the data. These included distributing a set of questionnaires to 250 respondents. The survey which consisted of questions to examine the 5 parts was sent to the Office of Private Education, Songkhla Province so that it could coordinate with sample schools. Secondly, the return of information

coordinate with sample schools. Secondly, the return of information back to the researchers was facilitated by the Office of Private Education, Songkhla Province. A total of 234 completed questionnaires were analyzed statistically. 16 samples were not processed due to their incomplete responses. An R program was used to analyze the mean, standard deviation, and the relationships among perceived organizational support, interpersonal factors, and psychology with organizational loyalty of private school teachers were analyzed using Pearson's correlation coefficient.

3. Interpretation Criteria for Mean Values

The researcher employed the interpretation criteria proposed by Best (1981) for mean values of predictors and variables where 1.00-1.80 meant lowest while 1.81-2.60 meant low. 2.61-3.40 was moderate and 3.41-4.20 was high. Meanwhile, 4.21-5.00 meant the highest.

The criterion for interpreting the correlation were 0.00-2.00 (lowest), 2.01-4.00 (low), 4.01-6.00 (moderate), 6.01-8.00 (high), and 8.01-10.00 (highest).

Findings

The samples in this study were 234 private school teachers in Hat Yai District, Songkhla Province. They were males and females in equal numbers (44.44%) and unspecified (11.11%). The samples were in the age range of 31-40 years (36.32%), followed by 20-30 years (28.63%), over 41- 50 years (22.65%), and 51-60 years (12.39%), respectively. Most of them were married (46.15%). 45.30% were single. Divorced/separated/widowed were 8.55%. Regarding their education, most of them had a bachelor's degree (71.79%). Master's degree made up 25.21% of the sample. Only a few held higher education titles (2.99%). Nearly a half of the sample worked between 3-5 years (44.44%). Meanwhile, 43.16% had more than 6 years of working experience. Less than a quarter of the sample taught 0-2 years (12.39%), respectively.

The findings were that there was a high level of loyalty, with an average of 3.54. There was a high level of perceived organizational support. These included working environment (3.59), compensation and benefits (3.54), policy and administration (3.53), job security (3.53), and job advancement opportunities (3.51). The interpersonal factor was also high, including relationships with colleagues (3.60) and relationships with the principals (3.56). In addition, it was found that psychosomatic factors were at a high level in both organizational commitment (3.52) and happiness at work (3.50) as shown in table 2 below.

Table 2
Descriptive Statistics of Outcome Variable (Organizational loyalty of private school teachers) and Predictor Variables

Variables	Mean	S.D	Interpretation
Outcome Organizational loyalty of private school teachers	3.54	0.34	High
Perceived organizational support factors			
Policy and Administration (X_1)	3.53	0.71	High
Compensation and Benefits (X_2)	3.54	0.65	High
Job advancement (X_3)	3.51	0.58	High
Working environment (X_4)	3.59	0.65	High
Job security (X_5)	3.53	0.64	High

Variables	Mean	S.D	Interpretation
Interpersonal relationship factors			
Relationship with colleagues (X_6)	3.60	0.47	High
Relationship with principals (X_7)	3.56	0.55	High
Psychological factors			
Organizational commitment (X_8)	3.52	0.39	High
Happiness at work (X_9)	3.50	0.41	High

A few variables positively correlated with organizational loyalty at a statistically significant level of .001. These were happiness at work (r=0.35) (Figure 9), job advancement (r=0.19) (Figure 2), relationship with colleagues (r=0.22) (Figure 6), relationship with principals (r=0.20) (Figure 7), and commitment with the organization (r=0.21) (Figure 8). There were two variables with statistical significance at the .05 level: policy and administration (r=0.14) (Figure 1) and working environment (r=0.14) (Figure 4). The variables that were not related to organizational loyalty were compensation and benefits (Figure 3) and job security (Figure 5).

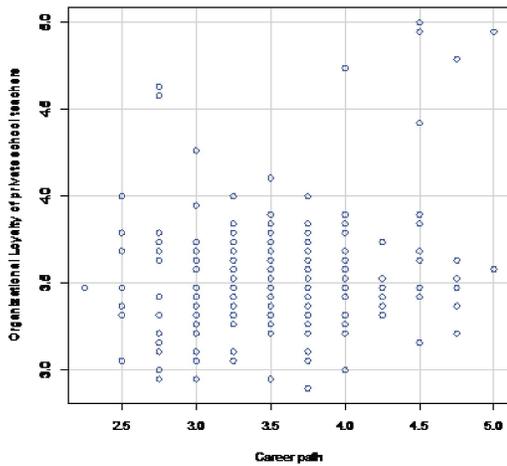**Figure 1**
Policy and Administration
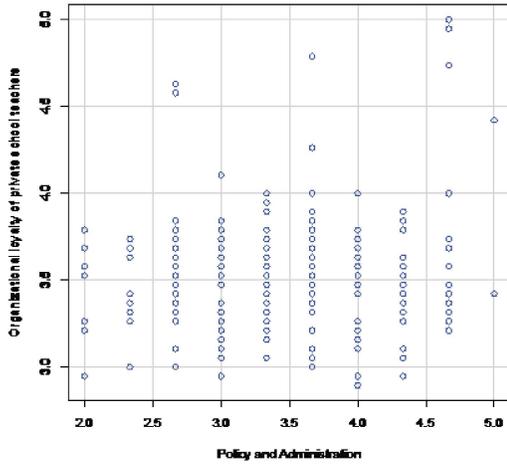
Note: (r=0.14, p=0.031)
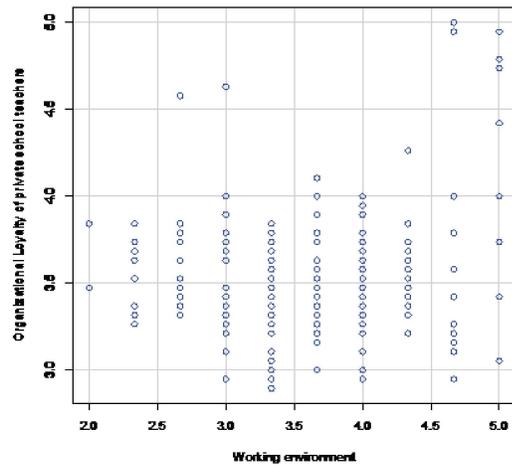
Figure 2
Compensation and Benefits
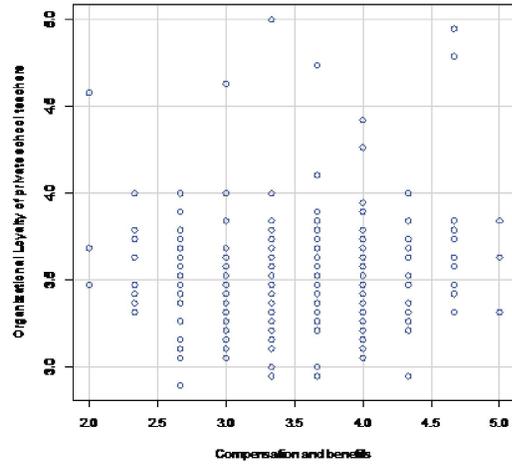
Note: (r=0.06, p=0.335)
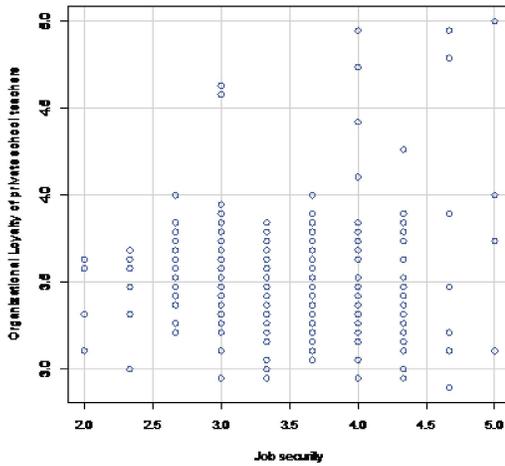
Figure 3
Job Advancement

Note: (r=0.19, p=0.003)
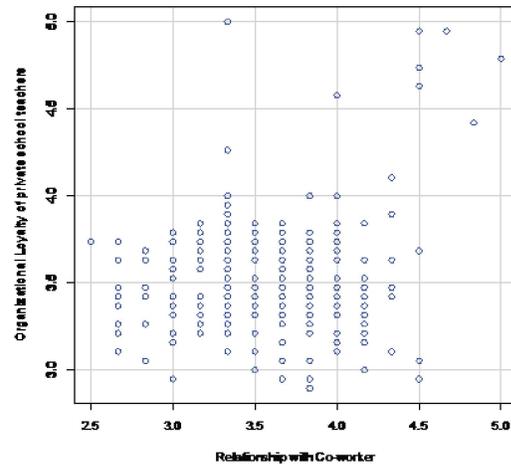
Figure 4
Working Environment

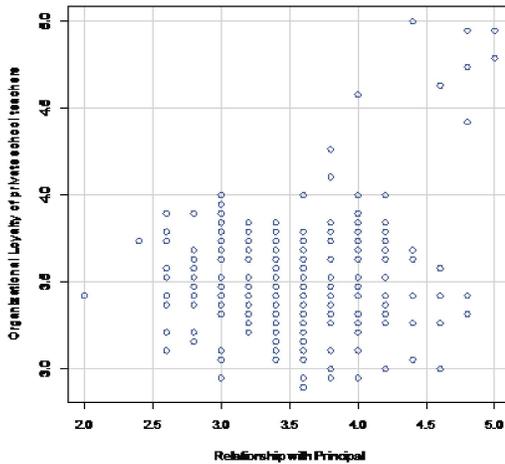Note: (r=0.14, p=0.029)

Figure 5
Job Security

Note: (r=0.09, p=0.184)

Figure 6
Relationship with
Colleagues

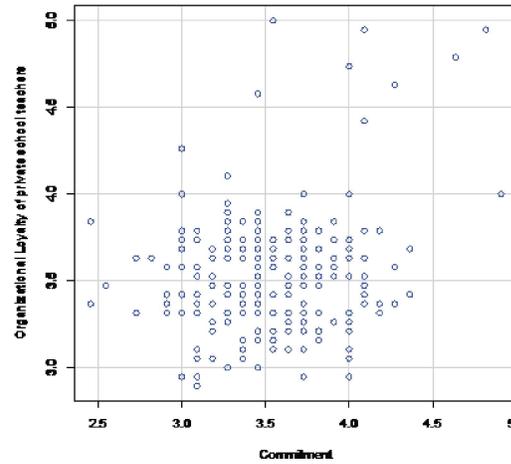Note: (r=0.22, p=0.001)
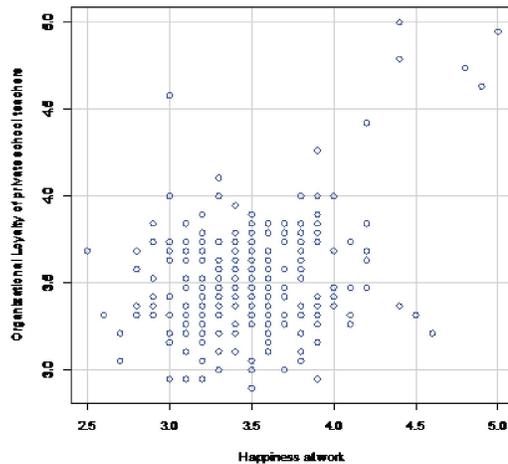
Figure 7
Relationship with Principals

Note: (r=0.20, p=0.002)

Figure 8
Organizational Commitment

Note: (r=0.21, p=0.001)

Figure 9
Happiness at Work

Note. (r=0.35, p=0.000)

Discussions

This study found that seven out of nine variables related to organizational loyalty were statistically significant as follows.

(a) Policy and administration. Teachers perceived that schools with high policy and administrative support could build their loyalty to the schools. As the research of Srira (2021) suggested, policy and administration had the most effect on loyalty because employees were encouraged to work through policies and administration.

(b) Job advancement. It was positively correlated with loyalty and statistically significant. Having the opportunity to advance in work could promote loyalty. This is consistent with the finding of Phramaha (2021) in which job advancement was one of the processes to foster loyalty among educational personnel.

(c) Working environment. It was positively correlated with organizational loyalty and was statistically significant. Teachers' performance was increased with proper equipment and tools.

According to Blau's (1964) reciprocity concept, when organizations could support readiness to work, employees would have a positive attitude toward the school resulting in teachers feeling bonded with the school and wanting to stay.

(d) The interpersonal relationship factor. Relationship with colleagues had a positive correlation with loyalty and was statistically significant. Good relationships with colleagues could affect teachers' feelings of satisfaction with the school. Pumpaka (2022) suggested that the coexistence of a large number of people is needed to build relationships for a livable company, to work smoothly, and make employees happier.

(e) The relationship with the principals. It was positively correlated with organizational loyalty and was statistically significant. If teachers and administrators have a good relationship with each other, schoolwork will be more productive. The good relationship comes from their respect and dignity for each other, causing teachers to trust administrators. Phothong (2014) found that success-oriented supervisors and an atmosphere that emphasizes success at work influenced employee engagement with the organization.

(f) Psychological factors. These were also related to organization loyalty. Organizational commitment was positively correlated with organizational loyalty and statistically significant. This is due to teachers' feeling that they are involved with the school in all areas. The feeling of being a part of the school could emerge as the school provides a high level of support. It may be the attitudes and values that teachers have that give them a sense of loyalty to the school. This is in line with the concept of organizational commitment by Allen and Meyer (1990) which states that attachment comes from three forms: mental patterns, behavioral expression, and the norm of the person.

(g) Happiness at work. It was positively correlated with loyalty to the organization and was statistically significant. Happy teachers would love their work and their organization. Kobkhuntod et al. (2019) found that creating happiness at work helped retain valuable personnel in the organization.

This study was inspired by the phenomenon of a high turnover rate that emerged among private school teachers in Songkhla province. There was a shortage of teachers at schools and a lack of continuity in the development of children in the future. Therefore, the present study was conducted to determine the factors that would encourage teachers to build loyalty to the organizations. It found that the perceived organizational support factors (policy and administration, job advancement, work environment), interpersonal factors (colleagues, principals), and psychological factors (organizational commitment, happiness at work) were associated with teachers' loyalty. Two factors that did not boost loyalty to the organization were compensation and benefits, and job security.

Happiness at work was associated with the highest level of organizational loyalty. Therefore, executives or stakeholders can create a working atmosphere and encourage teachers to be happier at work to help reduce the loss of teachers at schools. It was found that compensation and benefits, and job security were not related to loyalty. It was due to less flexibility in teacher-based salaries and were not factors that had a positive correlation with teacher loyalty. Concerning job security, private school teachers were employees with limited contracts, causing instability in the job.

Organizations should be aware that providing support to teachers demonstrates their appreciation of the teachers' efforts and dedication. This includes compensation and benefits and job advancement opportunities. These will make teachers satisfied and

create loyalty to the organization. This will affect their performance and of course, the organizations. In addition, studies have shown that a good co- worker relationship can improve teachers' job satisfaction. Therefore, organizations should accommodate collaboration. This may be considered a policy or project that will strengthen interactions among colleagues and will encourage teachers to bond with the organization. For future research, an educational model or program that strengthens teachers' loyalty should be investigated, which may be used as part of personnel development policy.

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