

The Effect of Good Human Relations of Administrators on Inspiration of Teacher performance under Khon Kaen Primary Educational Service Area Office 1

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Abstract

This study aimed to (1) examine the levels of administrators' human relations and teacher inspiration, (2) investigate the relationship between administrators' human relations and teacher inspiration, (3) identify the dimensions of human relations that significantly influence teacher inspiration, and (4) develop guidelines for strengthening teacher inspiration in schools under the Khon Kaen Primary Educational Service Area Office 1. An explanatory sequential mixed-methods design was employed. The quantitative phase involved 318 participants selected through stratified random sampling. Data were collected using a five-point Likert-type questionnaire with a reliability coefficient of .96 and analyzed using descriptive statistics, Pearson's product-moment correlation coefficient, and stepwise multiple regression analysis. The qualitative phase involved semi-structured interviews with key informants, and the data were analyzed using content analysis. The findings revealed that both administrators' human relations and teacher inspiration were perceived at high levels. A statistically significant positive relationship was found between the two variables at the .01 level. Four dimensions of human relations significantly predicted teacher inspiration: effective communication, interpersonal interaction, acceptance of individual differences, and self-other understanding. The final regression model yielded a multiple correlation coefficient (R) of .868 and a coefficient of determination (R²) of .754, indicating that these factors explained 75.4% of the variance in teacher inspiration. The qualitative findings identified five practical guidelines for strengthening teacher inspiration: serving as positive role models, fostering supportive collegial relationships, promoting collaborative goal setting, encouraging participation and acceptance, and providing positive reinforcement.

Keywords: good human relations; inspiration; teacher performance; educational administration

Introduction

The contemporary world is experiencing rapid and profound transformations driven by technological advancement, globalization, the unrestricted flow of information, increasing competition, and fluctuating economic conditions. These dynamic changes require leaders at all levels to continuously adapt in order to remain effective and resilient. Modern leaders are expected not only to possess a clear strategic vision but also to inspire individuals within their organizations to work collaboratively toward shared goals while maximizing their collective potential (Thepsaeng et al., 2017). The ability to inspire personnel has therefore become a fundamental leadership competency, enabling organizations to achieve sustainable success through enhanced commitment, job satisfaction, and organizational effectiveness. Inspiration plays a pivotal role in organizational management and employee performance. It serves as a driving force that enhances work efficiency, encourages active participation in organizational processes, and empowers individuals to contribute to organizational development. Inspired employees are more likely to demonstrate commitment, creativity, and responsibility while working toward shared organizational goals (Hoy & Hoy, 2003). Consequently, creating inspiration depends largely on the quality of relationships between leaders and employees, making positive human relations an essential foundation for effective leadership and successful organizational management.

Human relations are fundamental to establishing collaborative work environments characterized by mutual trust, psychological safety, and effective communication. Positive interpersonal relationships promote understanding, strengthen positive work attitudes, and facilitate harmonious collaboration, particularly in organizations operating within rapidly changing environments (Srijarumedhiyan & Udmueangphia, 2020). When leaders establish trust and maintain supportive relationships with their personnel, employees are more willing to cooperate, share ideas, and contribute to organizational success. Conversely, ineffective interpersonal relationships often result in misunderstandings, reduced collaboration, and diminished organizational performance. Accordingly, school administrators must possess strong human relations competencies to effectively manage organizational change and foster collaborative working environments. Human relations have long been recognized as one of the key determinants of successful educational administration because they directly influence communication, teamwork, organizational climate, and professional commitment (Ministry of Education, 2017). Administrators who cultivate positive interpersonal relationships are better positioned to create supportive learning organizations that encourage collaboration and continuous improvement.

Within educational settings, administrators' human relations significantly influence teachers' inspiration, motivation, and professional performance. Teachers who perceive supportive, respectful, and trusting relationships with school leaders are more likely to demonstrate enthusiasm, commitment, and willingness to contribute beyond their formal responsibilities. Effective human relations enable administrators to inspire teachers by fostering participation, collaboration, and a shared commitment to achieving educational goals (Kaewthong et al., 2022). In contrast, poor interpersonal relationships—particularly those involving school administrators—may negatively affect teacher morale, organizational climate, and overall school effectiveness (Baisamae, 2021). Previous studies consistently indicate that positive human relations contribute significantly to teachers' intrinsic motivation and organizational commitment. Kiattikaewan (2019), for example, reported that teachers demonstrated higher levels of intrinsic motivation when school administrators promoted positive working relationships, encouraged participation, and established clear organizational goals. These findings suggest that effective human relations are an essential mechanism through which administrators can inspire teachers and enhance educational performance.

Recognizing the importance of teacher motivation and organizational effectiveness, the Khon Kaen Primary Educational Service Area Office 1 has implemented policies aimed at strengthening personnel competencies and promoting positive workplace environments. One notable initiative, “Enhancing Competency and Strengthening Positive Energy for Creative Work” (Khon Kaen Primary Educational Service Area Office 1, 2022), emphasizes teamwork, professional collaboration, and positive organizational culture as key strategies for improving school performance and personnel well-being.

In this context, school administrators are expected to serve as transformational leaders who facilitate organizational change through effective human relations and inspirational leadership. By fostering trust, collaboration, and positive workplace relationships, administrators can strengthen teachers' inspiration, enhance professional competencies, and improve school effectiveness. Therefore, this study investigates the effects of administrators' human relations on teacher inspiration under the Khon Kaen Primary Educational Service Area Office 1. The findings are expected to provide empirical evidence and practical guidelines for strengthening administrators' human relations, enhancing teacher inspiration, and improving the overall effectiveness of educational administration. Furthermore, the results may serve as a valuable reference for educational leaders and policymakers seeking to strengthen organizational performance and educational quality through effective leadership practices.

Literature Review

In this study, the researchers synthesised concepts and theories related to interpersonal relations and motivation to establish the research's conceptual framework. The framework integrates six major conceptual perspectives on human relations, drawing from the works of Saksri (1991), Fulmer (1983), Sritong (1997), Trakoolsarit (2006), Human Resource Office Khon Kaen University (2007), and Siriwanbus (2013).

In addition, the construct of motivation was modelled based on the work of Jaichansukkit (2007). By integrating these theoretical foundations, the conceptual framework for this study is structured as follows.

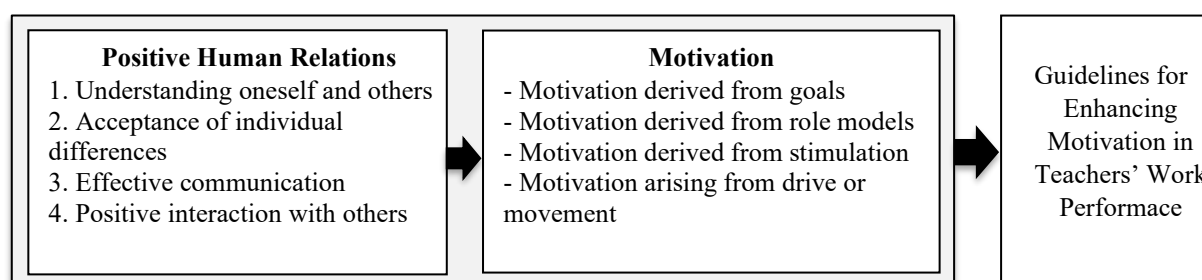


Figure 1. Conceptual Framework of the Research

Methodology

The study, entitled “The Effect of Good Human Relations of Administrators on Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1,” employed a mixed-methods research design, integrating both quantitative and qualitative approaches. The research was conducted in two phases as described below.

Phase 1: Quantitative Research

Population and Sample

The population consisted of 129 school administrators and 1,346 teachers within the Khon Kaen Primary Educational Service Area Office 1 during the 2023 academic year.

The sample included 29 school administrators and 289 teachers. The sample size was determined in accordance with Krejcie & Morgan (1970). Stratified random sampling was employed, proportionately weighted by school sizes within the service area.

Table 1: Number of School Administrators under the Khon Kaen Primary Educational Service

Research Instrument

The research instrument was a questionnaire developed by the researchers to measure perceptions of good human relations and their impact on teacher inspiration. The development process involved:

1. Reviewing relevant theoretical framework, documents, and related research;
2. Establishing the conceptual framework of the study; and
3. Constructing the questionnaire items in accordance with the objectives, followed by expert consultation.

The questionnaire consisted of three sections:

- Section 1: Demographic data of the respondents.
- Section 2: Items measuring dimensions of human relations; and
- Section 3: Items measuring the inspiration of teacher performance.

Sections 2 and 3 employed a five-point Likert-type rating scale.

Validity and Reliability

Content validity was verified using the Index of Item-Objective Congruence (IOC), evaluated by three experts. The IOC value for all items was 1.00, indicating optimal validity. Reliability was assessed through a pilot test with 30 administrators and teachers excluded from the sample group. The reliability coefficient was calculated using Cronbach's Alpha. The overall reliability of the questionnaire was 0.964, indicating a very high level of internal consistency.

Data Collection

The researchers obtained official permission from Khon Kaen University to request cooperation from school administrators under the Khon Kaen Primary Educational Service Area Office 1. Administrators and teachers were invited to complete the questionnaire via a QR code attached to the official request letter. Responses were collected through Google Forms, and data integrity was verified before analysis.

Data Analysis

Two variables were examined in this study: the independent variable, good human relations of administrators (X), and the dependent variable, inspiration of teacher performance (Y). Quantitative data were analysed using SPSS version 28.0. The statistical techniques included frequency, percentage, mean, standard deviation, Pearson's product-moment correlation coefficient, and stepwise multiple regression analysis to construct predictive equations for the dependent variable (Y).

Phase 2: Qualitative Research

Key Informants

The key informants consisted of two school administrators and one teacher under the Khon Kaen Primary Educational Service Area Office 1. Selection criteria required at least two years of experience, a master's degree or higher, and a demonstrated record of positive interpersonal interactions and professional support for colleagues.

Research Instrument and Data Collection

The qualitative instrument was a semi-structured interview on good human relations of administrators affecting the inspiration of teacher performance within the Khon Kaen Primary Educational Service Area Office 1. The protocol was developed through:

1. A review of the relevant theoretical framework, documents, and related research.
2. Drafting the interview guide for supervisory review; and
3. Refinement based on recommendations to ensure completeness and appropriateness.

Data were collected through semi-structured interviews. The researchers gathered qualitative data by conducting audio recordings and maintaining detailed field notes during sessions with two school administrators and one teacher.

Data Analysis

The researchers transcribed the interview data and performed a systematic content analysis to identify characteristics related to enhancing teacher inspiration. Data obtained from the interviews were compared for consistency and convergence of themes. These findings were then synthesised to formulate the final guidelines for enhancing teachers' inspiration.

Results

1. Results of the Analysis of the Level of Good Human Relations of Administrators and the Level of Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1

1.1 Levels of Administrative Human Relations

The findings revealed that the overall level of good human relations among administrators was at a high level ($\bar{x} = 4.132$, $SD = 0.877$).

When analysing each dimension, the dimension with the highest mean score was effective communication ($\bar{x} = 4.278$, $S.D. = 0.829$), followed by positive interaction with others ($\bar{x} = 4.147$, $S.D. = 0.888$). Conversely, the dimension with the lowest mean score was self-other understanding ($\bar{x} = 4.047$, $S.D. = 0.886$). These results are presented in Table 1.

Table 1: Mean ($\bar{x}$), Standard Deviation, and Level of Good Human Relations of Administrators

Good Human Relations	Level of Opinion		
	Mean ($\bar{x}$)	S.D.	Level
Understanding oneself and others (X_1)	4.047	0.886	High
Acceptance of individual differences (X_2)	4.056	0.903	High
Effective communication (X_3)	4.278	0.829	High
Positive interaction with others (X_4)	4.147	0.888	High
Overall	4.132	0.877	High

1.2 Level of Inspiration of Teacher Performance

The results indicated that the overall level of inspiration of teacher performance was at a high level ($\bar{x} = 4.153$, S.D. = 0.845).

When analysed by dimension, the highest mean score was found in goal-based inspiration ($\bar{x} = 4.254$, S.D. = 0.798), followed by stimulus-based inspiration ($\bar{x} = 4.142$, S.D. = 0.783). The lowest mean score was observed in drive-based inspiration ($\bar{x} = 4.105$, S.D. = 0.932). These results are presented in Table 2.

Table 2: Mean ($\bar{x}$), Standard Deviation, and Level of Inspiration of Teacher Performance

Level of Inspiration of Teacher Performance (Y)	Level of Opinion		
	Mean ($\bar{x}$)	S.D.	Level
Motivation Derived from Goals (Y_1)	4.254	0.798	High
Motivation Derived from Role Models (Y_2)	4.109	0.868	High
Motivation Derived from External Stimuli (Y_3)	4.142	0.783	High
Motivation Derived from Driving Forces (Y_4)	4.105	0.932	High
Overall	4.153	0.845	High

2. Results of the Analysis of the Relationship between the Level of Good Human Relations of Administrators and the Level of Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1.

The analysis of the relationship between the level of good human relations of administrators and the level of inspiration of teacher performance under the Khon Kaen Primary Educational Service Area Office 1 was conducted using Pearson's product-moment correlation coefficient.

The results indicated a strong positive correlation between administrators' human relations and teacher inspiration, with statistical significance at the .01 level. The correlation coefficients (r) ranged from 0.755 to 0.851, indicating a high degree of association between the variables.

When analysing each pairwise relationship, the following results were observed:

- Effective communication (X_3): Exhibited the highest correlation with teacher inspiration ($r = 0.851$)
- Positive interaction with others (X_4): Showed a strong correlation ($r = 0.781$)
- Self-Other understanding (X_1): Demonstrated a significant relationship ($r = 0.769$)
- Acceptance of individual difference (X_2): Recorded the lowest correlation among the variables ($r = 0.755$)

These results are presented in Table 3.

Table 3: Results of the Analysis of the Relationship between the Level of Positive Human Relations of Administrators and the Level of Inspiration of Teacher Performance

Variables	X ₁	X ₂	X ₃	X ₄	Y
X ₁	1				
X ₂	0.825**	1			
X ₃	0.809**	0.809**	1		
X ₄	0.825**	0.863**	0.809**	1	
Y	0.769**	0.755**	0.851**	0.781**	1

** Correlation is significant at the 0.01 level (2-tailed).

3. Results of the Analysis of Positive Human Relations of Administrators Affecting the Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1

The researchers employed stepwise multiple regression analysis to construct predictive equations and determine which independent variables jointly provide the most significant prediction of the dependent variable. Out of the four independent variables examined, three variables were found to be statistically significant predictors at the .05 level, indicating that these predictors could jointly predict the inspiration of teacher performance.

An examination of the coefficient of determination (R^2) revealed the following progression in the predictive models:

- Model 1: Effective communication (X_3) was entered first, accounting for 72.5% of the variance in the inspiration of teacher performance ($R^2 = 0.725$).
- Model 2: With the addition of Positive Interaction with Others (X_4), the cumulative predictive power increased to 75.0% ($R^2 = 0.750$).
- Model 4: When Self-Other understanding (X_1) was included, the final predictive power reached 75.4% ($R^2 = 0.754$).

These results are presented in Table 4.

Table 4: Results of Stepwise Multiple Regression Analysis of Good Human Relations of Administrators Affecting the Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1.

Predictor Variables	R	R^2	Adjusted R^2	Std.error	F	P-value
X ₃	0.851	0.725	0.724	0.400	832.408	<0.001*
X ₃ X ₄	0.866	0.750	0.748	0.383	31.258	<0.001*
X ₃ X ₄ X ₁	0.868	0.754	0.752	0.380	5.640	0.018*

*Statistical significance at the 0.05 level

When the three significant independent variables of human relations-Effective Communication (X_3), Positive Interaction with Others (X_4), and Self-Other Understanding (X_1)-were entered in the final regression equation, the multiple correlation coefficient (R) was 0.868 ($p < .05$).

The final coefficient of determination ($R^2 = .754$) indicated that these three factors collectively account for 75.4% of the variance in the inspiration of teacher performance.

This demonstrates a remarkably high level of predictive power for the model. These results are presented in Table 5.

Table 5: Regression Coefficients of the Predictors in Unstandardized Scores (B) and Standardised Scores (β)

Variables	Raw scores		Standardized scores	t	P-value
	B	Std.error	β		
(Constant)	0.687	0.114	-	6.044	<0.001
X ₃	0.535	0.048	0.581	11.057	<0.001*
X ₄	0.175	0.047	0.204	3.717	<0.001*
X ₁	0.112	0.047	0.130	2.375	0.018*
R = 0.868 R ² = 0.754 Adjusted R ² = 0.752 Std. Error = 0.380 F = 5.640					

*Statistical significance at the 0.05 level

Based on the regression coefficients of the predictors, including both unstandardised scores (B) and standardised scores (β), the prediction equations for teacher inspiration are constructed as follows:

- Prediction equation in Unstandardised Scores: The unstandardised equation allows for the calculation of the predicted value of the dependent variable (Y) based on the original measurement scales of the predictors.

$$Y = 0.687 + 0.535X_3 + 0.175X_4 + 0.112X_1$$

- Prediction equation in Standardised Scores: The standardised equation (Z) is used to compare the relative importance of each predictor, as the variables are converted to a common scale.

$$Z = 0.581Z_3 + 0.204Z_4 + 0.13Z_1$$

4. Guidelines for Enhancing the Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1

The qualitative synthesis of findings resulted in the development of guidelines for enhancing teacher inspiration within the Khon Kaen Primary Educational Service Area Office 1. These guidelines are categorised into five strategic dimensions:

- 1) Role Modelling: Administrators must demonstrate the requisite knowledge and pedagogical leadership to serve as credible role models. When teachers observe that administrators embody the values and practices they advocate, it fosters professional respect and motivates teachers to align their own development with the institution's leadership approach.

- 2) Being a Supportive Colleague (Kalyanamitra): This dimension emphasises a relational leadership style where colleagues are viewed as part of a professional "family," fostering a culture of mutual support and psychological safety. When administrators and teachers develop deep mutual understanding, it encourages organisational openness, enabling more effective collaboration and collective performance.

- 3) Establishing Shared Goals: Strategic focus should be placed on student development as a common objective of the school. By establishing shared goals, administrators create a sense of collective efficacy, ensuring that teachers are not merely compliant but are willingly engaged in their work with genuine commitment and enthusiasm.

- 4) Recognition and Participation: Administrators should systematically acknowledge the potential of their staff and provide structured opportunities for teachers to

contribute to decision-making processes. Such inclusive practices enhance teachers' confidence in their professional capabilities and strengthen their intrinsic motivation to innovate within their roles.

5) Positive Reinforcement: Administrators should utilise positive reinforcement strategies to validate high-quality teacher performance. Beyond formal rewards, the use of timely praise and professional acknowledgement encourages teachers to maintain high levels of effort and continue performing their duties to the best of their abilities.

Conclusion and Discussion

1. Levels of Good Human Relations of Administrators and Inspiration of Teacher Performance under the Khon Kaen Primary Educational Service Area Office 1

The research findings indicated that the overall level of good human relations among administrators was high across all dimensions, with effective communication demonstrating the highest mean score. This high rating suggests that collaborative work within educational organisations fundamentally relies on communication as the primary mechanism for information exchange and relationship building. When organisational communication is precise and transparent, it facilitates interpersonal synchrony and contributes to superior operational outcomes.

These findings imply that administrators within the Khon Kaen Primary Educational Service Area Office 1 effectively demonstrate human relations in a tangible and observable manner. This result is consistent with the study by Kaewthong, Thueanchang, & Thongman (2022), which examined human relations through the lens of the Four Principles of Social Support (*Sangahavatthu 4*). Their research emphasised that clear communication is the foundation for building institutional rapport and aligning school operations toward a common strategic direction.

The dimension with the lowest relative mean score was self-other understanding. This may be attributed to the psychological complexity of self-awareness; true understanding of others often necessitates a profound level of self-reflection. When individuals recognise the motivations underlying their own behaviours, they are better equipped to empathise with others. Conversely, comprehending those who possess divergent values or perspectives requires substantial effort and shared experience, which can be challenging within a high-pressure administrative environment. This finding aligns with Saengthongthab (2021), who applied the Six Principles of Cordiality (*Saraniyadhamma 6*) and similarly found that self-awareness often records the lowest scores among administrators, highlighting a critical area for professional development.

Regarding teacher inspiration, the results across all four dimensions were also rated as high, with goal-based inspiration receiving the highest mean score. This success is likely because the Khon Kaen Primary Educational Service Area Office 1, as the governing body, implements annual projects with robust, clearly defined objectives. These operational plans are supported by continuous monitoring and supervision, providing teachers with a clear "roadmap" for their professional duties.

This finding is consistent with Acharachan, Chanakul, & Temrat (2023), who investigated 21st-century leadership and found that teachers exhibit higher levels of inspiration when there is clear visionary alignment. These results underscore that goal clarity acts as a powerful psychological catalyst, transforming institutional mandates into personal professional drive.

2. Relationship between the Level of Good Human Relations of Administrators and the Level of Inspiration of Teacher Performance

The findings revealed a strong positive correlation between the level of good human relations among administrators and the level of inspiration in teacher performance. This result is consistent with the research hypothesis and confirms that interpersonal dynamics are a significant driver of professional motivation. Among the dimensions examined, effective communication demonstrated the highest correlation coefficient ($r = .851$), reinforcing its status as the most critical variable in the model.

These findings align with the work of Thawilkan (2019), who stated that communication serves as the foundation for building human relations in the workplace; effective exchange of information is directly linked to organisational efficiency and the successful attainment of goals. Furthermore, the Damrong Rajanubhab Institute (2009) emphasised that communication is the primary mechanism leaders utilise to inspire personnel. By communicating the organisation's direction, providing timely praise, and offering professional guidance, leaders create a feedback loop of positive reinforcement.

3. Good Human Relations of Administrators Affecting the Inspiration of Teacher Performance

The regression analysis demonstrated that effective communication, positive interaction with others, and self–other understanding are significant predictors of teacher inspiration, collectively accounting for 75.4% of the variance. This substantial predictive power suggests that teacher inspiration is not a random occurrence but is systematically driven by specific leadership behaviours.

The dominance of communication skills as a predictor indicates that when administrators bridge the information gap, they create a shared mental model of organisational success. When teachers are provided with clear, meaningful, and transparent information, they are more likely to internalise organisational objectives as personal professional goals. These findings align with Kiattikaewan (2019), who noted that transparent communication fosters a “collective awareness” that drives inspiration. Furthermore, when administrators combine self-awareness with an understanding of their staff's challenges, they create a supportive environment that acts as a catalyst for teacher drive. This is consistent with Kaewthong (2021), who argued that leadership must focus on leveraging individual strengths to motivate personnel toward professional growth.

In contrast, acceptance of individual differences did not emerge as a significant predictor of teacher inspiration. While the literature suggests that acknowledging diversity is essential for a healthy organisational climate, this finding implies that simple “acceptance” is a passive trait that may maintain harmony but does not necessarily *ignite* inspiration. Inspiration appears to require more active, direct interpersonal engagement, such as the proactive communication and positive interaction identified in the other three dimensions. This distinction is supported by Pinket (2016), who found that general environmental factors do not always translate into direct individual motivation or commitment. Within the schools of Khon Kaen, it appears that teachers are inspired more by active engagement and clarity than by the passive existence of a tolerant atmosphere.

4. Guidelines for Enhancing the Inspiration of Teacher Performance

Based on the research findings and qualitative synthesis of expert input, the researchers developed the following guidelines for enhancing the inspiration of teacher performance under the Khon Kaen Primary Educational Service Area Office 1:

1) Professional Role Modelling

Administrators should embody positive personal characteristics, including effective communication skills and active listening, while maintaining a steadfast

respect for the dignity and rights of others. By serving as visible role models, administrators inspire teachers to emulate these behaviours in both personal conduct and professional practice. This aligns with Sukthawee (2018), who emphasised that administrative competence is a prerequisite for leadership, and Sawaa'in et al. (2019), who highlighted that a professional demeanour is a primary source for educational stakeholders.

2) Cultivating a Supportive Collegial Environment

Administrators should adopt a “familial” approach to leadership, regarding colleagues and subordinates as members of an extended professional family. This involves fostering a culture of mutual support, empathy, and collaborative synergy. This approach is consistent with Baisamoh (2021), who highlighted that maintaining high-quality interpersonal relationships is a core administrative duty that ensures organisational stability and staff well-being.

3) Establishing Shared Visions and Goals

Administrators must actively promote shared goals that place student development at the centre of the school's mission. By fostering a collective understanding of these objectives, administrators can secure voluntary commitment rather than mere compliance. As supported by Phadee (2020), clearly defined and shared goals act as a motivational catalyst, encouraging teachers to exert maximum effort to achieve organisational objectives.

4) Recognition and Participation

Administrators need to recognise the latent potential within their staff and provide structured opportunities for teachers to voice opinions and participate in decision-making. Such participatory practices enhance teachers' professional confidence and their intrinsic motivation to innovate. This is consistent with Sukthawee (2018), who underscored the importance of inclusive leadership and the value of listening to staff input before finalising administrative decisions.

5) Positive Reinforcement

Administrators should employ strategic positive reinforcement, such as public praise and professional rewards, to validate exceptional teacher performance. These practices create a “cycle of excellence”, encouraging teachers to maintain high levels of commitment. This aligns with Sukthawee (2018), who advocated for the implementation of appropriate recognition systems to reward commendable professional performance.

Recommendation

1. Recommendations for the Application of Research Findings

1.1 Institutional Implementation: School administrators within the Khon Kaen Primary Educational Service Area Office 1 should utilise the findings of this research as a strategic framework for school administration. Specifically, these insights should be integrated into academic administration and personnel management strategies to foster an environment that prioritises interpersonal dynamics as a catalyst for educational quality.

1.2 Policy Development and Strategic Planning: As the research identifies self-other understanding, effective communication, and positive interaction as the primary predictors of teacher inspiration, the Khon Kaen Primary Educational Service Area Office 1 should formalise these findings into official policy. It is recommended that the office establish targeted professional development projects and operational plans designed to enhance the human relations competencies of administrators. Such initiatives would provide a sustainable

pathway for increasing teacher inspiration and, consequently, improving overall organisational performance.

2. Recommendations for Future Research

2.1 Expansion of Variable Analysis: Future studies should investigate additional variables related to the good human relations of administrators that may influence the administrative human relations and teacher inspiration. Identifying further psychological or environmental factors would provide a more nuanced understanding of the direct and indirect impacts on teacher motivation

2.2 Instrument Refinement and Structural Modelling: Further research should focus on the refinement of indicators and components used to measure human relations and inspiration. Developing more sophisticated and comprehensive research instruments - potentially employing Structural Equation Modelling (SEM) - would allow for a clearer examination of the complex relationships between these variables and provide more robust data for educational theorists.

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