

## Process to Strengthen the Loyalty of Personnel in Educational Institutions

**Phramaha Prayoon Thiravaro (Trakarn)**

Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand

E-mail: bananajon\_01@hotmailcom

### ABSTRACT

*Loyalty is a feeling and the expressions of personnel who respect educational institutions, are willing to work and dedicate themselves, are attached, have a sense of belonging, and try to be a good person. There is a need to be part of the organization, interested, caring, proud and supporting the work of protecting the school, aware of goodness, trust and ready to help work at any time, have a desire and determination to continue to work in the previous organization, through the process of promoting loyalty to educational institutions, namely 1) promoting awareness, 2) Promote good personnel, 3) Build solidarity, 4) Build awareness of duties, 5) Promote knowledge and ability, and 6) Build morale and encouragement in order to continue loyalty to the organization.*

### Keywords

Process to Strengthen the Loyalty; Personnel, Educational Institutions

### I. INTRODUCTION

Thailand is facing problems with the quality of education and the quality of learners who have a relationship with teachers therefore need to find ways to support teachers. Personnel to be able to work effectively have awareness of their duties willing to work responsibly and willingly in other words, loyalty to the job and to educational institutions because the main goal in the administration of every educational institution is retain personnel of the educational institution to remain with the educational institution for as long as possible. Employee motivation and effort are variables that influence productivity. If personnel are committed to higher education institutions, they can be confident that the educational institutions will have higher levels of performance as well. If you want to increase the productivity of work, you need to know how to build more employee engagement [1].

Performance occurs when personnel are able to perform the task in accordance with the school's goals and in a timely manner, quality work and accuracy. There is a suitable working method or technology to increase productivity and shorten the time of operation by using the various resources that are available cost-effectively able to create satisfaction for all parties performance indicators and performance indicators can be considered from four areas: achievement of goals and achievements in the operational process. The procurement and use of resources for the satisfaction of all parties in which each educational institution, either public or private developing operational efficiency is an important aspect of administrators and practitioners in various educational institutions. It is because operational efficiency in educational institutions is the key to leading an educational institution to success have knowledge and ability to work and able to attract talented people to stay in the school for as long as possible. The administration of educational institutions will be able to achieve goals with maximum efficiency and effectiveness [2].

Relationship with the organization is always the most important because if only personnel are loyal to the organization, it cannot guarantee that there will be stability with the organization even the effective work of personnel in each. Today, it can also be emphasized that efficiency leads to employee loyalty, therefore engagement is more than behavior and expression that gives a feeling of love for the organization and can do good for the organization [3].

Loyalty to the academy Organizational Loyalty is one of the important factors that will make the operation of an educational institution successful according to its objectives. When a person feels that he or she is interested or is not important to the next educational institution may reluctantly work on the job or resigned from that school in the event that the personnel has no loyalty but does not resign and chooses to stay in the school without working or not fully intending to do the work assigned. It will cause a very bad effect on the educational institution. Whether it is the resources that the educational institution must use to satisfy the personnel, such as salary, wages, welfare or the loss of time to train incoming personnel, new to replace losing the value of the goals set by the school which educational institutions may not be able to achieve the goals with efficiency and effectiveness of business operations executives must manage [4].

The wishes of personnel in various dimensions are clearly related factors with the loyalty people have to their schools, in Barnand's view, loyalty is essential to management. This refers to the willingness of the person to work for the educational institution have a sense of unity, have morale to work. Loyalty is important, but there is little acceptance that is an important condition of an educational institution. Loyalty is an important behavior that affects the persistence of personnel in educational institutions. It is also an element in keeping personnel with the school for a longer time and is a way to increase motivation for personnel to show their knowledge and ability in a way to create more quality products. When looking at the dimension of educational

institution development, it is one of the educational institutions to be able to develop to excellence. It must consist of 3 components of success which are 1) Efficiency, 2) Effectiveness, and 3) Satisfaction of Stakeholders.

## II. THE CONCEPT OF LOYALTY

### 2.1 Definition of Loyalty

The meaning of loyalty has many scholars have given the meaning. The authors would like to give examples of scholars who gave the meaning of loyalty as follows:

Peter M. Blau; & W. Reichard Scotts said that loyalty means feeling and an expression of respect for supervisors. It indicated that workers' productivity had a strong correlation with subordinate loyalty, ease of directing and easy enough to encourage subordinates to do more work [5].

Hoy and Williams studied teacher loyalty to adults in the United States. by developing a tool based on the improvement of the questionnaire of Bela and Scott and of Murray and Correnblem Murray and Correnblem Hoy and Rees later used this tool to study High School Principal Loyalty. Afterward, Hoi and his team studied the relationship between teacher loyalty and principal's behavior. The headteacher's behaviors were 1) reinforcement initiative, 2) caring behavior, 3) autocracy, 4) ability to drive, and 5) unbiased temperament [6].

Dennis G. McCarthy says loyalty to schools. It is a connection between the company and its personnel. It is said that personal factors are one of the factors that contribute to the satisfaction of the workers until it turns into a commitment to the school and bring loyalty [7].

Robert A. Baron defined it as Loyalty to the organization is the commitment to Educational institutions or attitudes towards educational institutions that will reflect a system of relevance that a person has confidence, faith, love and cherishes for the educational institution in which he or she belongs. A high level of satisfaction was associated with staying at the present educational institution. They consisted of 1) high acceptance of the goals and values of the educational establishments, 2) the willingness to take any action on their behalf, 3) the high desire to remain with the educational establishments, therefore loyalty to the educational institutions. It's a relatively stable attitude over a long period of time that a person has shown himself proudly in academia. Satisfaction and desire is to continue to be a member of that educational institution. Therefore, it can be said that Loyalty to the school is a necessary quality that helps to keep the school productive and surviving. In addition, the educational institutions must recruit qualified personnel to become members of the educational institutions treatment for personnel. Those who remain with the educational establishments are valuable in order to lead the educational establishments to achieve their objectives and goals that is important [8].

Albert Hirschman said: Loyalty to an educational institution refers to the need to stay with that educational institution even if that person has conflicts with members within the educational institution [9].

Khathinaya Lasuwan gave the meaning of loyalty to the educational institution that a person has a great willingness and devotion to the school, has a sense of belonging, has a sense of belonging. There is a strong desire to be part of the

school proud and support the school to defend the school from those who oppose it. Realize the good aspects of the school Refrain from slandering the academy, have the trust and ready to help the academy willingness to follow the leader or in accordance with the guidelines of the educational establishments with honesty, actions to promote the educational establishments to have well-being, desire and intention to continue working with the educational institutions despite conflicts with members of the academy. Even more attractive alternatives did not resign from the job, which indicates the feeling of a person's close relationship with the educational institution and to maintain the relationship between the individual and the educational institution by rejecting what destroys this relationship [10].

Thawan Euwisanworawong gave the meaning of loyalty to the educational institution. It is the feeling of wanting to stay and not wanting to leave the school have a feeling of affection. This may be because the academy has some incentives that make the members regret to leave the school. In addition, members are bound to have unity with the departments and tasks they are employed, ie they are satisfied to do and want the work to be accomplished in accordance with the objectives of the educational institution [11].

Patcharin Rodpayan defines loyalty to an organization as an individual who has experience and recognition of trust, integrity, pride and responsibility for being a good member of the organization and willing to work in the organization in which they work [12].

Social Development. National Institute of Development Administration said loyalty. It means making the best effort for the success of the school or feeling proud of your contribution to the school concern for the future of the school protecting the reputation of the school including wanting to be a member of the school forever.

From the preliminary study of the meaning of loyalty, the authors concluded that Loyalty means the feelings and expressions of the people which respects the school Willingness to work and dedication to the school, having a sense of belonging try to be a good personnel of the school. Desire is to be part of the school, interested, caring, proud and supporting the school protect academy from bad hopes from other people aware of the good aspects of the school Trust. Trust ready is to help educational institutions at any time to have the desire and intention to continue working in the former body feeling and expressing both verbally and in good conduct towards the school both in front and behind.

### 2.2 Types of Loyalty

Gamble Stone and Woodcod have divided loyalty into two categories: 1) emotional loyalty, the organization will benefit from the loyalty of the customers, the attitude and beliefs of the customers themselves. Going deeper into the details of loyalty, it feels good and special will be in the minds of customers. Therefore, the organization must show its sincerity by rewarding the loyalty of its customers through good relationships with the full performance of its services. 2) Rational Loyalty, Rational Loyalty arises from acts of will, willingness, or favorability, get good service from a product or service is to meet the needs of customers. This will be a shield to prevent customers from turning loyal to other organizations. Although a customer may be loyal to more

than one product or service, more than one organization and colleagues dependency on education participation in management.

From studying the types of loyalty, the researcher concluded that there are 2 types, namely, emotional, mental state, attitude and belief, thus having a good relationship, and loyalty. The reason for that is due to the favorable service provided by the product or services caused by acts of will the willingness of the service provider is thus made to be loyal.

### 2.3 Elements of Loyalty

Hoy & Rees has divided the loyalty expression into 3 dimensions, namely, the indicators of loyalty classified into aspects: 1) behavioral aspect, behavioral aspect i. e. the reluctance to move away from the boss. The need to move according to the head; 2) Affective aspect: Love working with the boss and satisfaction with the boss; and 3) Cognitive aspect: Confidence and trust in the boss. Confidence in the leader, even when others react to the leader's decisions. A sense that the leader is willing to take responsibility for his own shortcomings and a direct sense of loyalty to the leader [13].

Albert Hirschman divided his expressions of loyalty to academia into two: 1) the willingness of the members of the school to live in the same institution; and against quitting work in cases where the productivity of the educational establishment is reduced and 2) the members of the institution feel that they are important to the institution [14].

John P. Meyer & N.J. Allen say that the element of employee engagement. There are 3 components which have different factors causing engagement in each aspect as follows: 1) Factors contributing to continuity commitment, i. e. age, duration of work, satisfaction with practice. work The intention to resign from the job; 2) Factors that cause emotional attachment include the freedom to work, the characteristics of the job importance of work using a variety of skills Challenges of the job; and 3) Factors contributing to social norm engagement are relationships with supervisors and colleagues dependency on education Participation in management [15].

Fletcher said there are three key components of loyalty to an educational institution: 1) An expression of the historical self. Because knowing a person's history will create relationships, friendships and morals without compulsion. Those who are loyal to an educational institution will provide information about themselves to the educational institution without concealing it. 2) Knowing that it is their duty Responsible for obligations that are bound by the school Loyal to team members and leaders show membership of the school and show the uniqueness of members and leaders in their own educational institutions. 3) Avoid dishonesty to the school. Sincere to the goals of the school do not do anything that is harmful to the school. There is a fight and protection of the academy from criminals show gratitude to the school follow the rules rituals and culture. The academy have devoted and sacrificed both their time and other resources for educational institutions. There was a strong sense of ownership of the school [16].

According to Adler & Adler, there are five elements that strongly develop members' loyalty to an academy: 1) Domination: Domination is where members work under the leadership of strong leaders and have control over their own

life activities and work; the leader accepts the status of subordinates. Ignoring certain behaviors that are personal in order to mold oneself to effectively perform the role of a member of the educational institution; 2) Identification is that the members of the educational institutions perceive that they have shown your identity and the group will earn rewards in return. Inspired by a mutually stimulating atmosphere which has an intimate and friendly atmosphere show loyalty to the group act as a role model and shape the ideas of each individual into the group inspires interest and devotion to educational institutions; 3) Engagement Commitment is the perception that members are encouraged loyalty from activities that result in good performance and importance from attending the oath of allegiance to the school; 4) Integration is the perception that members of the educational institution perceive themselves to have a high level of sense of unity, relationship, and ownership of the school. There is unity within the group working together have mutual help have a close relationship trust each other. When there is conflict from outside, the team will unite against it; and 5) Set goals, goal alignment is how school members perceive themselves to have Accepting the goal of being one with the school, being proud, satisfied with the work. There is sacrifice, dedication and effort to perform the job to the fullest to aim for the goals of the educational institutions as a whole [17].

Cooper said loyalty to the school, it can be both attitude and behavior. The attitude of loyalty towards the school is one of the components of the commitment to the school. But the behavior is showing loyalty to the school. There are 2 components of loyalty behavior: 1) There is a constant movement in the development of educational institutions Active elements are actions to help and support educational institutions. Members use their demands to work as conditions to improve the school. and have confidence that they can improve and improve the educational institutions This behavior will lead to engagement and satisfaction towards higher educational institutions. 2) Passive, passive attitude and elements are being in a quiet school. When educational institutions face a crisis, members will stay in the academy with patience and let it be the responsibility of the management to make various decisions [18].

From the elements described by the scholars, the authors can conclude that Loyalty as a component 1) behavioral expression, 2) feeling, 3) perception, 4) commitment to educational institutions, 5) willingness to make efforts for the benefit of the school, and 6) desire to maintain membership of the educational institution.

### 2.4 Factors Affecting Loyalty

John P. Meyer & N.J. Allen say that the composition of the bond of. There are 3 components of personnel towards educational institutions which have different factors causing engagement in each aspect as follows: job satisfaction The intention to quit the job; 2) Factors that cause emotional attachment include the freedom to work. job characteristics importance of work using a variety of skills Challenges of the job; and 3) Factors contributing to social norm engagement are relationships with supervisors and colleagues dependency on education participation in management [19].

According to Richard M. Steers, there are three groups of factors that influence the level of loyalty in schools: 1) Worker's Personal Characteristics: gender, age, educational level, marital status, duration of school work; and position level; 2) job characteristics Job Characteristics include independence in working variety of jobs the uniqueness of the work participation in management Jobs with opportunities to interact with others; and 3) Work Experiences, work experiences mean working conditions that personnel have received, including: feeling that they are important to the school Attitudes towards colleagues and educational institutions, the reliability of the educational institutions the dependability of educational institutions and expectations to be met by educational institutions [20].

The authors concluded that the factor of attachment to the educational institution came from the feeling that they were important to the educational institution. Attitudes towards colleagues, interactions, engagement and relationships with supervisors and educational institutions, the reliability of educational institutions the dependability of educational institutions.

### III. THE PROCESS OF ENHANCING THE LOYALTY OF PERSONNEL IN EDUCATIONAL INSTITUTIONS

The process of enhancing the loyalty of personnel in an educational institution is a process or procedure that promotes the loyalty of personnel in an educational institution that will cause personnel to perform their duties with diligence. There is a commitment to sacrifice to the educational institution. Academics have discussed the process of enhancing the loyalty of personnel in educational institutions as follows:

Theerasak Kamlibrak discussed the process of promoting loyalty which are 1 ) building awareness of love for educational institutions, 2 ) being a good personnel of educational institutions, 3 ) building solidarity, 4 ) building a sense of work, 5 ) steps, 6 ) Developing SQ Spiritual Quotient [21].

Wanmai Thipa-Osoth has presented 10 ways to encourage personnel to be loyal to the school, namely: 1 ) Increase leadership for supervisors; The personnel will feel confident in their future work that is clear when there is a supervisor who has good leadership; 2 ) Adjust the school culture to be more fair; 3 ) Increase trust This will benefit both the company and its personnel; 4 ) Create opportunities. growth path by relying on personnel to provide opportunities for advancement; 5 ) Support the sustainability of the company. People generally want to work for a stable company; 6 ) Job goals are set to create challenges for personnel on the job. and create the development of personnel; 7 ) have stability in work Provide employees with a sense of security that they will not be fired, which will affect their morale; 8 ) Fair compensation that is appropriate for the job they do; and 9 ) Flexibility in work and personal life that must go along with it. 10 ) have welfare that covers what is essential to the workforce as a whole [22].

Phacharamon Hotawaisaya has studied and researched in addition to money, there are seven factors that can increase employee loyalty to academia: 1 ) communication that allows for two-way communication within the company; 2 ) make employees realize their self-worth and be accepted; 3 ) Satisfaction in working to increase the challenge of working

by providing learning opportunities as a tool; 4 ) Make personnel feel not too controlled in their work; 5 ) Have effective supervisors; 6 ) Understand and Empathize with personal and family factors of personnel; and 7) Promote opportunities for advancement of personnel. and encourage personnel to work effectively [23].

From the process of promoting loyalty to educational institutions, administrators need to encourage loyalty to educational institutions by promoting awareness among educational personnel. Promote being a good personnel of the school creating solidarity in the organization to avoid conflicts, create awareness of the personnel's work in each of their own duties. There is teamwork that will bring about unity in the organization. Developing the spiritual quotient or competence of educational personnel and most importantly, to promote the morale and morale of educational personnel in the organization, which can make personnel more loyal to the educational institution.

### IV. BODY OF KNOWLEDGE

From the study of the concept of loyalty in the organization and the process of enhancing the loyalty of personnel in educational institutions. The author proposes the process of encouraging educational personnel to be loyal to educational institutions as follows:

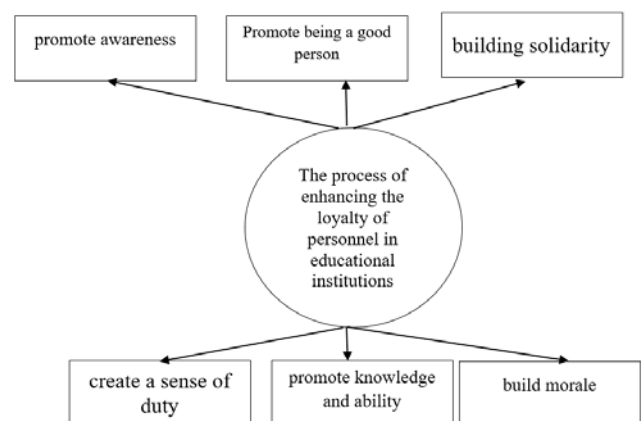


Figure 1 The process of enhancing the loyalty of personnel in educational institutions

From Figure 1, it shows the process of enhancing the loyalty of personnel in educational institutions where administrators of educational institutions must create solidarity in the organization. Promote being a good person promotes awareness, create a sense of duty enhancing knowledge and skills, and it is important to build morale and morale among the people in the organization, through these loyalty-building processes. People will be committed dedicated to working with the highest efficiency in the school.

### CONCLUSION

Loyalty is a feeling and the expression of personnel who respect the school, willingness to work and dedication, commitment, sense of belonging, try to be a good person desire to be part of the organization, interested in caring, proud and supporting the protection of the school from bad hopes from other people, aware of good trust and ready to



help work. There is a desire and willingness to continue working in the previous body feeling and expressing both verbally and in good conduct towards the school both in front and behind. In the process of promoting loyalty to educational institutions, administrators must encourage loyalty to educational institutions by promoting awareness among educational personnel, promote being a good personnel of the school, create solidarity in the organization, create awareness of the personnel's work in each of their own duties, work as a team to develop personnel's knowledge and abilities and promote morale and morale of personnel in order to create a stable and sustainable loyalty to the organization.

### REFERENCES

- [1] Naree Moomak.(2004). Relationship of work-related factors with organizational commitment of employees of language and computer business group in Bangkok area Bangkok. Master of Business Administration Thesis. Branch of general management. Graduate School: Phranakorn Rajabhat University, p 157.
- [2] Ratchanee Trisuthiwongsa.(2009). Relationship between job satisfaction. loyalty to the organization and the performance of employees of Mahasarakham University. Master of Arts Thesis. Management. Graduate School: Mahasarakham University, p 180..
- [3] Jeffrey D. (2003). Transforming the Public Sector. Outlook Journal, p. 12.
- [4] Chumphon Kaewkhuntod. (2007). Trust in organization leaders internal trust and loyalty to the organization affecting behavior and performance of employees of NECK BKK Company Limited. Master of Business Administration Thesis. business administration. Bangkok: Srinakharinwirot University, p 208.
- [5] Blau Peter M & Richard Scotts. (1962). Formal Organization. San Francisco. Claif : Chandler Publishing Co., p 165.
- [6] Hoy. Wayne K. & Rees. Richard. (1974).Subordinate Loyalty to Immediate Superiors : A Neglected Concept in the Study of Educational Administration. Sociology of Education, p 1 – 10.
- [7] McCarthy. Dennis G. (1998). Seven Steps to Guarantee Failure. Word Executive's Disgest. Singapore: Times Printers Co. Ltd., p 5.
- [8] Robert A. Baron and Jerald Greenberg. (1995). Behavior Organization. 3 Edition. New York: Allyn & Bacon, p 12.
- [9] Albert O Hirschman. (1970). Exit. Voice. and Loyalty Reponses to decline in firms. organizations. and states. Cambridge. Massachusetts and London. England: Harvard University Press, p 7.
- [10] Khathinaya Lasuwong. (2002). Relationship between personal factors. Leadership prestige of head nurse career advancement Loyalty to the organization of nurses stationed in community hospitals. Master of Nursing Science Thesis in Nursing Management. Graduate School: Chulalongkorn University, p 118.
- [11] Thawan Ueawisanworawong. (2004) loyalty to the organization : a case study of general employees of the company Betagro Group Public Company Limited. Master of Arts Thesis. Social Development. Faculty of Social Development: National Institute of Development Administration, p 187.
- [12] Patcharin Rodphayan.(2545). Relationship between personal factors, job appreciation and loyalty to the organization of nurses stationed in hospitals under the Ministry of Defense. Master of Nursing Science, Bangkok: Chulalongkorn University, p 8.
- [13] Hoy. Wayne K. & Rees. Richard. (1974).Subordinate Loyalty to Immediate Superiors : A Neglected Concept in the Study of Educational Administration. Sociology of Education, p 3
- [14] Albert O Hirschman. (1970). Exit. Voice. and Loyalty Reponses to decline in firms. organizations. and states. Cambridge. Massachusetts and London. England: Harvard University Press, p 12.
- [15] Meyer. John P. and Allen. Natalie J. (1997).Commitment in the Workplaces : Theory. Research. and Application. U.S.A.: Sage Publications, p 6.
- [16] Fletcher. A. (1999). Quality of Life in the Management of Hypertension .ClinExpHypertens. Jul. – Ang.Gamble. Stone; & Woodcock.
- [17] Adler. A.N. (1999). A Study of Teachers' Perceptions of School-Based Management's Impact on Teacher Empowerment. Dissertation Abstracts International.
- [18] Cooper. J. David and others. (1979). To What and How of Reading Instruction. 2nd ed. Ohio :Merill.
- [19] Meyer. John P. and Allen. Natalie J. (1997).Commitment in the Workplaces : Theory. Research. and Application. U.S.A.: Sage Publications, p 4.
- [20] Steers. Richard M. (1997).Organizational Effectiveness : A Behavioral View. California : Goodyear Publishing, p 20.
- [21] Teerasak Kamlibrak.(2535). Documents for training courses on strategies for working effectively, Thammasat University. Bangkok: Thammasat University, p 10.
- [22] Wanmai Tip-Osot (2012). Loyalty to the organization of employees of Sharp Appliance Thailand Co., Ltd. Industrial Management Thesis. Major in Agro-Business Management and Food Industry. King Mongkut's Institute of Technology Ladkrabang, p 27.
- [23] Phacharamon Hotawaisaya.(2009). A study of attachment and loyalty to organizations affecting internal motivation. In the work of operational staff Saha Pathanapibul Public Company Limited. Headquarters. Independent study and business administration graduate. Department of Business Administration. Graduate School: Bangkok University, p 156.