

**WORK MOTIVATION OF SECONDARY PUBLIC  
SCHOOL TEACHERS IN HUA HIN DISTRICT,  
PRACHUABKHIRIKHAN PROVINCE,  
THAILAND**

**GEOFFREY BEAULIEU**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
(EDUCATIONAL MANAGEMENT)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2010**

**COPYRIGHT OF MAHIDOL UNIVERSITY**

## ACKNOWLEDGMENTS

Foremost, I would like to express my sincere gratitude to my major advisor, Lecturer Dr. Arisara Leksansern, for the continuous support of my M.Ed. study and research, for her patience, motivation, extensive knowledge, and immense effort for working with me during these past years. Only with her guidance could I have achieved completing this thesis. I could not have imagined a better advisor and mentor.

Lecturer Dr. Sumalee Nakprada, Lecturer Dr. Patreeya Kitharoen and Lecturer Nithida Buranajant Ed.D, deserve special thanks as my thesis committee members and advisors for their encouragement, insightful comments and realistic questions to improve the study.

I am thankful to all the support staff at the Faculty of Social Sciences and Humanities. A special thanks to Mrs. Ruthrada Sawatdiphab for facilitating administrative requirements needed to get to the final stages in completing this work.

I would like to thank the Prachuabkhirikhan Division of Education for granting me access to all the public secondary schools in Hua Hin District to collect the needed data to fulfill the requirements of the study and to the participants who took the time to complete the questionnaires making this study possible.

My deepest gratitude goes to my family for their unconditional support and encouragement during this journey.

Geoffrey Beaulieu

WORK MOTIVATION OF SECONDARY PUBLIC SCHOOL TEACHER IN HUA HIN DISTRICT, PRACHUABKHIRIKHAN PROVINCE, THAILAND

GEOFFREY BEAULIEU 4838809 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

THESIS ADVISORY COMMITTEE: ARISARA LEKSANSERN, Ed.D., PATREEYA KITCHAROEN, Ph.D., SUMALEE NAKPRADA, Ed.D.

ABSTRACT

The purpose of this study was to study the level of work motivation of public secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand and to compare significant differences on the level of work motivation by socio-demographic and organizational factors related to work motivation such as: supervision, interpersonal relations, working condition, image of the job, salary, recognition, responsibility, work qualities, and growth and advancement.

The research method applied in this study was a descriptive questionnaire. The data was analyzed using both descriptive and inferential statistics. The overall findings indicated that work motivation was at the highest level. Year of experience, organizational commitment, school size, and teaching work load were found to be statistically significant factors influencing work motivation, while age, gender, marital status, education level and years of experience were not. Even though overall work motivation was the highest, there were other factors such as supervision, working conditions and salary which could be improved upon.

The findings of the research can be a resource for further studies or as a benchmark for policy makers to raise work motivation levels of teachers in public secondary schools in Hua Hin District, Prachuabkhirikhan, Thailand.

KEY WORDS: WORK MOTIVATION / PUBLIC SECONDARY SCHOOL TEACHERS  
/ THAILAND

118 pages

## CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGMENTS</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>LIST OF TABLES</b>	<b>ix</b>
<b>LIST OF FIGURES</b>	<b>xi</b>
<b>LIST OF ABBREVIATIONS</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	<b>1</b>
1.1 Background and Significance of the Problem	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Research Hypothesis	5
1.5 Scope of the Study	5
1.6 Research Contributions	6
1.7 Limitations of the Study	6
1.8 Operational Definition of the Terms	7
1.9 Conceptual Framework	9
<b>CHAPTER II LITERATURE REVIEW</b>	<b>11</b>
2.1 Background of the Education System in Thailand	12
2.2 General Overview of the Education System in Thailand	13
2.3 Development of Education and Teachers in Thailand	14
2.3.1 Teacher Certification Requirements in Thailand	14
2.3.2 Teacher Training and Development in Thailand	15
2.3.3 Thai Government Policy on Teacher Quality Standards	16
2.3.4 Thai Government Professional Development and Support of Teachers.	16
2.3.5 Thai Government Resources and Support Services for Teachers	16

## **CONTENTS (cont.)**

	<b>Page</b>
2.4 Background of Hua Hin, Prachuabkhirikhan, School District	17
2.5 Significance of Motivation.	18
2.6 Definitions and Concepts of Work Motivation	19
2.7 Theories of Motivation	20
2.8 Use of independent and Dependent Variables in the Research	41
2.8.1 Independent Variables.	41
2.8.2 Dependent Variables.	44
2.8.3 Dependant Variables.	45
2.9 Measurement of Motivation	50
2.10 Related Research	50
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>53</b>
3.1 Research Design	53
3.2 Population	54
3.3 Research Instrument	54
3.3.1 Data Collecting Instruments	54
3.3.2 Quality of the Research Instruments	56
3.4 Data Collection	56
3.5 Statistics and Data Analysis	57
<b>CHAPTER IV RESULTS</b>	<b>58</b>
4.1 General Characteristics of the Sampl	58
4.2 Work Motivation of the Public Secondary School Teachers in Hua Hin District of Prachuabkhirikhan, Thailand	62
4.3 Analysis of the Difference Between Personal Characteristics and Their Effects on the Level of Work Motivation Among Public Secondary School Teachers in Hua Hin District.	72
4.3.1 Socio-Demographic Factors	72
4.3.2 Organizational Factors	76
4.4 Summary of the Research Results	77

## **CONTENTS (cont.)**

	<b>Page</b>
<b>CHAPTER V DISCUSSION</b>	<b>79</b>
5.1 Discussion on General Profile of the Sample	79
5.2 Discussion on Work Motivation of the Public Secondary School Teachers in Hua Hin District of Prachuabkhirikhan, Thailand	81
5.3 Discussion on the Effect on the Level of Work Motivation of Public Secondary School Teachers in Hua Hin District of Prachuabkhirikhan, Thailand by Their Socio-Demographic and Organizational Factors	84
5.3.1 Difference in Age and Work Motivation	84
5.3.2 Difference in Gender and Work Motivation	84
5.3.3 Difference in Marital Status and Work Motivation	85
5.3.4 Difference in Education and Work Motivation	85
5.3.5 Difference in Year of Experience and Work Motivation	86
5.3.6 Difference in Present Position in School and Work Motivation	86
5.3.7 Difference in Organizational Commitment and Work Motivation	87
5.3.8 Difference in School Size and Work Motivation	87
5.3.9 Difference in Teaching Load and Work Motivation	87
<b>CHAPTER VI CONCLUSION AND RECOMMENDATIONS</b>	<b>89</b>
6.1 Summary of the Research Findings	89
6.2 Summary of the Overall Work Motivation of Secondary School Teachers in Hua Hin District, Prachuabkhirikhan, Thailand	90
6.3 Analysis of the Effect on the Level of Work Motivation of the Public Secondary School Teachers in Hua Hin District, Prachuabkhirikhan, Thailand	91

**CONTENTS (cont.)**

	<b>Page</b>
6.4 Recommendations	93
6.4.1 Recommendations for Further Studies	93
6.4.2 Recommendations for further studies	94
<b>BIBLIOGRAPHY</b>	95
<b>APPENDIX</b>	103
<b>BIOGRAPHY</b>	118

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
2.1 A Reorganization of Maslow's and Alderfer's Hierarchies	24
2.2 The importance of various Herzberg's hygiene factors in teacher's decision to participate in TCLP (Bellott and Tutor, 1990)	48
3.1 Statistics of Schools & Teachers in Hua Hin District, Prachuabkhirikhan, Thailand	54
3.2 Motivation level with scale of scores	55
3.3 Classification of nine work motivation aspects into 9 items	55
3.4 Criteria for determining the means of work motivation	56
4.1 Number and percentage of the personal characteristics of the sample	58
4.2 Number and percentage of organizational factors	61
4.3 Work motivation level on supervision	62
4.4 Work motivation level on interpersonal relations	63
4.5 Work motivation level on working condition	64
4.6 Work motivation level on image of the job	65
4.7 Work motivation level on salary	66
4.8 Work motivation level on recognition	67
4.9 Work motivation level on responsibility	68
4.10 Work motivation level on work qualities	69
4.11 Work motivation level on growth and advancement	70
4.12 Summary of the overall motivation level of work motivation of public secondary school teachers in Hua Hin District of Thailand	71
4.13 Differences in age and work motivation	72
4.14 Differences in gender and work motivation	73
4.15 Difference in marital status and work motivation	73
4.16 Difference in education level and work motivation	74
4.17 Difference in year of experience and work motivation	74

**LIST OF TABLES (cont.)**

<b>Table</b>		<b>Page</b>
4.18	Difference in present position in the school and work motivation	75
4.19	Comparison test showing the difference of present position in the school	75
4.20	Difference in organizational commitment and work motivation	76
4.21	Difference in school size and work motivation	76
4.22	Difference in teaching load and work motivation	77
4.23	Summary of the research result	77

## LIST OF FIGURES

<b>Figure</b>		<b>Page</b>
1.1	Conceptual Framework	10
1.2	Map Of Prachuabkhirikhan Province with Hua Hin District	17
2.1	Maslow's Hierarchy of Needs Pyramid	21
2.2	Maslow' Hierarchy of Needs	25
2.3	Cognitive Existentialism Model	31
2.4	Self-motivating and Determining Model	32
2.5	Herzberg's Two Factor Model	35
2.6	Factors Characterizing and Affecting Extreme Dissatisfaction and Satisfaction of Job Attributes	36
2.7	Adam's Equity Theory Diagram-Job Motivation	38
2.8	Vroom's Expectancy Model	40

## LIST OF ABBREVIATIONS

E-HRM	Electronic Human Resource Management
IMF	Inventory of Motivational Factors
ITE	Initial Teacher Training
MOE	Ministry of Education
N-Ach	Need for achievement
N-Affil	Need for affiliation
N-Pow	Need for power
OER	Office of Educational Reform
OEC	Office of Education Commission
ONEC	Office of the National Education Commission
SBT	School Based Training
TAT	Thematic Aperception Test
TCLP	Tennessee Career Ladder Program
TWMQ	Teacher Work Motivation Questionnaire
WMS	Work Motivation Survey
NET	National Educational Test

# CHAPTER I

## INTRODUCTION

### 1.1 Background and Significance of the Problem

Teachers should be considered one of the most important professions yet this is not the case as many teachers are dissatisfied with their jobs. Each year thousands of new teachers start their teaching careers with good intentions and high levels of motivation to contribute to the learning success of their students. Due to their eagerness and belief to make a real difference, they do not foresee the many difficulties that come with the job. The result is, when difficult challenges present themselves, they are often unprepared and with little experience become easily frustrated. Their original motivation is curtailed with difficult work assignments, bureaucratic regulations, lack of resources, and difficult students to note a few relevant issues. Most often the adjustment period is tough to get through as the novice teacher feels overwhelmed and begins to experience feelings of isolation and unclear expectations. Add all these troubles and the once motivated teacher loses optimism and becomes discouraged. The above outlined scenario is a common one and it is vital to keep teachers motivated through various means such as mentoring programs and counseling at an early stage of their careers so as retain them (Gordon, 1991).

Studies of beginning teachers from a variety of both traditional and alternative preparation programs exemplify how many teachers do not feel properly prepared to meet the challenges when they first begin teaching in their classroom. Most of the focus thus far has been on new teachers but also veteran teachers are neglected as well as they cannot keep pace with the often rapid current changes in education policy to meet the needs of the 21<sup>st</sup> Century which often bring new pressures in meeting the demands of their jobs (Berry, 2004). Some of the reasons why teachers are facing these new pressures are due to the increased multicultural mix of student populations, a lack of public support for teachers, poor working conditions, and low salaries. These are just some of the reasons why teachers become

unmotivated and attrition and turnover rates increase. In short there is a staffing crisis and it will get worse as many teachers are nearing retirement age. This is a time to understand teacher motivation so as to attract, support, and retain new teachers for the growth of the school population of the future (Zeichner, 2003).

The relevance of work motivation is crucial to the long-term growth of any educational system wherever it may be in the world. Motivation to work is very essential in the lives of teachers because it forms the fundamental reason for working in life. (Dweck, 1999)

Teaching is one of the professions that many and indeed probably even most people enter with a large measure of idealism. They seek out education as a profession not for the salary or the benefits but because they feel that teaching is their vocation, their calling. And yet despite this initial strong motivation to teach, many teachers leave the profession after a short time, often after only a year in the classroom. Nearly twenty percent of new teachers abandon the profession entirely within three years of having entered (Henke, Chen, & Geis, 2000), while as many as forty-six percent leave within their first five years (Ingersoll, 2002, 2003). Such a high attrition rate is unproductive. It is bad for those new teachers who have put considerable time, effort, and money into teacher education programs and who find themselves unemployed, often bitter, and unsure what to do about their professional futures. It is problematic for schools, who must constantly recruit new teachers, thereby expending a great amount of institutional energy simply to keep them in place or recruit new ones. And it affects the education of students, who are faced with new teachers each year and so a lack of continuity as well as a lack of the expertise that more experienced teachers could offer.

Clearly, Hua Hin District secondary teachers, schools, and students would all benefit from higher retention of teachers at all levels. But the problem of teacher retention affects not just new teachers but all teachers, who may find themselves overwhelmed and exhausted at any stage of their careers. So what would induce teachers to stay in the profession? And what would keep teachers who are in the profession happy enough so that they do not become un-motivated? The simple answer is that they would be more likely to stay if they were more motivated.

Work motivation is important to retention as well as dedication in any profession. The simplicity of the situation does not in any way negate its value. Teachers who are sufficiently motivated will stay in the profession. The question then becomes: How can teachers stay motivated? Where would the main source of teacher motivation be? In programs of teacher education? From the school districts? From the schools? From the unions? Or does each teacher have to find sufficient motivation within her or himself? Or what would be the appropriate combination of all of these factors? Another angle to look at this question would be to ask to what extent is teacher work motivation a personal matter, something that can be inculcated, nurtured and sustained, by the individual, with some help from a range of institutions, and to what extent must teacher work motivation come about through structural changes and supports.

The following overview of structural problems in Thailand schools at large suggests that structural problems must at least be seriously considered when looking at ways to motivate teachers: The real metaphor of mass public schooling is not the teacher as lighter of fires, or the teacher as planter and nurturer of beautiful flowers. It is the school as factory, the teacher as production worker (Whitehead, 2007) Schools run as bureaucracies are subject to a range of ills, dramatically and directly affecting teacher work motivation.

Research has pointed out man's inherent propensity to resist formalization, and impersonalization, and they showed the organizational "pathologies" that result from excesses in this direction. The dysfunctional consequences take various forms: the ossification of behavior, with the automatic rejection of all innovative ideas, the mistreatment of clients, increases in absenteeism, high turnover, strikes, and sometimes the subversion of the operation (Mintzberg, 1983).

Given these kinds of limiting environment circumstances, it is understandable why many teachers leave the profession far earlier than they had intended to and those that stay find far lower rates of job satisfaction than they had hoped for. What is then relevant is how many teachers find ways to remain motivated about their jobs year after year. This work is an investigation of what factors keep teachers motivated, including an examination of how different models of motivation

might be best employed to improve teachers in their jobs. This project thus blends two different tasks to answer the essential questions being posed. The first task consists of gathering data to determine the specifics of the conditions for teachers, from their average age to what services schools and the government provide to support teachers. The second task is to examine the different theories of motivation. The final step is an integration of these two tasks. Such integration should be useful in explaining the current situation for teachers in Hua Hin District. This is the more important of the two tasks, as it will facilitate the development of programs that will improve the situation for teachers in the future. The current state of public education in Hua Hin District is far from perfect, but it is also far from irredeemable.

Hua Hin's population has been steadily increasing in the last few years. In 2008 the population was 50,456 compared to the latest census recording at 85,099, a difference of 34,643 (True Knowledge, 2010). This may be beneficial for commercialism, however with the arrival of many new families establishing business or seeking employment, the enrollment of students in secondary public schools in Hua Hin is increasing dramatically. This is of great concern to the Hua Hin Division of Education as there is currently a shortage of teachers and an overcrowding of classes. Even though the Division of Education attempts to recruit new teachers, many potential candidates choose to apply to private schools with better remuneration, resources and smaller class sizes. The standard number of students in a public secondary school classroom is sixty students. Even though teachers in public schools are classified as civil servants with guaranteed employment and pension, future teachers have little incentive to choose a career in a government school. Furthermore, secondary teachers do not have the advantage of regular summer breaks as they are required to work on administrative duties as well. For these reasons, Hua Hin was chosen as an important district to study the level of work motivation of its current secondary public school teachers so as to identify areas of improvement for the purpose of policy makers to implement improved reforms to ensure the level of work motivation can be maintained and raised to ensure the retention of its teachers.

## **1.2 Research Questions**

1.2.1 What is the level of teacher work motivation among public secondary school teachers in Hua Hin District, Prachuabkhirikhan Province, Thailand?

1.2.2 Are there significant differences in levels of work motivation among public secondary school teachers working under the Hua Hin District determined by their socio-demographic factors and organizational factors?

## **1.3 Research Objectives**

1.3.1 To study the level of public secondary school teacher's work motivation at Hua Hin District, Prachuabkhirikhan, Thailand.

1.3.2 To compare public secondary school teacher's work motivation in Hua Hin District, Prachuabkhirikhan, Thailand by their socio-demographic and organizational factors.

## **1.4 Research Hypothesis**

1.4.1 There is a statistically significant difference in public secondary school teacher's work motivation based on socio-demographic factors.

1.4.2 There is a statistically significant difference in public secondary school teacher's work motivation based on organizational factors.

## **1.5 Scope of the Study**

The study mainly focuses on discovering the level of work motivation base and its relationship with demographic factors and organizational factors. The main purpose of this research is to measure the level of work motivation of the teachers teaching in public secondary schools in Hua Hin District, Prachuabkhirikhan, Thailand. This study is to be carried out in all public secondary schools. The

population of the study includes 193 teachers from public secondary schools in Hua Hin District.

## **1.6 Research Contributions**

1.6.1 To provide a high level of detail about teacher work motivation levels. While the phenomenon of high rates of teacher attrition is well known, the specific mechanisms involved are not necessarily well understood. Teaching can be a very isolating profession given that teachers spend the majority of their time with their students and not with other teachers, which means that often each teacher has to try to motivate himself or herself alone. By aggregating data on a number of different teachers, the aim is to demonstrate broad trends in teacher motivation allowing each individual teacher to learn from collective wisdom.

1.6.2 To determine the connections between teacher work motivation and larger social forces. As noted above, teacher work motivation tends to be framed as a problem of the individual. But while it is individual teachers who may face daily struggles with motivation, it is important to remember that no teacher is separate from the whole. Institutional levels of support from the government affect levels of teacher work motivation because the degree of resources that are available to teachers, including everything from funding for mentoring programs, to the provision of mental health services to teachers, to class size and so fourth affect their levels of work motivation.

## **1.7 Limitations of the Study**

The research only encompasses public secondary school teachers under the Hua Hin District school system and will not reflect all public secondary teachers in Thailand. In addition, the study is conducted during a two week period in the month of August 2010. Therefore, the study is limited to only the Hua Hin District, a semi-urban town of Thailand.

## 1.8 Operational Definition of the Terms

**Work Motivation** based on Herzberg (1959) two vector model of motivation (potential motivators and hygiene factors) refers to the degree in which an individual feels towards different facets of their job (recognition, responsibility, achievement, work qualities, growth and advancement, policies, supervision, interpersonal relation, status, working conditions, image of job and salary) which determines their work performance. Motivation is a quality people have, allowing them both to initiate and to continue pursuing an activity. People can motivate themselves by seeking, finding and carrying out work to satisfy their needs or at least directing them to expect that their goals will be achieved. However hygiene factors may be counterproductive directly affecting the initial motivation factors in the model.

**Secondary Schools** include Matthayom grades one to six and is free to all students who attend from September through late spring.

**Secondary Teacher** refers to anyone who provides instruction within a secondary school setting to the school's students.

**Age** is defined as the total number of years of age of an individual calculated from the year of birth up to the present time.

**Gender** is defined as the sex of an individual, including male and female.

**Marital status** is defined based on their relationship with/without a significant other. There are 4 possible answers, single, married, divorced and widowed.

**Education level** refers to the highest level of graduation earned by the individual. It is divided into 4 categories, Below Bachelor's Degree, Bachelor's Degree, Master's Degree and Doctoral's Degree

**Years of Experience** is calculated based on the number of years working as a teacher only.

**Present Position in School** refers to the teachers working within the secondary system with the following position titles, Senior Teacher, Teacher, and Other.

**Organizational Commitment** refers to the degree of which the employee has a feeling of belonging to the organization and his/her dedication to it, due to a sense of obligation.

**School Size** is the total number of students enrolled at the school. School size will be divided into 2 categories, small and large. Schools with less than 1,000 students will be in the small category and 1,000 students or more will be in the large category for the study.

**Teaching Load** is defined by the average number of teaching hours per week.

**Supervision** refers to the fair evaluation and comments, of the work of an individual or group of individuals. In addition, the subordinate is allowed to offer explanations on any difficulties in their work.

**Interpersonal Relations** is an association that exists between two or among more than two individuals for a period of time ranging from very brief to long-term but tending toward the long-term. This includes team work, open communication, trust and cooperativeness.

**Working Conditions** refers to the environment in which an employee carries out the duties of his or her job. These conditions are usually specified by contract, include specifications on the number of hours to be worked and how safe classrooms and facilities are to carry out duties, as well as access to required resources and manageable administrative duties and teaching loads.

**Image of Job** is the overall assessment that an employee has of her or his job, including the employee's sense of how the general public assesses the job.

**Salary** refers to a set amount paid to a worker, agreed to in advance between the worker and his or her supervisor.

**Recognition** is understood based on the positive actions of the teacher and recognized by his superiors, peers, parents, community and public with praise and rewards.

**Responsibility** includes a realm of decision making and actions for which one is held to accountable in one's area of responsibility.

**Work Qualities** is defined as the nature of the work for the teacher, weather it is challenging or routine and permits the worker to be offered a variety of

interesting projects as well as to have the autonomy to design and implement relevant work plans.

**Growth and Advancement** refers to progress towards a goal. Depending on the goal this may include upgrading a teacher's qualifications, attend relevant workshops, mentoring and promotions to achieve it.

## 1.9 Conceptual Framework

The conceptual framework of this study is developed by merging the variables from various motivation theories and related literature on motivation from the literature review. The most significant and prevalent motivation factors from the literature review are used for both the independent and dependent variables.

Independent variables are classified into socio-demographic characteristics (age, gender, marital status, education level, years of experience and present position in the school) and organizational factors (organizational commitment, school size and teaching load).

On the other hand, dependant variables have consisted of work motivation of public secondary school teacher. There are 2 aspects: hygiene aspects (supervision, interpersonal relations, working conditions, image of the job and salary) and motivation aspects (recognition, responsibility, work qualities and growth and advancement)

**Independent Variables**

**Dependent Variables**

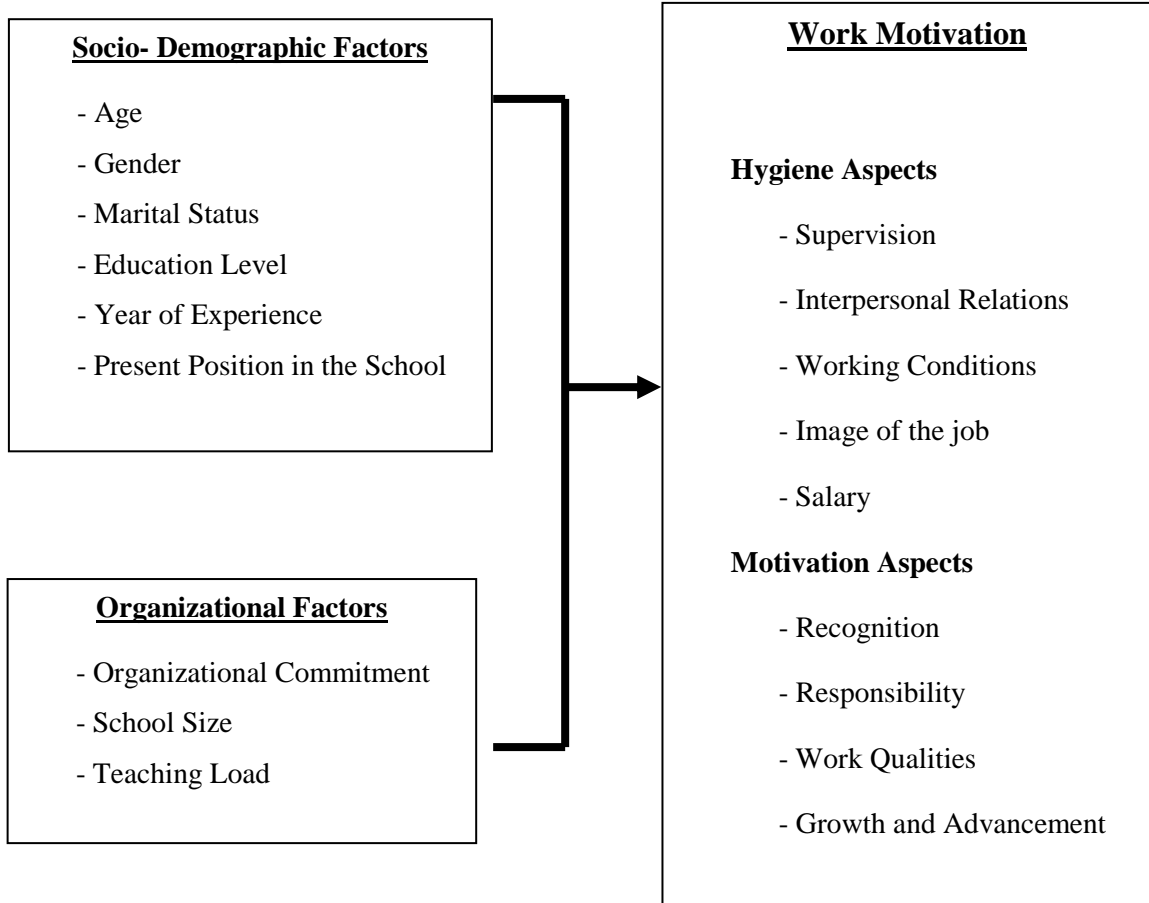


Figure 1.1 Conceptual Framework

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents an overview of the literature that is relevant to the current research, thus allowing its research and findings to build upon what has already been examined and analyzed by other researchers. This research has been organized in the following way;

#### 2.1 Background of the Education system in Thailand

#### 2.2 General Overview of Education in Thailand

#### 2.3 Development of Education in Thailand

##### 2.3.1 Teacher Certification Requirements in Thailand

##### 2.3.2 Teacher Training Development in Thailand

##### 2.3.3 Thai Government Policy on Teacher Quality Standards

##### 2.3.4 Thai Government Professional Development and Support of

Teachers

##### 2.3.5 Thai Government Resource and Support Services for

Teachers

#### 2.4 Background of Hua Hin School District

#### 2.5 Significance of Motivation

#### 2.6 Concepts and Definitions of Work Motivation.

#### 2.7 Theories of Motivation

#### 2.8 Use of independent and Dependent Variables in the Research

##### 2.8.1 Independent Variables

##### 2.8.2 Dependent Variables

#### 2.9 Measurement of Motivation

#### 2.10 Related Research

## **2.1 Background of the Education System in Thailand.**

Education is implemented by the Thai government through the Ministry of Education from pre-school to senior high school. Twelve years of standard education is ensured by the constitution and young persons are required to attend for a minimum of nine years. Formal education is split into six years of primary and six years of secondary education for a total of twelve years.

Education in a school related system is divided into four levels: pre-school education, primary education, secondary education and higher education.

Pre-school education (Prathom 1-3 for ages 6 to 8) is structured to offer child care and the initial actions to develop the readiness for physical, psychological, mental, emotional, personality, and social parts in preparation for higher levels of education.

Primary education (Prathom 4-6 for ages 9 to 11) is designed with the goal to offer a basis for students to learn and comprehend literacy and arithmetic skills. Other parts of the curriculum are added to inspire morality, ethics, basic knowledge and abilities.

Secondary education is further divided into 2 parts from its original six years; Lower secondary (Matthayom 1-3 for ages 12 to 14) and upper secondary education (Matthayom 4-6 for ages 15 to 17). Lower secondary educations fundamental building blocks are to promote student's morality, knowledge, ability and skills beyond those learned at the primary level. As well as to identify their needs and interests, to be honed in on their aptitude in both vocational and general education, in addition to developing their work and occupational practices relevant to their age. Upper secondary primary purpose is to enable students to advance as per their aptitude and interests, and acquire the foundation for further higher education for working and pursuing a career. And again to continue to promote their morality, ethics, and social skills needed for a career and leading peaceful social lives.

Admissions to an upper secondary school are done through an entrance exam and the student must pass the NET (National Education Test) after each level to advance and graduate.

Educational institutions in conjunction with specific curriculum for each level and type of education are developed in relation to curriculum objectives. A note

of distinction in the Thai education system is the concept of “education from the way-of-life learning process” is applied through self-learning from multiple sources of knowledge and surroundings related to ways of life existing naturally to enhance the learning experience. (MOE, 2010)

## **2.2 General Overview of the Education System in Thailand**

In the last thirty years, Thailand has made worthy progress in offering basic education to a large percentage of its youth population. In 1998, 91% of primary and 72% of secondary students were in schools (ONEC, 1998). This success was primarily achieved by offering 45,577 preschools, 33,840 primary, 10,109 lower secondary and 2,563 upper secondary schools. In these numbers include both private and public institutions located in both very rural and large urban areas with either a very small number of students up to a school with a thousand or more students.

The Thai government in providing this many schools also facilitated the hiring of teachers to teach in them. During this massive education reform period, the manpower figures comprised of 71,906 pre-school, 254,435 primary, 39,870 lower secondary and 85,569 upper secondary teachers with multiple levels of skills and qualifications. (ONEC, 2001)

From early 2001, the Ministry of Education put fourth and developed the new national curriculum. Some of the best improvements were from 2001 to 2006 in education including, increased use of technology and more qualified native foreign language teachers for foreign languages to exemplify. However the attempts to decentralize the education system did very poorly and its education system took some dishearten set backs but was still in a trial period of improvement but then re-established itself in 2008 with the newly formed coalition People’s Power Party (MOE, 2009). The party has since allocated additional funds, increased the number of teachers and made improvements to the national curriculum.

## **2.3 Development of Education and Teachers in Thailand**

Historically, education in Thailand was managed both at home and by Buddhist monks at local temples. The main area of education at home pressed upon general knowledge needed for daily life, including farming techniques. The monk's area of learning aimed at moral behavior and Buddhist teachings. Only in the nineteenth century did relevant changes occur due to modernization and formal education was recognized as a critical factor in its process to produce civil service workers as noted in Walsh (2005). In the beginning a limited number of schools were established with a curriculum and students were compulsory committed to four years of schooling. The purpose of creating civil servants for work in public administration was both successful and of benefit for the governments needs during this time period. However, only when Thailand achieved much more advanced democracy did compulsory education become a mainstay and begin developing mass education for its people and set criteria's for teachers.

### **2.3.1 Teacher Certification Requirements in Thailand**

The Rajaphat Universities are the main institutions administering and managing the teacher training colleges to produce teachers for the Thai education system. The universities curriculum provides programs covering courses in teaching methodology, school administration, special education, supervised practical teaching experience, and education subjects including languages, humanities, social sciences, mathematics and technology. Two separate programs exist to become either a primary and lower secondary teacher or upper secondary school teacher.

Before a potential primary or lower secondary teacher candidate can be admitted into the program they must have achieved upper secondary education to be granted the permission to enroll into the basic two year programs to obtain the Higher Certificate, or also recognized as a Diploma in Education or Associate's Degree.

Upper secondary school teachers must obtain a four year Bachelor of Education degree offered by the government at either teacher training college or from a faculty of education at a university. In addition should a candidate already have a bachelor degree in another field, they must return to university for an additional one

year, full-time, teacher training program to receive a Bachelor of Education Degree (ONEC, 2004).

### **2.3.2 Teacher Training and Development in Thailand**

With the growth and advances in the Thai education system it was evident to increase the number of teachers needed to work in them. The main drawback of this positive major growth was the lack of qualified teachers, but candidates are hired nonetheless to meet the demand. The issue of quality may have been compromised due to a lack of teacher training but many of the candidates did possess some relevant qualifications ranging from diplomas to master degrees. Furthermore the training and development of new teachers was not the only concern. Existing teachers also needed to be re-trained to keep pace in an increasing global knowledge based society making the task twice as difficult, to have to train both current and new teachers entering the profession (ORIC, 2001). The solution was for the Thai government to establish Rajabhats (Teacher Training Colleges) through the Office of Rajabhat Institutes Council (ORIC) under the guidance and supervision of MOE. The Rajabhats offer pre-courses and in-service teacher training. There are thirty six Rajabhats throughout Thailand to meet the demands of the Thai education system now and in the future (Fry, 1999). The main factors in providing teacher development are in the jurisdiction of the Rajabhats and other faculties of education from other institutions as a form of support and checks and balances. In addition to the university requirements for teacher qualification, the in-service teacher development shifting to school-based training (SBT) for both new and seasoned teachers , a pivotal reform for the future success of ensuring teachers are properly trained for the current and future educational needs of Thailand's educational system. (MOE, 2010)

### **2.3.3 Thai Government Policy on Teacher Quality Standards**

The Office of Educational Reform (OER) under the authority of the MOE formed the Council of Teachers and the Office for Welfare and Security Promotion of Teachers and Educational Personnel for the purpose to perform both institutional development and development of professional standards and ethics. The council is mandated for drafting and implementing professional standards with the authority to

issue or revoke professional teacher licenses, as well as to survey and observe professional standards and ethics. As outlined in (OEC, 2004), the main features to be monitored are; academic background and professional experience, teacher's experience, teacher's behavior, teacher mentoring, professional control, accreditation, and continued professional development.

#### **2.3.4 Thai Government Professional Development and Support of Teachers**

The Thai government implemented the Institute for Development and Promotion of Teachers, Faculty Staff and Educational Personnel to develop and support teacher's needs (OEC, 2004). The main criteria were to provide funding to support education, training and observation tours within Thailand and abroad to gain insightful knowledge for teachers, faculty staff and educational personnel. The aim was to allow educational civil servants the opportunity to gain confidence to initiate, innovate, and recognize comparative achievement quality to be applied within their own workplace resulting in greater satisfaction in their own disciplines and careers motives. In addition scholarships for master's and doctorate degrees in areas of science and technology and academic training activities are offered to qualified teachers through two projects; Training of Teachers with Special Talents in Science and Technology, and Development and Support of Teachers with Special Talents. Furthermore, multiple teacher-training activities have been organized between the MOE and international bodies. Part of this initiative includes self-study English kits labeled "English through Entertainment" consisting of teaching plans and videos.

#### **2.3.5 Thai Government Resource and Support Services for Teachers**

A more recent report, Investment Plans under the 2<sup>nd</sup> Stimulus Package of Economic Reform 2010-2012 (MOE, 2009), outlines in project 1 to increase development and support of teachers. It states to motivate current teachers by recruiting the above average students to better the standard and quality of the teaching profession in Thailand. In doing so, it will parallel this goal to increase the manpower at schools so as to give current over worked teachers more time to plan and teach to be more effective in the classroom.

Attached to this new technological resource support is E-HRM (Electronic Human Resource Management), to construct manpower framework, producing, seeking, employing, improving teachers and offering a better quality of life. This system function is to secure and maintain professional dedicated and socially adept teachers who value their work and continually produce high quality academic work. To compliment this ingenuity, the MOE will also offer new teaching techniques, with access to more learning resources such as public libraries and educational media to expand knowledge access.

## 2.4 Background of Hua Hin, Prachuabkhirikhan, School District



**Figure 1.2** Map Of Prachuabkhirikhan Province with Hua Hin District.

Source: [www.hua-hin-map.com](http://www.hua-hin-map.com)

Hua Hin Town is located on the coast of Hua Hin District with a population of approximately 84,883 (Wikipedia, 2010) in an area of 87 kilometers squared. It is one of the eight districts (Amphoe) of the Prachuabkhirikhan province. Based on statistics there are a total of nine public municipality schools providing primary, lower and upper secondary education to 6,459 students taught by 298 teachers (Division of Education, 2010). Of the total number of students, 1003 are enrolled in secondary public schools taught by 193 secondary teachers. All the schools are easily accessible by road.

This district was primarily chosen as it has had a dramatic rise in population within the last few years due to increased property and business development. This has caused an increase in student populations as families move to Hua Hin Town for work from surrounding provinces as it offers more attractive

opportunities than in other towns or provinces. In addition, the access to school administrators, teachers and schools was also important to be able to collect data for the study in an urban area with current records.

## **2.5 Significance of Work Motivation**

The significance of work motivation is of great importance for the educational institution, the teacher and the student. For the institution it means achieving national standards, for the teacher it represents fulfillment in their work and for the student, success in educational achievement.

An integral aspect of the education management process is the management of teachers. It is essential to recognize the human element as the main source for improvement within educational organization and its educational goals. As stated in (Bowen & Radhakrishna, 1991), motivated employees ensure institutions survive. Motivated employees produce more quality work. Motivating employees is arguably the most demanding function an administrator must initiate while constantly applying motivational techniques as employees motivational behaviors are fluid and not overtly transparent. Ongoing assessment is continuous to ensure educational institutional success.

For an educational organization to fulfill its objectives it must instill a sense of cooperation and commitment from its staff otherwise efforts will be counterproductive without the full support of teachers. Without work motivation many aims will not be achieved by educational institutions, teachers and students. Luthans (1998) assessed motivation to be the catalyst to awake, stimulate, direct and maintain high levels of positive action behavior and enhanced performance tasks. To understand and develop effective work motivation increases job satisfaction as well as commitment of the teacher at their educational institution making the study of work motivation significant for the betterment of education.

## 2.6 Definitions and Concepts of Work Motivation

From reviewing the literature, understanding what motivates employees and how they are motivated has been the focus of many researchers. Personal motivation is a dynamic and highly developed field bringing together a web of disciplines to continue adding to previous research so as to remain as current as possible for defining and conceptualizing work motivation as it is in a constant state of fluxuation as goals and priorities of individuals are continually changing and effecting behaviors causing motivation to be difficult to have one specific definition or one precise theory for all workers.

Bassett-Jones & Lloyd (2005) offered that Herzberg and other content theorists suggested a more complex interaction definition from both internal and external factors, and explored the possibilities of individuals reacting to different internal and external stimulus. However in comparison, process theorists like Vroom initiated internal factors as the reason for person's behaviors patterns.

While Greenberg and Baron (2003) stated motivation can be defined in three parts. They are the drive and energy of the individual actions, behavior directed by the choices individuals choose and the length of time an individual chooses to maintain the behavior to achieve their goals.

Though Young (2000) stipulated motivation can be defined in multiple ways depending on who is asked. Along this line of thinking, motivation is a force within the individual authorizing the level, direction and strong willed effort spent on the work.

But Luthan (1998) defined motivation as, a process that begins with a physical disadvantage or a need triggering a behavior to propel an individual to decide and reach their goal.

While Lock (1968) cited in Wofford (1992) proposed only goal setting was enough to create a feeling of motivation.

Back to a simpler definition, Shamir (1991) presented his findings stating, that a task can be motivating only because the individual finds meaning in it, and not from the intrinsic rewards it may offer.

However Sylvia and Hutchinson (1985) concluded teacher motivation stems from the freedom to experiment with new ideas, increase and success of new responsibilities with elements of intrinsic self determinants.

This is in agreement with Campbell and Pritchard (1976) who defined motivation as a construct of psychological processes and affecting initiation, direction, intensity and persistence of behavior.

While Guion & Landy (1972) hypothesized that work motivation was a function of work purpose reinforcing Maslow's theory. The original motivational literature linked work itself as the main motivator.

Additionally, Maslow (1971), individuals who do not recognize the workplace as meaningful and purposeful will not maintain professional standards.

In review of these definitions, when looked at holistically, the underlining theme of work motivation reflected motivation to be goal oriented with outlines to attain success in pursuing desired goals while dependant on some freedom at the work environment. With the tremendous number of theories to consider, one needs criteria to evaluate them all. It must be criteria with the ability to identify which theories have the most predictive and which have no validity depending on its purpose (Furnham, 1999).

It is evident from the wealth of theories for possible inclusion in this research the researcher must be selective in choosing the appropriate grouping in providing a more in-depth review of the theory literature and for this reason the main focus has been to present the Need theories with the best influence in explaining and speculation of work motivation in the following section.

## **2.7 Theories of Motivation**

Eight major approaches are presented to ensure a holistic in-depth explanation of work motivation leading to our understanding of motivation are Maslow's Needs Hierarch, Alderfer's ERG Theory, McClelland's Acquired Needs Theory, Cognitive Evaluation Theory, McGregor's Theory X and Theory Y, Herzberg's Motivation and Hygiene Factor Theory, Adam's Equity Theory and Vroom's Expectancy Theory.

### 2.7.1 Maslow's Needs Hierarchy Model

Maslow is considered to have introduced one of the best well known theories of human motivation. It is one of the most widely recognized and referred to works in motivation theory, first published as ‘A Theory of Human Motivation’ in 1943. (Denhardt, 2008)

His model was fundamental to research in explaining in general terms human needs and why they were motivated to take actions. Maslow's hierarchy theory provided several layers of motivational predictors (Wahba & Bridgwell, 1976).



**Figure 2.1 Maslow's Hierarchy of Needs Pyramid**

Source: [www.timebon.com/maslow.htm](http://www.timebon.com/maslow.htm)

Maslow's overarching assumption about what underlies human motivation was humans are directed to take action resulting in fulfilling underlying needs (Maslow, 1954). Maslow's model was only one of the possible models (Goble, 2004). Perhaps the best way to explain this model is to use an analogy from chemistry. In a needs-based model, humans can be seen as neutral (i.e. balanced) atoms (Maslow, 1943). This sometimes upsets a balance state which is also called homeostasis. For example, a person becomes thirsty or scared. Thus a person is missing something that must be replaced through a certain set of actions. Motivation arises as the result of this lack and the person attempts to recover the balanced state in the same way that an

atom that has been turned into an ion seeks to return itself to a neutral state (Maslow, 1971).

Maslow added a number of details to this basic model because he recognized not all needs are equal: This is why he created a hierarchy of needs. It is worth noting Maslow's research was based not on abstract theorizing as had been the case with earlier psychologists like B.F. Skinner, but on large data sets derived from his works with a range of subjects. Maslow's hierarchy was almost always represented as a pyramid with the most primary needs at the bottom, although it was also sometimes inverted so that it resembled a funnel, with the primary needs at the top (Goble, 2004).

These primary needs are the ones that Maslow called physiological needs, breathing, water, food, sleep, and shelter. What was innovative about Maslow's model was his insistence that human motivation arises when these basic needs were not met. And, moreover, those "higher" needs will be set aside until the basic needs are met (Maslow, 1954; Maslow, 1971).

These are labeled as the most basic needs and it might not initially be seen in what they have to do with workplace motivation (Maslow, 1943). The meeting of basic needs is highly relevant to workplace motivation (Maslow, 1971). If a worker is not given enough time to eat a nutritious lunch, or time to get a drink of water, then his or her most basic needs are not being met (Goble, 2004).

When this was the case, of a basic need not being met, people were motivated as Maslow argued to meet only those basic needs. When these most basic needs were met, an individual could move on to attempt to satisfy issues surrounding safety. Again, this next level of needs is one fundamentally relevant to the workplace. It included a sense of health, personal financial security, employment and access to resources.

It should be pointed out here that there is absolutely nothing wrong with a person being motivated to satisfy more basic needs before moving to satisfy "higher" or more abstract needs (Maslow, 1943). This tendency to see to the most basic of our needs first arises from the fact that humans live in physical bodies and as such are subject to the same needs as other living creatures (Maslow, 1954).

The third level of needs Maslow outlined were social needs such as friendship and intimate relationships (Maslow, 1971). Given that many people's most important friendships come from the workplace, this is a relevant issue to teachers' motivation. However, if the first two layers of needs are not being met, then workers would not have the motivation to make social connections, which would limit their overall motivation.

The highest level of human motivation, according to Maslow, was the need for activities building esteem. This was sometimes described as the motivation to work towards a sense of belonging. Workplace motivation equated to the level needed by the worker. And it is true workers are motivated to receive various forms of praise in the workplace. But this level of need can be met in less formal ways as well (Maslow, 1943). Being well regarded by other workers was also considered a motivating factor to strive for.

Finally, Maslow argued, when all other needs are met, humans will reach toward what he called “self-actualization”, the motivation to become the best possible version of ourselves.

Even though Maslow's theory is still somewhat popular today, the replication of studies using need-based theories does not offer strong support for its use (Naylor, 1999).

### **2.7.2 Alderfer's ERG Theory**

Clayton Paul Alderfer (1980) expanded and refined Maslow's theory. Alderfer built upon Maslow's categories so that his most basic ones (the physiological and safety needs) became Alderfer's “Existence” category. Maslow's intimacy and esteem categories became Alderfer's “relatedness” category. Alderfer's “growth” category replaced Maslow's self-actualization level. In addition to collapsing Maslow's categories, Alderfer also made more explicit something that was at most implied in Maslow's model. Alderfer argued that people would “regress”. If an individual could not meet her or his needs in a higher level, then that person “regressed” to a lower level and dramatically increased efforts at that lower category. This can be seen as a sort of compensatory strategy: If one cannot achieve the top goal, then the individual tries to make do with an additional focus on secondary goals.

**Table 2.1 A Reorganization of Maslow's and Alderfer's Hierarchies**

Level	Introversion	Extroversion
Growth	Self-Actualization (development of <u>competencies</u> [knowledge, attitudes, and skills] and <u>character</u> )	<u>Transcendence</u> (assisting in the development of others' competencies and character; <u>relationships to the unknown, unknowable</u> )
Other (Relatedness)	Personal identification with group, significant others (Belongingness)	Value of person by group (Esteem)
Self (Existence)	Physiological, biological (including basic emotional needs)	Connectedness, security

Source:[http://tabacco.blogcity.com/maslows\\_hierarchy\\_of\\_needs\\_\\_physiological\\_level\\_1\\_to\\_selfact.htm](http://tabacco.blogcity.com/maslows_hierarchy_of_needs__physiological_level_1_to_selfact.htm)

The above visualizes how the two models are connected both to each other and to the personality types of introvert and extrovert. This table is especially useful in terms of helping individuals see where they might fit in terms of the work place. All individuals have basic needs and according to both Maslow and Alderfer, seeked to meet those needs before they could do anything else in a focused way (Alderfer, 1980). But what we might call the content of human motivation and need differs. So while an introvert needs to have his/her basic needs met, she/he will visualize these needs in a relatively solitary way. To simplify this concept to its very basic level, an introvert will do what she/he needs to get food for dinner. But an extrovert seeking to meet the same needs will seek company for dinner with equal fervor as he/ she seeks the food (Alderfer, 2005).

This was an important distinction that Alderfer helped to cement in his analysis of human motivation. Not this particular distinction between introversion and extroversion, although it is in itself important, but not on the insistence on the fact that all humans are motivated to meet their needs in a certain order, but how each of us defines "basic" or "fundamental" needs in different ways. While it is intuitive that at the "higher" levels of motivation (such as self-actualization) there would be differences among groups of people, actualization is a rather abstract concept (Alderfer, 1980).

Alderfer argued there are important distinctions in terms of human motivation because of the differences experienced in the understanding of basic

needs. Workers were unified in their tendency to regress to lower needs when attempts to satisfy higher needs were frustrated (Alderfer, 1980). The relevance of this model of human motivation to the current research in the following table helps to explain the ways in which Alderfer divides the layers and levels of human motivation. Reading across this table, a better understanding on the ways in which this model of human goal-seeking and motivation can be translated from the abstract into the particularities of a workplace.



**Figure 2.2 Maslow' Hierarchy of Needs**

Source:[http://tabacco.blogcity.com/maslows\\_hierarchy\\_of\\_needs\\_\\_physiological\\_level\\_1\\_to\\_selfact.htm](http://tabacco.blogcity.com/maslows_hierarchy_of_needs__physiological_level_1_to_selfact.htm)

Beginning at the bottom layer of existence, there are clear implications for the work place. When workers are bettering themselves, they would most probably like to believe that they appreciate the rewards that others receive without begrudging them these rewards or without secretly assessing whether what other people receive is being directly deducted from their own portion (Alderfer, 2005).

The next level up for Alderfer was his category of “relatedness” as a force for human motivation. This is an important vector for motivation for workers as they value their friendships with other workers and a shared sense of collective purpose. To be a worker is to be a part of a team. In general teachers are motivated to form strong communal ties and feel a significant amount of reward from these connections. Workers who have a high sense of relatedness tend to be highly motivated overall.

In following Alderfer's model, it is seen how when higher-level needs are not met, lower-level needs tend to interfere with the motivation to pursue higher level needs (Alderfer, 1980). Thus while workers are motivated to make connections, they may be prevented from doing so by competition for resources (Alderfer, 2005). Divisions among workers, between different departments, between new and established workers, could prevent authentic relationships from being made. And when this happens, workers revert to the “existence” level of needs, trying to assure for themselves the largest possible piece of the time.

The same dynamic exists at the next level of Alderfer's model, that of “growth”. When workers were blocked from achieving their goals of meeting connectedness needs, they became more focused on the “existence” levels. This made it even harder for workers to be motivated to reach for the goals at the “growth level”. Ironically, under Alderfer's model, workers who were able to concentrate on the highest goals would find themselves both highly motivated and much happier since the goals at this level are fundamentally satisfying in part because they were precisely these kinds of goals that attracted people into the profession. But encountered obstacles at lower levels. Thus Alderfer's model suggests that workers were caught in a dichotomy (Alderfer, 2005).

This model is useful as it allows researchers to see why some workers seem to get ensnared; struggling over the basics and lost their motivation to reach the highest goals of the profession that had originally drawn them in. The most useful aspect of these two models, Maslow's and Alderfer's, was that they underscored the fact that human motivation is not a homogeneous, undifferentiated force or drive but must be considered to be a complex and stratified aspect of human nature.

### **2.7.3 McClelland's Acquired Needs Theory**

Davis McClelland's (1961) model followed in the mode of Maslow and Alderfer while also contrary to them as he argued certain needs differ from individual to individual. He argued, all people humans are dominated by three needs. This model was also sometimes referred to as the "Three-need theory". The importance of his theory was twofold. The way in which he categorized basic human motivation was intrinsically interesting. But there was also the important addition in this model that needs were acquired or learned rather than innate. Maslow and Alderfer did not explicitly focus on the fact that the needs that they outlined were innate, but the purpose of their models was, humans come into the world with the needs that they outlined and in the order or hierarchy that they have delineated (McClelland & Burnham, 2008).

Beginning the examination of his model with a description of the three needs that he saw as central to human nature and human motivation, McClelland believed that while all humans were motivated to fulfill each of these three needs, workers each balanced these three needs differently, so that while some people were highly motivated to achieve their goals others were much more highly motivated to have important relationships in their lives. Why some people are more motivated to have one need fulfilled and others a different one is a complex one. McClelland seemed to at least have believed that the major impetus for why each worker needs or beliefs that she or he needs, that power rather than relations arises from our personal experiences, although he did not preclude the possibility that there were also innate elements in individual's make-up, shaping our motivations (McClelland, 1961).

McClelland argued that one of the three prime motivators of human nature were what he referred to as the need for achievement or N-Ach. This need is the motivation to achieve what is important to the person. However, there was another element to McClelland's N-Ach category, which was that this motivation has in it the idea of success. And while success can be defined in purely internal terms, it tends not to be. For example, a person might decide that she wants to run and complete a marathon because she has been reading inspirational stories about runner. So she/he trains and enters, and indeed completes a marathon. This can be as an internally defined motivation in terms of N-Ach category (McClelland & Burnham, 2008).

However, it is almost necessarily the case that as she/he runs the race, she/he begins to compare her pace and effort against other runners: She/he begins to define success not in terms only of her/his own goals and motivations but also in terms of other people's performance. Many people are motivated to begin with a concept of success that is defined vis-a-vis others.

Another very important aspect of McClelland's model, an aspect of his model that sets it apart from those of Maslow and Alderfer, was McClelland understood that both goals and motivation are influenced, often to a fundamental degree, by the culture in which a person was raised and lived. In a culturally diverse workplace, there will be a variety of differing motivations depending on both individual preferences and experiences as seen through the filter of differing cultures (McClelland, 1961).

McClelland's further defined people who were motivated toward the fulfillment of the goal of N-Ach as the kind of person who sets reasonably goals .Goals that are sufficiently high to challenge the individual but with a high but not impossible level of effort to be achieved. In other words, a psychologically well balanced person, one who wants to extend her or himself to the extent of her/his limits, but then to be rewarded for these efforts (McClelland & Burnham, 2008).

McClelland understanding of this form of human motivation, as well as his other two categories, were both psychologically more astute and more refined than that of Maslow or Alderfer. An important aspect of this psychological acuteness was that he understood that a person will not feel any sense of accomplishment if she/he thinks that success is unearned (McClelland, 1961). And a major barrier to feeling that success was earned was the feeling that luck or fate played a greater role than one's own effort. Thus an important part of N-Ach is that the person feels that there was no significant amount of luck.

Another aspect of this form of human motivation was that people who were primarily motivated towards achieving goals defined as N-Ach were also highly motivated towards working with other people whom they considered to be high-achievers who were motivated by similar goals. McClelland also argued that people who were primarily motivated to achieve goals do not need praise or outside inducements (McClelland, 1961). Some people need less, and sometimes significantly

less, external motivation than do others and not anyone is entirely unaffected by honest and authentic motivation.

The next category of human goal-seeking or motivation, according to McClelland was the need for power, or N-Pow. In general, this can be seen as the motivation to lead other people in concerted efforts so that the individual believes that he or she has made an impact in an arena that is important to the individual (McClelland & Burnham, 2008). This motivation can actually be acted out in two different ways, one much more benign than the other. The less benign of these forms of N-Pow is the desire to have power over others (McClelland, 1961). People who are motivated in this way can be highly disruptive in any workplace.

This leads to an important point so far not discussed. It is assumed that motivation is a good thing: When a worker is recognized as being “motivated”, it is generally believed to be about a valued employee. But it is perfectly possible for a worker to be motivated to act in ways that are entirely counterproductive (McClelland & Burnham, 2008). Thus one of the aspects of researching human motivation as it applies to a productive workplace is not only how one determines and encourages what might be called pro-social motivation but also how one determines and discourages anti-social motivation.

The second need for power or N-Pow is the motivation on the part of an individual to gain not personal power but institutional power (McClelland, 1961). People who are motivated to gain this type of power are also motivated to work towards the fulfillment of the objectives of the workplace or organization as a whole. At first, this form of power or motivation might seem to be a universally good one. After all, who doesn't want a worker who is in tune with the goals of the organization? However, in reality, the issue is a rather more complicated one given that there is rarely a single goal for an organization. Thus an individual who focuses with a high degree of intensity on one of the organization's goals to the exclusion of others may in fact be a disruptive force in a workplace (McClelland & Burnham, 2008).

McClelland's third form of motivation is what he called the need for affiliation, or N-Affil. People who are high in this form of motivation are focused most highly on their relationships with others. Many people who go into the workforce are highly motivated by their desire to have strong and supportive

relationships with others. McClelland believed that people high in N-Affil are good team players and will have an easier time subsuming their own personal desires to what they perceive to be the good of the organization (McClelland, 1961).

Again, the individual who is motivated along these lines might seem to be an ideal worker. However, McClelland made it clear that the overall picture is more complicated than this. For while it is important for workers to come together in a team, it is equally important for individuals to stand up for what they believe. Those high in N-Affil are good team players, but they are also highly inclined to be conformists. They are also inclined to make decisions and act in ways that will make them popular with their fellow workers. Such decisions may or may not be in the best long-term interests of the organization.

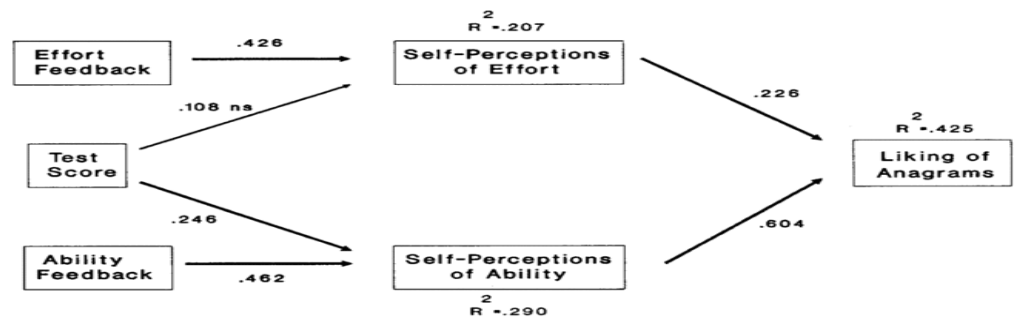
A final word about McClelland's work in terms of explaining human motivation was his use of the Thematic Aperception Test, or the TAT (McClelland, 1988). McClelland, to a much greater degree than either Maslow or Alderfer, was concerned with psychological nuances in terms of human motivation and so was concerned with tests or instruments that could determine how people assess both their internal states as well as their assessments of how other people think and that motivates them. The TAT consists of a number of different types of assessments. A number of these tests include showing a test subject an ambiguous picture and asking the subject to interpret what it means.

#### **2.7.4 Cognitive Evaluation Theory**

Cognitive Evaluation Theory is a version of Self-Determination Theory, which in turn is a part more generally of humanistic psychology (Deci & Ryan, 1985). This group of theories is unified by the belief that people have an inherent push towards growth: Workers are each motivated by internal influences rather than by external forces (Deci, 1975). To some extent this was a turn toward the underlying model Maslow was using: It is implicit in his model that the kinds of needs that he was referencing, and the associated motivations, are ones that arise from within ourselves rather than being imposed from the outside.

Researchers who worked with self-determination models are explicit that motivation arises from within the person. A consequence of working with a model, if one wishes to motivate someone then one must emphasize and support the internal impetuses for motivation rather than relying on external rewards (Deci & Ryan, 1985). The advantage for managers in believing in such a model, regardless of its possible accuracy: If people are responsible for their own motivation, then this fact reduces the responsibility of managers to do anything.

Cognitive Evaluation Theory, in addition to underscoring the ways in which each person is responsible for his or her own goal-setting and motivation, is also responsible for his or her own self-determination (Deci, 1975). In very broad terms, the individual is responsible for the process of who they become. Exemplified are elements of existentialism in this type of model. The following diagram is one way of displaying a cognitive evaluation theory in terms of the kinds of feedback that help a person remain self-motivated and self-determined.



**Figure 2.3 Cognitive Existentialism Model**

Source: [http://psycnet.apa.org/journals/psp/62/3/images/psp\\_62\\_3\\_402\\_fig6a.gif](http://psycnet.apa.org/journals/psp/62/3/images/psp_62_3_402_fig6a.gif)

Another graphic representation of the dynamics involved in a self-motivating, self-determining system is follows:



**Figure 2.4 Self-motivating and Determining Model**

Source: [http://www.acl.icnet.uk/images/rags\\_fig1.gif](http://www.acl.icnet.uk/images/rags_fig1.gif)

The description of such a model by researchers who used models like this are focused on how people are motivated by intrinsic rather than extrinsic factors. Deci & Ryan (1991) argued that the primary motivating forces are universal, innate, and psychologically as opposed to physiologically based. Thus those arguing for models of intrinsic motivations are arguing against the idea of acquired or learned motivations. Deci & Ryan (1998) described these innate, universal needs as the need for relatedness, a common motif in all of the models examined so far, need for autonomy which might be seen as an analogous to the need for self-actualization, personal growth and the need for competence. This might be seen as a combination of the need for power for the motivation to be achieved.

What causes people to be motivated on their own? What gives rise to an internal sense of determination? Researchers in this arena are not entirely clear about this (Deci & Ryan, 1985). Indeed, this is a general failing in the entire field of motivation research: Researchers tend simply to posit that motivation is more intrinsic than extrinsic or innate rather than learned, or the reverse, without hard empirical evidence to support such claims.

Cognitive Evaluation Theorists seemed to have simply posited that motivation is internal. To some extent they were on the right path, because there are intrinsic elements to all human behavior. But it is hard to see that intrinsic motivations

are as specific as this group of theorists argues them to be. It may be problematic that cognitive evaluation theorists believe that external or extrinsic motivations can be internalized or made intrinsic in a very specific way (Deci & Ryan, 1985). Again, as noted above, these sets of models are capable to appeal to managers but are much less favorable for workers. Deci (1975) and Ryan & Deci (2000) both posited that managers can transform specific extrinsic motivations such as the desire to make a certain level of profit for a company, for example, a goal that would be rewarded by a certain raise in salary into an intrinsic need such as the need to feel competence. Openness to the idea that the need to feel competence is innate and universal; it may not be so for extrinsic goals, which are determined and unique by other individuals, can be matched up seamlessly to intrinsic needs. Certainly a good deal of management theory is devoted to the idea that the goals of managers and/or organizations can be transformed into the intrinsic motivations of workers. Certainly one of the basic motivations in human life is to feel connectedness or relatedness or affiliation, all of which have been cited by the various authors examined.

### **2.7.5 Douglas McGregor's Theory X and Theory Y**

Douglas McGregor (1960) is likely the most relevant academic to have developed Maslow's needs hierarchy in relation to organizational behavior approaches (Ott, 2007). McGregor produced two theories to explain employee motivation. Both of these theories start with the idea that management's role is to put together the factors of production, including people, for the economic prosperity of the firm. Then the two theories of management split into X and Y.

Theory X states workers are lazy, selfish, and try to avoid work if they can and are easily distracted and need to be directed and controlled. This style of management forces the manager to outline the tasks and responsibilities of the worker. However this method can lead to a lack of trust by the manager of the worker. (Scott & Davis, 2007)

Theory Y states workers are self-motivated, ambitious, accept greater responsibility with enthusiasm and have directional goals increasing self motivation. Managers applying Theory Y the work itself is motivating and will tend to develop better working relationships with their staff. In addition, within the correct setting, the

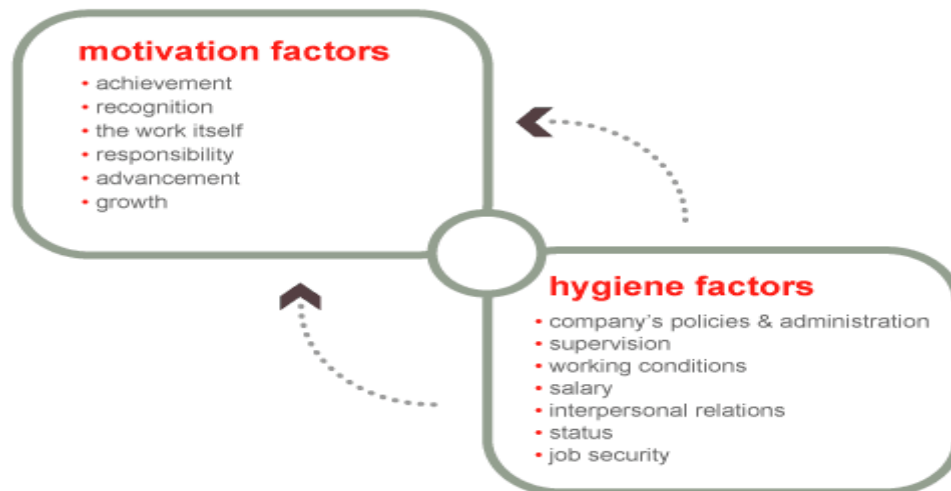
managers will allow for more creativity and offer enhanced resources to allow workers to be more productive, thus stimulating them to be more motivated due to increased work autonomy and flexibility in day to day work activities (McGregor, 1960)

### **2.7.6 Herzberg's Motivators and Hygiene Factor Theory**

Herzberg (1966) theory was strongly influenced by both Maslow and McGregor when he put fourth his own theory of motivation called the motivation-hygiene theory. The theory was strongly influenced by need fulfillment because of his interest in the best way to satisfy workers.

With the introduction of Frederick Herzberg's model of motivators and hygiene factors, it became an important new aspect into the concept of human motivation. He argued that any accurate model of human motivation, especially as it is applied to the workplace, must be what he called a "two-factor model". Such models include what one might call "push" as well as "pull" factors. In other words, motivation arises both in terms of what we want as well as in terms of avoiding things that we don't like the "push" factors (Herzberg, 1959).

While the models examined above can be mapped along a single vector ,essentially like a number line with positive values on one side and negative values on the other, Herzberg's model can only be mapped along two separate lines or vectors or, using the term in a general rather than a mathematical sense or dimensions (Herzberg, 1987). One of these vectors is satisfaction, ranging from zero through an infinite positive realm. The other is dissatisfaction, or a scale that also goes from zero to infinity. Although a high ranking on this second scale is highly detrimental. The following diagram suggests how these two factors can related to each other in the workplace.

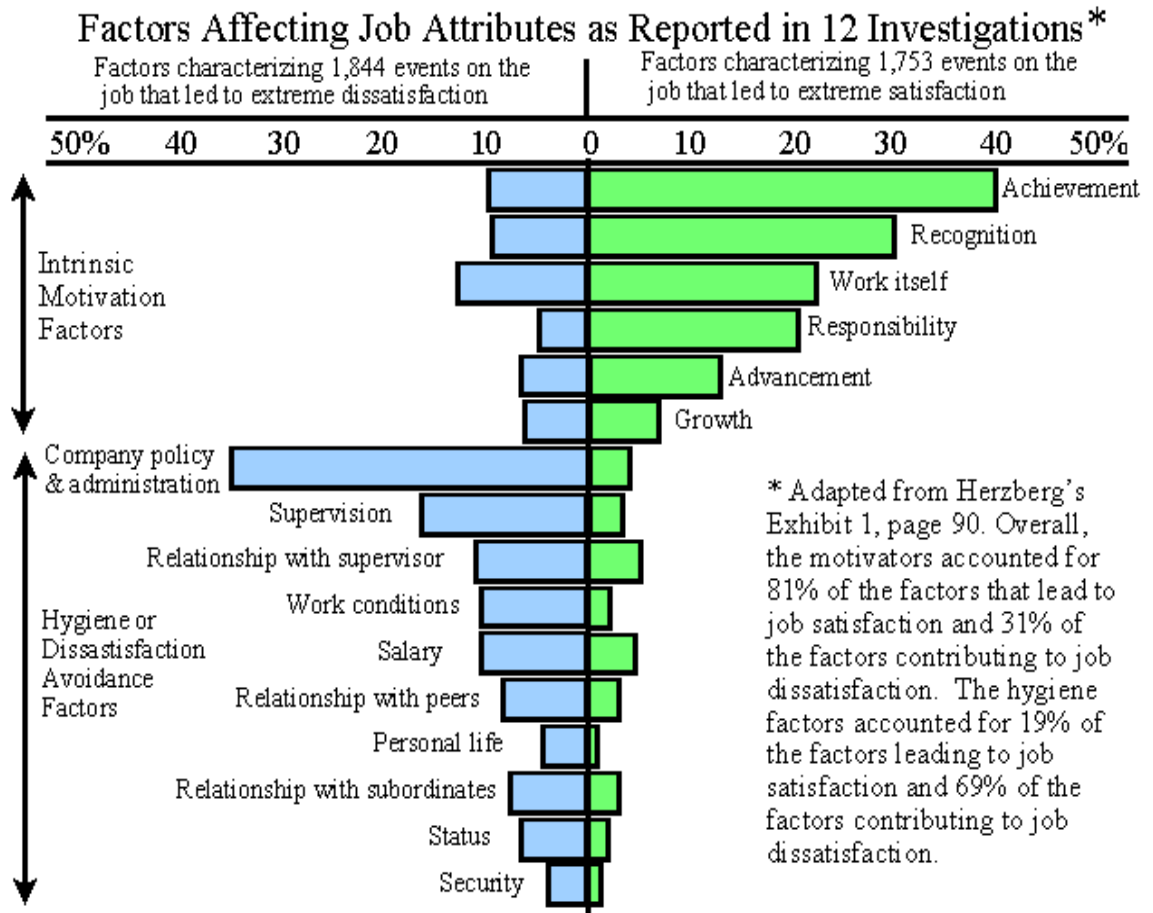


**Figure 2.5 Herzberg's Two Factor Model**

Source:[http://www.provenmodels.com/files/1e32874bce917e1675a62f04ca026232/motivation\\_hygiene\\_theory.gif](http://www.provenmodels.com/files/1e32874bce917e1675a62f04ca026232/motivation_hygiene_theory.gif)

If this model is regarded as accurate, it follows that it must be analyzed along both work place vectors (Herzberg, 1987). In order to understand whether a worker is likely to be positively motivated or not, one must therefore analyze both sets of factors (Herzberg, 1959). He discovered that the main determinants of work motivation were achievement, recognition, work itself, responsibility and advancement. He also determined the main dissatisfiers were company policy and administration, supervision, salary, interpersonal relationships and advancement. Both of these groups were separate and required separate study. The most relevant finding was if the company did not resolve dissatisfiers then they could not create motivation.

A sample analysis of a workplace in terms of both potential motivators (or factors that tend to lead to higher levels of worker satisfaction and individual motivation) and of hygiene (or of factors that can lead to higher levels of dissatisfaction and decreased levels of motivation) follows:



**Figure 2.6 Factors Characterizing and Affecting Extreme Dissatisfaction and Satisfaction of Job Attributes**

Source: [maaw.info/ArticleSummaries/ArtSumHerzberg6803.htm](http://maaw.info/ArticleSummaries/ArtSumHerzberg6803.htm)

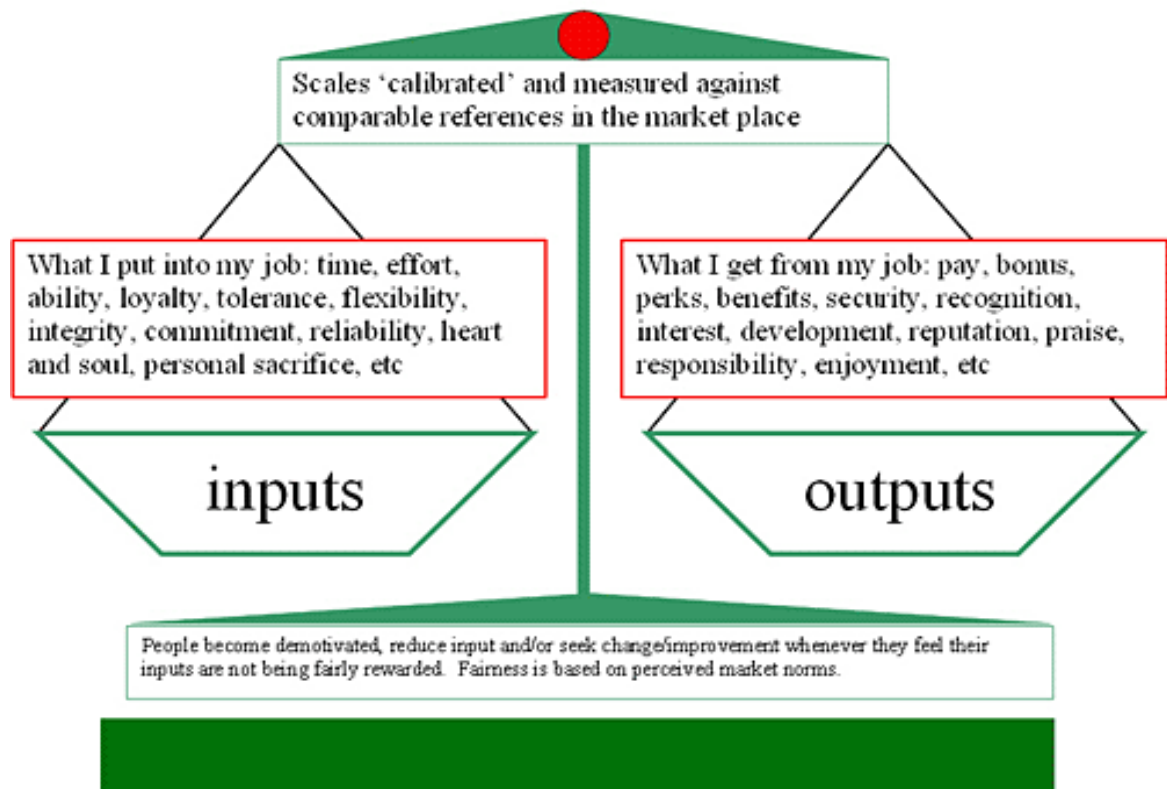
Furthermore, understanding this two-factor model is that people derive satisfaction from their job and this includes such aspects of motivation as the desire to feel competent and the need for self-actualization. Dissatisfaction arises not so much from failures or perceived failures in terms of the opportunities that a job allows such as the need for feeling competent but from a failure of an employer to provide the hygienic needs of an employee (Herzberg, 1959; Herzberg, 1987). An employer who fails to provide adequate salary or fair treatment for all workers or a safe working environment will create a work environment in which dissatisfaction will tend to be high.

### **2.7.7 Adam's Equity Theory of Motivation**

John Stacey Adams's Equity Theory of motivation can also be seen as a two-factor model, although it is not generally referred to as such. His models focuses much more distinctly on extrinsic rewards, or perhaps a better way of stating this is to say that he focuses on the ways in which we make extrinsic factors meaningful to ourselves, which can be seen as a way of internalizing extrinsic factors (Adams, 1965). Adams's major argument was that all employees seek to balance what they give to a job, their effort, their principles, and their sense of self, with what they receive from a job vis-a-vis what they perceive to be the relationship between other workers' input and rewards. In simpler language: Under Equity Theory, workers ask themselves if they are being rewarded proportionately in comparison with other workers.

This theory posits that even more important than how much reward a worker is getting in comparison to how much effort she or he is making is that person's assessment of how well other people are being rewarded. Adams (1965) put fourth; the more inequitable perception of the workplace to be, the lower its general level of motivation will be. Messick & Cook (1983) added essentially it is a human impulse for workers to measure how well they are compensated against the ways in which other people are compensated and to feel disappointed, if they know others in similar jobs are being compensated much better than they are. And the more inequitable the perception of the workplace to be, the lower its general level of motivation will be. The following diagram explains this model:

## Adams' Equity Theory diagram - job motivation



**Figure 2.7 Adam's Equity Theory Diagram-Job Motivation**

Source: [www.businessballs.com/.../adamsequitytheory.htm](http://www.businessballs.com/.../adamsequitytheory.htm)

This model may explain how if a worker feels they are being treated unfairly, despite the fact that they are being paid well. For example, the research of (Messick & Cook, 1983) explained how workers are likely to have reduced motivation if he or she knows that their salary will not rise with experience. This is a standard dynamic in many workplaces and can significantly increase levels of dissatisfaction.

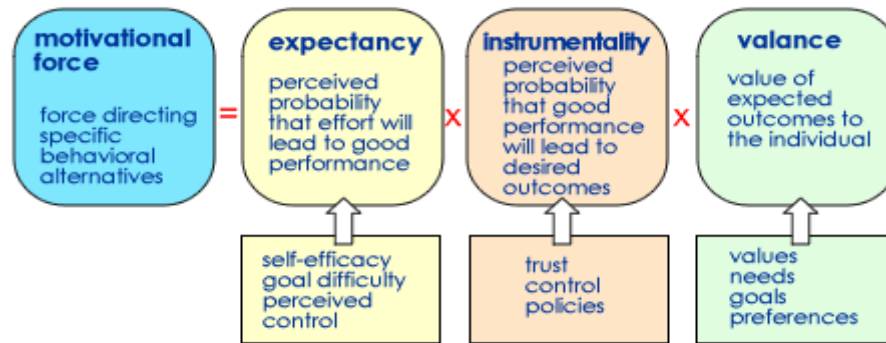
### 2.7.8 Vroom's Expectancy Theory

Victor Vroom's model of human action and motivation was based on the assumption that humans are rational actors. In this way his theory parallels the assumptions made in a number of classical and neo-classical economic theories. He

believed that humans act in the ways that are most likely to ensure that we maximize our pleasure; at the same time we are continually making choices that minimize pain or other unpleasant sensations. This model thus incorporates the assumption that we as humans are able accurately to assess what is most likely to cause us pain or pleasure (Vroom, 1964).

Vroom put fourth three forces or central ideas for his theory: Expectancy (E), Instrumentality (I), and Valence (V). Vroom's overall model can be translated into the idea that while each individual has his or her own set of unique goals, nearly everyone can be motivated if she/he believes in the following ideas. 1. Increased efforts will result in a stronger performance. 2. A job well done will be rewarded. 3. The rewards that are given for a good performance will satisfy a need that is important to that individual. Within this formula, Vroom defined “valence” as the emotional connection that people (i.e. workers) have to various rewards. So, for example, a high salary might be very important to one person while only moderately important to another, while a third might be most easily motivated by more vacation time. The element of “expectancy”, according to Vroom, referred to the idea that different workers have different ideas about what it is that they are good at doing and that to motivate workers as much as possible it is necessary for managers to understand workers' expectations of themselves and craft jobs to meet these expectations.

Finally, the vector of “instrumentality” for Vroom referred to the assessments made by employees as to whether a manager will actually give them the rewards that these managers have promised. If managers are seen as being untrustworthy and/or dishonest, then they are likely to have less-than-fully motivated employees. The following diagram provides an overview of this model:



**Figure 2.8 Vroom's Expectancy Model**

Source: [www.workingfutures.com.au/.../fmc13\\_intro.htm](http://www.workingfutures.com.au/.../fmc13_intro.htm)

Vroom's Expectancy Theory of Motivation is unlike Maslow and Herzberg; Vroom did not concentrate on needs, but rather focused on outcomes. In this sense, Maslow and Herzberg view the relationship between internal needs and the energy to produce the results while Vroom divides effort, performance and outcome in his theory. However both theories could be intertwined as Maslow's theory could describe outcomes while Vroom's Theory could explain if the individual will act based on experiences and outcomes.

Based on the review presented in the above text, the following theories have been documented for the purpose of understanding how they are relevant to the study of work motivation. The researcher thinks, Need theories of motivation specify the kinds of needs people have and the conditions under which they will be motivated to satisfy these needs in a way that contributes to work motivation. The theories try to figure out what makes people do what they do. The theories developed by Maslow, Herzberg, Alderfer, McClelland, and McGregor are included in this category. The relevance of these theories are, they all list compelling needs as the driving forces for human behavior needed in developing understanding of work motivation. Some of them hold that lower level needs have to be fulfilled before they can reach high level needs. Others see needs as overlapping or intertwined. As for organizational behavior, understanding what needs people are trying to fulfill helps managers to offer the right incentives to get the best effort out of their staff. The second types of theory presented

are Process-based Theories, sometimes also called Cognitive Theories. The researcher presented the most relevant theories of Adam and Vroom in this second category which focused mainly on the choices people made because of what they knew, believed, and expected regarding what impact their behavior would have on their situation. It seems managers try to bring about specific behaviors by influencing the process of how staff work gets done. After reviewing the literature, Maslow's theory seems outdated and lacks empirical evidence however it was a starting point for understanding work motivation. Alderfer's ERG is just a re-designed re-labeled version of Maslow's Hierarchy of Needs and is limiting as it not homogeneous for studying work motivation. McClelland's work built upon Maslow and Alderfer's theories and is useful and popular however it segregates individuals into three groups (all who need to be pre-tested to know which group they fall into) and the reality is workers need to be able to do multiple duties, crossing over into all categories making it limited in its use for this study on teacher work motivation. As for Cognitive theories, which include the works of Adam and Vroom, comparing intrinsic and extrinsic motivators to evaluate work motivation are weak in prediction and is surrounded by too much debate to be effective in producing viable results in research to be make effective change within a reasonable time frame. Choosing Herzberg's 2 Factor Need Theory by the researcher to develop the conceptual framework was the best choice because it also included hygiene factors thereby allowing for more relevant and accurate study with meaningful results for the public secondary school teachers in Hua Hin District.

## **2.8 The Use of independent and Dependent Variables in the Research**

### **2.8.1 Independent Variables**

#### **Age**

The following is an outline of the independent factors deemed to be important in carrying out this research into the work motivation of public secondary teachers in the Hua Hin School District. The first of these factors is age. Ololube (2006) suggested that the relationship between age and work motivation is not necessarily linear. This actually accords with a commons understanding: It is assumed

teachers will be motivated early on in their careers and then gradually, or perhaps precipitously, lose motivation until they achieve a senior rank, at which point their motivation is likely to begin to rise again. At least this is one possible model. Malmberg (2006) argued for a simpler model: In most cases, teachers become increasingly less motivated over their careers with little to be done to increase their work motivation.

### **Gender**

De Cooman (2007) argued that gender is one of the most important variables to consider in regards to teacher motivation, with women being more motivated than men. There are several possible reasons for this. Women may, reasonably, feel that they have fewer career options than men and so may feel that they have little choice but to work hard within the career paths that are open to them. Another possible explanation is a stronger one: Women may find themselves more appreciated than male teachers because they fulfill various nurturing and familiar functions in the lives of students. It may well be that students will accept women as capable of fulfilling both pedagogical and nurturing functions while students see male teachers as inadequate in fulfilling either role when they try to combine the two (Bishay, 1996).

### **Marital Status**

Dhull & Mangal (2005) argued that the marital status of teachers is a relevant variable in assessing teacher work motivation. Teachers, who are married, they argue, rate higher in Emotional Intelligence. This in turn makes them better teachers, which in turn creates a situation in which they are more highly rewarded – which in turn increases their level of work motivation. This model includes a number of assumptions both about the connection of emotional intelligence to teaching skills and about how extrinsic and intrinsic rewards are linked to each other, making it slightly tenuous as a model. But it cannot be ruled out.

Annaraja & Jose (2005) made a similar argument: Teachers who are married have higher emotional intelligence, which allows them to instill higher levels

of emotional intelligence in their students, which leads to a situation in which students constantly reinforce teachers' work motivation.

### **Education Level**

The relationship between levels of school and teacher work motivation has not been extensively researched (Frymier & Thompson, 1992). In general, teachers seem to be likely to be more motivated so long as they are being exposed to new ideas. Advanced degrees seem to have some effect in terms of increasing overall teacher motivation, but seemingly even more important than advanced degrees is a program of lifelong learning. A program that allows for ongoing workshops, retreats, etc., will allow teachers to feel that they are keeping abreast of new ideas while also allowing them to feel that they growing in competence and expertise (Brophy, 1987).

### **Years of Experience**

The variable of years of experience is an important part of how motivated a teacher is but there is no single clear relationship between years of experience and work motivation. Rather, years of experience must be factored into the whole picture of factors when assessing how likely it is that a teacher will be, or will remain, motivated (Luce, 1998). In general, teacher work motivation tends to fall with years of experience. This is only to be expected: Professionals in a wide range of fields tend to find their enthusiasm and work motivation falling the longer they are in the same profession. However, a number of teachers are able to maintain their enthusiasm through a number of mechanisms, such as changing the grade or subject that they teach so that their job does not become monotonous (Klassen et al, 2009).

### **Position in School**

As might be expected, the position that a teacher has in a school can have significant effects on that person's motivation. This ties in largely to the measure of Adams's Equity Model. Teachers are more likely to be highly motivated if they believe that others in the same position or rank are being compensated and in general treated, at the same level that they are. Chen (2003) suggested that equity is a more important predictor for work motivation than is absolute rank. However, most

teachers do not seem to enter the profession with the goal of rising into the administrative ranks and so unlikely to lose motivation simply because they are not rising in rank (Diamantes, 2004)

### **2.8.2 Organizational Factors**

#### **Organizational Commitment**

In addition to the variables described above, there are other important factors that need to be taken into account for a thorough examination of the reasons why teachers in the Hua Hin School District are or are not motivated. One of the most important aspects of teachers' lives that either promotes or reduces teacher work motivation is the organizational commitment that a school offers a teacher. Such a commitment arises from the administration at the school site as well as the school district and in the country's Ministry of Education. There are structural elements of this support, such as the pay scale, as well as personal elements of this commitment, such as the relationships that exist between principal and teachers.

The principal is rightly seen as the locus of much of the commitment of the school to each teacher, as Diamantes (2004) described: Owens (2001) stated that the educational leader is an important part of the educational environment of the school. It is with this educational environment that the organization's members interact and therefore the principal can determine the nature and quality of the teachers' work motivation.

However, while it is imperative to consider the effect of the principal's leadership in the overall commitment that a school has to its teachers, there are other layers of commitment that have to be considered. In addition to the school district, the overall public attitude towards public schools and teaching must be assessed (Shaker, 2009; Witherspoon, 2006; Stewin & McCann, 1993).

Organizational commitment as outlined by Moody, Porter, and Steer (1982) explained commitment as attachment and loyalty using 3 aspects assess the parts of commitment: Identification of goals and values of the organization, a desire to belong to the organization, and an effort to display willingness on behalf of the organization.

### **School Size**

School size has different effects on teacher work motivation. Some teachers are more motivated by larger schools where there is a larger community, more opportunities for advancement, and more diverse career paths. However, other teachers are more likely to be highly motivated in a small school. Small schools are in fact more likely to have smaller classrooms. They are also more likely to have closer ties to the community.

There are also other, unexpected connections between school size and teacher work motivation. For example, Wu (2008) found that teachers in smaller schools are more likely to adopt new teaching technologies – and teachers who adopt new technologies, such a new ways of using computers in the classroom or the use of new interactive technologies such as Smart Boards. Moreover, there are some connections between school size and subject being taught. Certain subjects, like music and science, can more easily be taught with the resources of a large school and so teachers in these fields are more likely to be motivated in a larger school.

### **Teaching Work Load**

Teaching work load has a relatively simple effect on work motivation: The more work that teachers are forced to do, especially when teachers perceive that there is an unequal division of labor, the less likely they are to be highly motivated (Reyes & Imber, 1992). Smith & Bourke (1992) found that while teachers' work motivations are relatively stable with temporary increases in workload, motivation tends to decrease rapidly with long-term increases in work.

### **2.8.3 Dependant Variables**

The dependant variable is the average of 2 parts; Hygiene aspects and motivation aspects

#### **Hygiene Aspects**

#### **Supervision**

The quality of supervision is an important element in the overall level of teacher work motivation. While both teachers and administrators believe this, there is often a very large gap between what teacher and administrators believe to be good

supervision. Elmore (2000) argued that teachers' understanding of supervision, in which administrators must ensure that teachers have the resources that they need to perform their jobs. An administrator should say to himself or herself the following vis-a-vis supervision of teachers: Elmore stated, "If the formal authority of my role requires that I hold you accountable for some action or outcome, I have an equal and complementary responsibility to assure that you have the capacity to do what I am asking you to do" (Elmore, 2000, pp. 113-115)

Neither teachers nor administrators need to pretend that the structure of a school is not hierarchical given that it clearly is. However, for supervision within a hierarchical system to be effective, both sides must conceive of themselves to be accountable to the other (Rosenholtz, 1986).

### **Interpersonal Relations**

Pajores (1996) argued that a high number of satisfactory interpersonal relationships lead to an increase in a sense of personal efficacy, which in turn leads to a higher level of motivation. Hidi (1990) found a similar result; that the quality of workplace relationships is highly correlated with both satisfaction and motivation.

### **Working Conditions**

Working conditions are connected to teacher work motivation as is of course true of workers in general. While teachers at the very beginnings of their careers may be relatively less affected by poor working conditions being by the power of idealization as well as, in general, being happy to be out of school and making money, workers in general are affected by the conditions in which they work. There are at least two reasons for this: There are intrinsic reasons: For example, if the roof in one's classroom leaks, then one is likely to find it hard to keep up one's work motivation if everything that gets left out on desks gets ruined. This is an intrinsic aspect of working conditions affecting work motivation (Ashton, 1985).

There is also the fact that poor working conditions indicate to a teacher that his or her contributions are not being valued. A teacher who has too few books for her students, or a teacher who has to keep the heat turned low to save money and so has to work with physically miserable students will have problems staying

motivated. Poor working conditions tell a teacher that society values other professions such as professional hockey more highly than teaching (Graham & Weiner, 1997).

Working conditions includes not only the physical condition of the classroom and aspects of the teacher' working life such as salary scales but also interpersonal relationships. Poor physical conditions are never welcomed, but will matter to most teachers less than poor interpersonal relationships. A teacher who feels supported by his administration or has a high level of collegiality with her fellow teachers will be more likely to take ownership of the problem with a sense of humor. Of course, as in all things, there were personal differences in what is important in terms of working conditions (Elliott, 1999).

### **Image of Job/Professional Status**

Professional status has an effect on teacher motivation in mostly predictable ways. Lepper & Hodell (1989) found that teachers, like other workers, tend to be more highly motivated the greater their investment in the system. In other words, those teachers with higher professional status tend to be more highly motivated. However, this is a self-limiting aspect of teacher work motivation given that higher status is linked to length of service. These two characteristics can be seen as reverse vectors: Increase in status and accompanying factors like increased salary tends to produce an increase in motivation. At the same time, the more years that an individual has been teaching, the lower one's work motivation tended to be (Midgley, Kaplan, & Middleton, 2001).

### **Salary**

Bishay (1996) among others found that salary is directly related for many teachers to their work motivation. However, in general salary is not the greatest work motivator for teachers, as summarized below in the TCLP (Tennessee Career Ladder Program);

**Table 2.2 The importance of various Herzberg's hygiene factors in teacher's decision to participate in TCLP (Bellott and Tutor, 1990)**

<b>Factor</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
Personal life	3.658	4.794	4.984
Possibility for growth	4.013	5.528	5.394
Salary	<b>5.980</b>	<b>6.500</b>	<b>6.468</b>
Status	2.960	4.373	4.261

Items ranked lower than those shown were Interpersonal relations with peers, with students, and with superiors; job security; school policy and administration; supervisor; and working conditions. (Bellott & Tutor, 1990)

### **Motivation aspects**

#### **Recognition**

Recognition of one's efforts is an important part of teacher work motivation, although it may not be as important a part as many administrators think. As discussed in various sections above, extrinsic rewards such as praise or more concrete forms of recognition such as bonuses, have limited power and tend not to be effective in and of themselves (Mueller, 2009). However, extrinsic factors when allied with intrinsic ones can prove to be synergistic in terms of increasing motivation (Bandura, 1977).

#### **Responsibility**

The degree of responsibility that one has is one of the factors that effects work motivation. In general, the more responsibility that one has the more highly motivated one is. However, there is a point of diminishing returns with this. Individuals tend to feel that they are being highly valued when they are given increasing degrees of responsibility. However, at some point, a person is likely to feel

the she or he is being given too many responsibilities. This comes about either at the point when an individual feels that she or he is being overwhelmed by the degree of responsibility and the amount of work or at the point when an individual feels that she or he has been unfairly selected to do too much work and take on too much responsibility while others have an easier job with fewer responsibilities (Keller, 1987; Spitzer & Keller, 1978).

### **Work Qualities**

The intrinsic quality of work a teacher does has an effect on his or her level of motivation. It is important in this regard to emphasize the fact that not all aspects of teaching is equally rewarding. Thus in large measure the relationship between the work of teaching and teacher motivation can be measured as the amount of time that teachers spend doing the part of their jobs that they like and how much time that they have to spend doing parts of their job that they don't like (Parkay et al, 1988). As is true of other professionals, teachers tend to have lower levels of work motivation when they have to spend a large amount of time doing what they consider to be non-core duties (Czubaj, 1996; Mills, 1991).

### **Growth & Advancement**

The possibilities for growth and advancement must be considered when assessing the probability that a teacher will be or stay highly motivated. Growth and advancement are different types of rewards. Growth is an intrinsic reward: Teachers are likely to be highly motivated by these intrinsic rewards because it leads them to the chance to reach for the highest levels of human need such as actualization. Advancement, on the other hand, is essentially an extrinsic reward: Advancement is something that is given to a teacher as an acknowledgement that the teacher is forwarding the goals of the organization, in the same way that growth can be seen as a form of acknowledgement that the individual, is furthering her or his own goals. If a teacher feels that she is able to achieve personal growth while also achieving the sanction of the organization through advancement she will be receiving both intrinsic and extrinsic rewards and thus will be likely to be highly motivated (Coladarci, 1992).

## **2.9 Measurement of Motivation**

There are two basic ways to assess and measure work motivation. The first is to examine objective factors (Benge & Hickey, 1984). These include factors such as how long teachers stay in the profession, rates of absenteeism among teachers, rates at which teachers file complaints against the school and district and with their unions, rates at which teachers file for disability. These are relatively concrete ways of determining how happy teachers are with their jobs and their motivation to continue in the teaching profession (McClelland, 1988).

There are also subjective ways in which to measure teacher work motivation. Determining how teachers feel about their jobs is something that can only be done through anthropological methods: Teachers have to be treated as if they were natives of the educational world and need to be observed and interviewed or surveyed about their levels of motivation. Looking at demographic aspects of teacher identity such as gender will suggest at different levels of motivation. For example, we could learn that women are more likely to stay in teaching than are men but in order to determine why women have greater levels of motivation than do men (Potter et al, 2009).

Lawrence & Jordan (2009) offered the useful reminder that motivation is neither homogeneous nor constant. It changes from day to day and even, especially for a classroom teacher, from moment to moment. When assessing work motivation among teachers it is important to remember that the most accurate number will be an average over time and situation.

## **2.10 Related Research**

In a study by Ud Din and Inamullah (2008) on the investigation of motivation techniques used by heads of higher educational institutes with a sample of 200 heads and 1000 teachers from all colleges in Pakistan, investigated were the relationships between motivation and the following factors; rewards, recognition, and reprimands. The results presented state principals are more constructive and optimistic but hold more negative views. While teachers are not as positive due to

favoritism within the colleges and sometimes felt reprimands were too harsh and rewards and recognition were difficult to achieve. However the study did note that reprimands may motivate teachers to perform at higher levels so as to receive more rewards and recognition.

Lam, Cheng and Choy (2008) investigated the way in which school support was related to teacher's motivation to implement project-based learning. The subjects were 182 Hong Kong teachers who participated in filling out a questionnaire on school support and motivation to implement school-based projects. The results put fourth are explained if the teachers perceived the schools as stronger in collegiality and more supportive of teachers, then they were more willing to go ahead with educational innovations within the schools. As well it was important to teachers to have competence and autonomy support to implement project-based learning.

The main factors as stated by Ryan and Deci (2005), cited in Lam & Garden (2008), are interest, curiosity, or a desire to achieve is the grouping needed for people to be motivated. It was reported "to be motivated means to be moved to do something". Whereas unmotivated people have lost the desire to act, motivated people are enthusiastic to complete a task.

According to Dörnyei (2001) there are four motivational aspects in terms of teacher motivation. The relationship between work motivation and teaching is high. A) The educational process, B) The subject matter, C) Professional effectiveness, and D) General beliefs. Further research by Zane Dörnyei explains environment is a key factor in work motivation. They are listed as;

- The school's general climate and the existing school norms;
- The class sizes, the school resources and facilities;
- The standard activity structure within the institution;
- Collegial relations;
- The definition of the teacher's role by colleagues and authorities;
- General expectations regarding student potential;
- The school's reward contingencies and feedback system;
- The school's leadership and decision-making structure

Dörnyei (2001) also cited Brown (1994) in explaining how teacher's "intrinsic ownership" in their career paths can allow them to become or remain motivated by helping to develop curriculum, monitor role with new discipline, Being responsible for developing new courses, making conference presentations and preparing publications while also managing teacher-training workshops.

Johnson (1986) put fourth that there are three theories of motivation and productivity that teacher motivation is based on. Expectancy theory where it is expected the individual will go through some hardships to get a bonus or achieve a promotion. Equity theory explains how if an individual is not treated fairly for their efforts they will be upset. And thirdly, Job enrichment theory states the more diverse and inspiring their work, it will make individuals more productive employees.

Many factors have been reviewed and studied to find out which ones increase teacher motivation. In a study of 167 teachers it was found that teacher motivation is based on the freedom to try new ideas, achievement of responsible goal levels and intrinsic work parts. One of the main findings of the study stated schemes like merit pay were actually counterproductive. The study further explained that true work motivation came from higher order gratification needs such as social relations, esteem, and actualization (Sylvia & Hutchinson, 1985).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study's purpose is to study and compare the level of public secondary school teacher work motivation in Hua Hin District, Prachuabkhirikhan, Thailand. Descriptive survey questionnaires were used to collect the data based on the conceptual framework. The main area of study is on public secondary school teachers. The research design is as follows:

- 3.1 Research Design
- 3.2 Population and sample
  - 3.2.1 Population
- 3.3 Research Instrument
  - 3.3.1 Data Collecting Instruments
  - 3.3.2 Quality of the Research Instruments
- 3.4 Data Collection
- 3.5 Statistics and Data Analysis

#### **3.1 Research Design**

A descriptive survey research design was used in this study to investigate work motivation on public secondary school teachers. The method used was a quantitative design to collect the data using descriptive survey questionnaires.

The popular Likert-type scale research instrument was used to collect and measure each variable in the study.

## 3.2 Population

The research area was Hua Hin District and the population of the study consisted of all the secondary public teachers (accessible) in Hua Hin, Prachuabkhirikhan, Thailand. Hua Hin is home to 5 public secondary schools, which are different in size and type. The population is comprised of 193 teachers from 5 selected public secondary schools.

**Table 3.1** Statistics of Schools & Teachers in Hua Hin District, Prachuabkhirikhan, Thailand

School Name	No. of Students	No. of Teachers
1. Baan Hua Hin Municipality School	1000	15
2. Hua Hin School	2,245	121
3. Baan Nong Hoi	330	9
4. Hua Hin Wittayakhom	516	30
5. Nong Plub	400	18
<b>Total</b>	<b>4,491</b>	<b>193</b>

Source: Division of Education Bureau, Hua Hin, Thailand (2010).

## 3.3 Research Instruments

### 3.3.1 Data Collecting Instruments

The instrument designated Teacher Work Motivation Questionnaire (TWMQ) for collecting the data for the study has 3 parts. The questionnaire is developed through the literature review and related research on work motivation. The questionnaire is as follows:

**Part A** is socio-demographic data sought from the conceptual framework used to gather the respondent's unique traits to gather the needed basic parts. Information such as age, gender, marital status, education level, year of experience and present position in school.

**Part B** is organizational factors; this include organizational commitment, school size and teaching load

**Part C** uses directional responses of agreed and disagreed based on the five-point Likert scale to assess work motivation aspects in the study.

**Table 3.2** Motivation level with scale of scores

Motivation Level	Scores
Highest	5
High	4
Moderate	3
Low	2
Lowest	1

**Table 3.3** Classification of nine work motivation aspects into 9 items

Description	Items
1. Supervision	1-4
2. Interpersonal Relation	5-7
3. Working Conditions	8-13
4. Image of the job	14-19
5. Salary	20-23
6. Recognition	24-27
7. Responsibility	28-31
8. Work Qualities	32-37
9. Growth and Advancement	38-40

The scores from the answers are classified into 5 levels by Best’s Criteria (1977) to evaluate levels of work motivation.

$$\frac{\text{Higher score} - \text{Lower score}}{\text{Number of levels}} = \frac{5 - 1}{5}$$

$$= \frac{4}{5} = 0.80$$

**Table 3.4** Criteria for determining the means of work motivation

Mean scores	Level of motivation
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

### 3.3.2 Quality of the Research Instruments

3.3.2.1 The content validity of the questionnaire was tested while consulting with advisors on clear content and clarity of language based on the conceptual framework. Revision of the instrument was done once feedback and recommendations were received from the advisors committee.

3.3.2.2 Pre-test was carried out on 30 public secondary teachers before the collection of data was done. This was done to ensure that there were no ambiguities, misleading or unethical questions. These 30 teachers were not to be included in the sample group but all work in secondary schools in Cha-am district. The final questionnaire was produced only after the pre-test. Croanbach's Alpha-Coefficient was used to analyze the reliability of the results and the reliability obtained was 0.9642.

## 3.4 Data Collection

The researcher wrote a standard official letter to the Division of Education Bureau of Hua Hin District to get permission to collect the data from all the schools included in the study. A time frame of two weeks was given to hand out and re-collect the questionnaires. The Questionnaires were collected by the researcher in Thailand.

To ensure the data collection process went smoothly, clear instructions were given to all school administrators as well as a letter of explanation on the purpose of the study for the teachers, included with the questionnaire, so as to give the

respondents confidence in filling it out truthfully. It was clearly highlighted that no teacher should write his/her name on the questionnaire for confidentiality.

### **3.5 Statistics and Data Analysis**

The data collected from the teachers was verified, assimilated, and calculated for the analysis process. The researcher used both inferential and descriptive statistics while analyzing the data with the use of computer tabulation software to process it.

3.5.1 Descriptive statistics method was used in assembling the data to identify the information from the samples by using frequency, percentages, mean and standard deviation.

3.5.2 Inferential statistics (t -test) and one-way ANOVA was used to compare the significant variant differences of secondary school teachers work motivation based on socio-demographic factors and work aspects.

3.5.3 The significant differences was tested by post-hoc test with LSD (Least Significant Difference)

## CHAPTER IV

### RESULTS

This chapter offers the results of the study of work motivation of public secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand. The data was collected using a questionnaire survey. A total of 193 sample questionnaires were used for this study. A 100% of the questionnaires were returned completed. The data was analyzed using statistical computer software and the findings are published below.

#### 4.1 General Characteristics of the Sample

4.2 Work Motivation of Public Secondary School Teachers in Hua Hin District, Prachuabkhirikhan, Thailand

4.3 Analysis of the difference between personal characteristics and their effects on the level of work motivation among public secondary school teachers in Hua Hin District.

4.4 Summary of the research results.

### 4.1 General Characteristics of the sample

**Table 4.1** Number and percentage of the personal characteristics of the sample

General Characteristics	Number	Percentage
<b>(N=193)</b>		
<b>Age</b>		
Less than 41 years	96	49.7
41 years and more than	97	50.3
$\mu = 39.86, \sigma = 8.98, \text{Min} = 23, \text{Max} = 60$		

**Table 4.1** Number and percentage of the personal characteristics of the sample  
(Cont.)

**(N=193)**

General Characteristics	Number	Percentage
<b>Gender</b>		
Male	60	31.1
Female	133	68.9
<b>Marital Status</b>		
Single	57	29.4
Married	130	67.4
Divorce	3	1.6
Widowed	3	1.6
<b>Education Level</b>		
Below Bachelor's Degree	3	1.6
Bachelor's Degree	160	82.8
Master Degree	29	15
Doctoral's Degree	1	.5
<b>Years of Experience</b>		
Less than 11 years	73	37.8
11 years and more than	120	62.2
$\mu = 15.57, \sigma = 9.23, \text{Min} = 1, \text{Max} = 37$		
<b>Present Position in the School</b>		
Senior Teacher	42	21.8
Teacher	121	62.7
Other (Master Teacher and Principal)	30	15.5

**Table 4.1** Number and percentage of the personal characteristics of the sample (Cont.)

<b>(N=193)</b>		
<b>General Characteristics</b>	<b>Number</b>	<b>Percentage</b>
<b>Secondary Level</b>		
Matthayom 1-3	61	31.6
Matthayom 4-6	66	34.2
Matthayom 1-6	66	34.2

The general characteristics of the data were analyzed in terms of frequency, percentage, means, and standard deviation. Out of 193 participants, 49.7% which represents 96 participants, falls under the age group of less than 41 years and 50.3% which represents 97 participants falls under the age group 41 years and more than. The sample has more female teachers with 68.9% which represents 133 female teachers and 31.1% representing 60 male teachers. There is a greater number of married teacher representing 67.4% with 130 participants, 29.5% with 57 participants are single and there are some very insignificant percentages of 1.6% with 3 participants falling under both the widowed and divorced categories. With regard to education level, 1.6% with 3 participants has below bachelor's degree, 82.9% with 160 participants have bachelor degree, 15% with 29 participants have master degree and .5% representing 1 participant has a doctoral degree. In the sample, the majority of teachers have 11 years more than of experience with 62.2% representing 120 participants and 37.8% representing 73 teachers with less than 11 years of experience. Mostly the participants were teachers with 62.7% with (121 participants), 21.8% with 42 participants were senior teachers and 15.5% representing 30 participants were categorized in other. Lastly, 31.6% of 61 participants teach in secondary level Matthayom 1-3, 34.2% of 66 participants teach in secondary level Matthayom 4-6, and 34.2% of 66 participants teach in secondary levels Matthayom 1-6.

**Table 4.2** Number and percentage of organizational factors

	<b>(N=193)</b>	
	<b>Number</b>	<b>Percentage</b>
<b>Commitment</b>		
Highest commitment	146	75.6
High commitment	47	24.4
<b>Teaching Hours</b>		
Less Than 21 hours	175	90.7
21 hours and more than	18	9.3
<b>School Size</b>		
Less than 1,000 students	131	67
1,000 students and more than	62	32

The large majority of the teachers had highest commitment with 75.6% representing 146 participants and 24.4% representing 47 participants with high commitment. As for teaching hours, 90.7% representing 175 participants taught less than 21 hours and 9.3% representing 18 participants taught 21 hours and more than. Furthermore, 67% representing 131 participants taught in a school with less than 1,000 students and 32% representing 62 participants taught in a school with more than 1,000 students.

## 4.2 Work motivation of the public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand

**Table 4.3** Work motivation level on supervision

**(N=193)**

<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My immediate supervisor is impartial	4.17	0.71	High
2. My immediate supervisor gives me feedback that helps me improve my performance.	4.32	0.77	Highest
3. My immediate supervisor tries to understand my point of view in discussions about problems or projects with me.	4.17	0.73	High
4. Overall, how satisfied are you with the job being done by your immediate supervisor.	4.29	.76	Highest
<b>Average</b>	<b>4.23</b>	<b>.63</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.3 shows the work motivation level on supervision. The overall work motivation on supervision was at highest level with the mean scores of 4.23 and .63 standard deviation. The result illustrates that the teachers value at its highest when immediate supervisors give feedback to improve performance, followed by highest overall satisfaction with the job being done by their immediate supervisor with the mean score of 4.29. Finally the impartiality of their supervisor with a mean score of 4.17 and how their immediate supervisor tries to understand their point of view and discuss problems or projects with them with a mean score of 4.17 also.

**Table 4.4** Work motivation level on interpersonal relations

<b>(N=193)</b>			
<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My job provides me with the opportunities to communicate with other members of staff.	4.35	.64	Highest
2. I can easily approach my colleagues to share my feelings and criticize current or new school policies.	4.38	.64	Highest
3. There is trust and cooperativeness among my fellow teachers and we work well as a team.	4.34	.70	Highest
<b>Average</b>	<b>4.35</b>	<b>.55</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.4 shows the work motivation level with regard to interpersonal relations, the overall motivation level in this area falls under the highest level with a mean score of 4.35 and .55 standard deviation. Work motivation is highest when teachers are able to approach colleagues and share feelings and criticize new school policies with a mean score of 4.38, followed by the opportunity to communicate with other staff with a mean score of 4.35 and lastly with a mean score of 4.34 to have trust and cooperativeness among fellow teachers and work well as a team.

**Table 4.5 Work motivation level on working condition**

**(N=193)**

<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My work provides me the opportunity of self-directed flexible work hours.	4.04	1.00	High
2. My work facilities are spacious and comfortable with proper ventilation.	4.09	.84	High
3. I have access to the resources needed to facilitate my work.	4.14	.79	High
4. My administrative duties and participation in extra-curricular activities is manageable with my teaching load.	4.34	.61	Highest
5. The building I work in is acceptable for working.	4.22	.76	Highest
6. I am able to reserve and use school facilities when needed with minimal booking issues.	4.17	.82	High
<b>Average</b>	<b>4.16</b>	<b>.65</b>	<b>High</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.5 indicates the work motivation level of working condition in public secondary schools in Hua Hin District of Thailand. Out of 6 items in the working condition, 2 items fall under the highest level and 4 items fall under high level, making the overall mean score = 4.16 and .66 as the standard deviation. Work motivation of teachers with regard to working condition seems to be the highest with administrative duties and participation in extra-curricular activities as manageable with teaching load with the mean score of 4.34 and work motivation of working condition is lowest with the opportunity of self-directed flexible hours with the mean score 4.04.

**Table 4.6** Work motivation level on image of the job

**(N=193)**

<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I am privileged to be a teacher.	4.24	.65	Highest
2. The community values my profession	4.30	.65	Highest
3. Parents recognize my efforts and gives praise for the work I do.	4.45	.56	Highest
4. The public recognizes the stress of my profession.	4.26	.72	Highest
5. I feel a sense of pride to be an educator.	4.54	.54	Highest
6. Teaching provides me with a sense of security to support myself.	4.46	.58	Highest
<b>Average</b>	<b>4.37</b>	<b>.42</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.6 indicates the work motivation level on image of the job of public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand. Out of 6 items, all fall into the category of highest level with an overall mean score of 4.37 and .43 as the standard deviation. Work motivation of the teachers is highest in regards to image of job where the educator feels a sense of pride to be an educator with a mean score of 4.54 but on the opposite end of image of job, the privilege to be a teacher is minimum with a mean score of 4.24.

**Table 4.7** Work motivation level on salary

<b>(N=193)</b>			
<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I am in agreement with the monetary compensation I receive for the work I do.	4.13	.84	High
2. I feel I receive fair compensation for my qualifications.	4.12	.80	High
3. The benefits and work security of working as a educator compensates for the average salaries compared to other professions.	4.05	.83	High
<b>Average</b>	<b>4.10</b>	<b>.75</b>	<b>High</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.7 indicates that the work motivation level on salary is at a high level with a mean score 4.10 and .75 standard deviation. From the 3 facets, all fall under the category of high motivation. Comparative analysis of the result reveals that the teachers score is lowest with a mean score of 4.05 when comparing benefits and work security as an educator compared to other professions average salaries, followed by a mean score of 4.12 where teachers feel they receive fair compensation for their qualifications. With a close second where teachers are in agreement with the monetary compensation they receive for the work they do with a mean score of 4.13.

**Table 4.8** Work motivation level on recognition

<b>(N=193)</b>			
<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I receive credit from my immediate supervisor for work well done.	4.16	.68	High
2. I get feedback from my co-workers about my performance on the job.	4.20	.64	High
3. Management recognizes and makes use of my abilities and skills.	4.26	.65	Highest
4. The recognition I receive allows me to do better at my work.	4.28	.63	Highest
<b>Average</b>	<b>4.22</b>	<b>.54</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

The table 4.8 indicates the work motivation level on recognition of public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand. The overall work motivation level of this facet with 4 items comes out as highest with a mean score 4.22 and .55 standard deviation. The explanation for this is because out of these 4 items, 2 items scores are high, with mean scores of 4.20 and 4.16 which are very close to falling into the category of highest. Work motivation is highest when the recognition teachers receive allows them to do better at work with a mean score of 4.28 and work motivation is least for receiving credit from their immediate supervisor for work well done with a mean score 4.16.

**Table 4.9** Work motivation level on responsibility

<b>(N=193)</b>			
<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I am able to act independently of my supervisor in performing my work duties.	4.28	.66	Highest
2. I affect a lot of other people by how my work is performed.	4.19	.65	High
3. I am treated with respect by management and the people I work with.	4.32	.64	Highest
4. My work significantly influences the decisions at my school.	4.10	.86	High
<b>Average</b>	<b>4.22</b>	<b>.58</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.9 indicates that the level of motivation on responsibility is highest with a mean score 4.22 and .58 standard deviation. Out of the 4 facets, 2 items fall into the category of high with mean scores of 4.19 and 4.10, close to falling into the highest category. The highest is when teachers are able to act independently of their superiors in performing work duties with a mean score of 4.28. However, teacher's levels are lowest in terms of work significantly influencing the decisions at their school with a mean score of 4.10.

**Table 4.10** Work motivation level on work qualities

**(N=193)**

<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. My job allows me the opportunity to complete the work I started.	4.26	.65	Highest
2. My job provides lots of variety.	4.25	.70	Highest
3. While performing my job I get the chance to work on many interesting projects.	4.32	.77	Highest
4. I have the authority to design and implement teaching plans.	4.41	.61	Highest
5. My school is flexible and understands the importance of balancing my work and personal life.	4.23	.72	Highest
6. I am motivated to accept new challenges in my present position.	4.17	.70	High
<b>Average</b>	<b>4.27</b>	<b>.56</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest.

Table 4.10 reflects the work motivation level of public secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand in regards to work qualities. The overall work motivation level of the 6 facets comes out as highest with a mean score 4.27 and .56 standard deviation. This is mainly due to the fact that out of the 6 facets, 5 items are ranked in the highest category. When teachers have the authority to design and implement teaching plans, they are at their highest motivation level with a mean score of 4.41. But they are at their lowest when faced with having to accept new challenges in their present position with a mean score of 4.17.

**Table 4.11** Work motivation level on growth and advancement

**(N=193)**

<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. I am getting the training I need to do my job efficiently and effectively.	4.28	.63	Highest
2. I am regularly offered the possibility to better my professional skills with seminars and re-training workshops.	4.21	.69	Highest
3. I am confident there are more opportunities within education for promotions than other industries.	4.34	.68	Highest
<b>Average</b>	<b>4.27</b>	<b>.57</b>	<b>Highest</b>

Note: 1.00 - 1.80 = lowest, 1.81 - 2.60 = low, 2.61 - 3.40 = moderate, 3.41 - 4.20 = high, 4.21 - 5.00 = highest

Table 4.11 shows the work motivation level for growth and advancement. The overall work motivation level for growth and advancement is highest with a mean score of 4.27 and .58 as the standard deviation. All of the items fell into the category of highest. However, work motivation level for teachers is highest when it is considered that more opportunities are within education for promotion when compared to other industries with a mean score of 4.34 and at its lowest in regards to the possibilities to better their professional skills with seminars and re-training workshops with a mean score of 4.21.

**Table 4.12** Summary of the overall motivation level of work motivation of public secondary school teachers in Hua Hin District of Thailand

**(N=193)**

<b>Statement</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>Meaning</b>
1. Supervision	4.23	.63	Highest
2. Interpersonal Relations	4.35	.55	Highest
3. Working Conditions	4.16	.65	High
4. Image of Job	4.37	.42	Highest
5. Salary	4.10	.75	High
6. Recognition	4.22	.54	Highest
7. Responsibility	4.22	.58	Highest
8. Work Qualities	4.27	.56	Highest
9. Growth and Advancement	4.27	.57	Highest
<b>Total</b>	<b>4.24</b>	<b>.58</b>	<b>Highest</b>

Table 4.12 demonstrates the summary of the overall motivation level of work motivation of public secondary school teachers in Hua Hin District of Thailand. The results show a highest level with the average mean score of 4.24 and .59 standard deviation. Out of the 9 facets, 7 facets fall under the highest level and the other 2 facets fall in the high level. However, there is not much difference in the mean scores. Therefore, the findings of the overall motivation are at highest level. The table also illustrates that teachers in Hua Hin have the most work motivation in the category of image of job with a mean score of 4.37, followed by interpersonal relations with 4.35, next are both work qualities and growth and advancement with mean scores of 4.27, and then, supervision with a mean score of 4.23, and followed by both recognition and responsibility with an equal mean score of 4.22, next is working condition with a mean score of 4.16 and lastly is salary with a mean score of 4.10.

### 4.3 Analysis of the difference between personal characteristics and their effects on the level of work motivation among public secondary school teachers in Hua Hin District.

The research work motivation of public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand aims to find out the work motivation level of the teachers teaching in public secondary schools in Hua Hin District of Thailand.

The independent variables are comprised from the personal and work characteristics and the dependant variables are comprised from the facets of work motivation.

#### 4.3.1 Socio-Demographic Factors

**Table 4.13** Differences in age and work motivation

(N=193)					
Age	N	$\mu$	$\sigma$	t	p-value
Less than 41 years	96	4.24	.47	.207	.836
41 years and more than	97	4.25	.47		

\* Significant at the 0.05 level

Table 4.13 illustrates the overall work motivation with regards to the age. The findings indicated that it has no statistically significant difference. This means that the age does not have an impact on the level of work motivation.

**Table 4.14** Differences in gender and work motivation

(N=193)					
<b>Gender</b>	<b>N</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>t</b>	<b>p-value</b>
Male	60	4.23	.53	.416	.678
Female	133	4.26	.44		

\* Significant at the 0.05 level

Table 4.14 illustrates the overall work motivation with regards to the gender. The findings indicated that it has no statistically significant difference. This means that the gender does not have an impact on the level of work motivation.

**Table 4.15** Difference in marital status and work motivation

(N=193)					
<b>Marital status</b>	<b>N</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>F</b>	<b>p-value</b>
Single	57	4.17	.48	1.59	.192
Married	130	4.28	.46		
Divorced	3	3.98	.80		
Widowed	3	4.58	.31		

\* Significant at the 0.05 level

Table 4.15 illustrates the overall work motivation with regard to the marital status. The findings indicated that it has no statistically significant difference. This means that the marital status does not have an impact on the level of work motivation.

**Table 4.16 Difference in education level and work motivation**

(N=193)					
<b>Education level</b>	<b>N</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>F</b>	<b>p-value</b>
Below Bachelor Degree	3	4.09	.68	.352	.788
Bachelor Degree	160	4.26	.47		
Master's Degree	29	4.20	.48		
Doctoral's Degree	1	4.53	.00		

\* Significant at the 0.05 level

Table 4.16 illustrates the overall work motivation with regard to the education level. The findings indicated that it has no statistically significant difference. This means that the education level does not have an impact on the level of work motivation.

**Table 4.17 Difference in year of experience and work motivation**

(N=193)					
<b>Teaching experience</b>	<b>N</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>F</b>	<b>p-value</b>
Less than 11 years	73	4.24	.49	.224	.823
11 years and more than	120	4.25	.46		

\* Significant at the 0.05 level

Table 4.17 illustrates the overall work motivation with regard to the year of experience. The findings indicated that it has no statistically significant difference. This means that the year of experience does not have an impact on the level of work motivation.

**Table 4.18** Difference in present position in the school and work motivation

**(N=193)**

<b>Present position in the school</b>	<b>N</b>	<b>μ</b>	<b>σ</b>	<b>F</b>	<b>p-value</b>
Senior Teacher	42	4.24	.50	16.08	.000*
Teacher	121	4.35	.39		
Other (Master Teacher and Principal)	30	3.84	.51		

\* Significant at the 0.05 level

Table 4.18 illustrates the overall work motivation with regards to the present position in the school. The findings indicated that it has a statistically significant difference. This means that the present position does have an impact on the level of work motivation.

**Table 4.19** Comparison test showing the difference of present position in the school

**(N=193)**

<b>Present position in the school</b>	<b>μ</b>	<b>Present position in school</b>		
		<b>Senior Teacher</b>	<b>Teacher</b>	<b>Other</b>
Senior Teacher	4.24			*
Teacher	4.35			*
Other (Master Teacher and Principals)	3.84	*	*	

\*The mean difference is significant at the 0.05 level.

Table 4.19 showed that the teacher had higher level of work motivation than the others.

### 4.3.2 Organizational Factors

**Table 4.20** Difference in organizational commitment and work motivation

(N=193)					
<b>Organizational commitment</b>	<b>N</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>t</b>	<b>p-value</b>
High commitment	47	3.76	.52	10.05	.000*
Highest commitment	146	4.40	.32		

\* Significant at the 0.05 level

Table 4.20 illustrates the overall work motivation with regards to the organizational commitment. The findings indicated that it has a statistically significant difference. This means that the organizational commitment does have an impact on the level of work motivation. Highest commitment has higher level of work motivation than high commitment.

**Table 4.21** Difference in school size and work motivation

(N=193)					
<b>School Size</b>	<b>N</b>	<b><math>\mu</math></b>	<b><math>\sigma</math></b>	<b>t</b>	<b>p-value</b>
Less than 1,000 students	131	4.43	.377	9.18	.000*
1,000 students and more than	62	3.87	.431		

\* Significant at the 0.05 level

Table 4.21 illustrates the overall work motivation with regards to the school size. The findings indicated that it has a statistically significant difference. This means that the school size does have an impact on the level of work motivation. School size with students less than 1,000 students has higher level of work motivation than school size with 1,000 students and more than.

**Table 4.22** Difference in teaching load and work motivation

					(N=193)
Teaching Load	N	$\mu$	$\sigma$	t	p-value
Less than 21 hours	175	4.30	.43	5.435	.000*
21 hours and more than	18	3.71	.48		

\* Significant at the 0.05 level

Table 4.22 illustrates the overall work motivation with regards to the teaching load. The findings indicated that it has a statistically significant difference. This means that the teaching load does have an impact on the level of work motivation. Teachers who teach less than 21 hours per week have higher level of work motivation than teachers who teach 21 hours and more than.

#### 4.4 Summary of the research results

Work Motivation of public secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand in regards to present position in school, organizational commitment, school size and teaching load in the schools were found to be statistically significant as outlined in the tables. However, age, gender, marital status and education level were found not to be statistically significant to the level of work motivation.

**Table 4.23** Summary of the research result

Hypotheses	Results
1. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by age.	Rejected
2. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by gender.	Rejected
3. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by marital status.	Rejected

**Table 4.23** Summary of the research result (Cont.)

<b>Hypotheses</b>	<b>Results</b>
4. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by education level.	Rejected
5. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by year of experience	Rejected
6. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by present position in the school.	Accepted
7. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by organizational commitment .	Accepted
8. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by school size.	Accepted
9. Work Motivation of secondary public school teachers in Hua Hin District is statistically significant by teaching load	Accepted

## **CHAPTER V**

### **DISCUSSION**

The pursuit of discovering work motivation of public secondary school teachers in Hua Hin District and to compare the level of work motivation among its teachers with regard to general and work characteristics with the following facets of work motivation; supervision, interpersonal relations, image of job, salary, recognition, responsibility, work qualities and growth and advancement. The findings of the research are discussed as follows:

5.1 Discussion on General profile of the sample

5.2 Discussion on Work motivation of the public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand

5.3 Discussion on the effect on the level of work motivation of public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand by their Socio-Demographic and Organizational Factors.

#### **5.1 Discussion on General Profile of the Sample**

The research findings about age showed that out of 193 participants, 49.7% which represents 96 participants is categorized less than 41 years. While 50.3% which represents 97 participants is categorized 41 years and more than. The main reason for the almost equally number of teachers in both categories is because of the current emphasis by Office of the National Education Commission (ONEC) (2001) to enhance new teacher recruitment and retain current teachers with educational development programs put forth by The National Scheme of Education with a clear policy to raise morale and security within the profession.

The findings reveal that 68.9% represents 133 female teachers and 31.1% represents 60 male teachers. The reason for such a large gap between female and male teachers may be because the profession of teaching is still seen as a pastoral role

suitable for females. Women are considered to be more nurturing which is regularly in line with their characters. This does not mean men are unable to carry out this role but stereotypes have reinforced this idea and men are less likely to go into the teaching profession. Another reason is many men, even if they wanted to choose a career as a teacher, opted for other higher paying professions as they have the responsibility to be the main financial provider within the family unit. A teacher's salary alone is not sufficient to meet all of a family's needs. With regards to qualification, 1.6% of 3 participants have below bachelor's degree, 82.9% of 106 participants have Bachelor degree, 15% of 29 participants have Master degree and 1.6% of 1 participant has a Doctoral degree. The main reason the majority of teachers have a Bachelor degree is due to the Thai Ministry of Education implementation of 144 teacher training institutes to ensure it would have the required teachers to staff both public primary and secondary schools in the future. However should a teacher with a Bachelor degree want to pursue a Master or Doctoral degree, because the allocation of funds by the Thai Ministry of Education were designated to be used for teacher recruits to obtain Bachelor Degrees only, no policy was set-up to support teachers who wanted to pursue higher education in terms of Master or Doctoral degrees. This may explain why so few teachers in public secondary schools have either a Master or Doctorate degrees. In addition, it should be noted, some teachers who make provisions to obtain a higher degree above Bachelor, would be teaching in universities and would not be included in this research.

The results indicated that 62.2% of 120 participants had 11 years and more than of teaching experience, while 37.8% of 73 participants had less than 11 years of teaching experience. Because public school teachers are classified as civil servants, they tend to keep their jobs much longer to ensure they will have an old age pension for some financial security when they retire. In addition it is possible that teachers with less than 11 years of experience are part of the group who received jobs during the mass hiring programs introduced by the Ministry of Education in 2001. Therefore these teachers fall into the category of less than 11 years of teaching experience.

With regard to work motivation commitment, 75.6% of the public secondary school teachers were highly committed and 24.4% were at a high level of

commitment. This may be strongly influenced by the government's intention to bring betterment to the teaching profession based on the New Constitution of the Kingdom of Thailand. Currently the Ministry of Education is implementing for favorable training procedures by developing in-service training for teachers, enforcing educational reforms, and in general improving the welfare of civil servant teachers on personal levels to raise both morale and security within the profession. These reforms are reflected in the number of teaching hours as 67% of 131 participants teach less than 21 hours per week compared with only 9.3% of 18 participants teaching 21 hours and more than. These are promising numbers as 67.9% of 131 teachers teach in schools with less than 1,000 students.

## **5.2 Discussion on Work motivation of the public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand**

Out of the nine dependant variables of work motivation, teachers teaching in public secondary school in Hua Hin District are highly motivated beginning with image of job, followed by interpersonal relations, then both work qualities and growth and advancement, then supervision and next, both recognition and responsibility, then working condition and lastly with the lowest score is salary. However, when comparing all average mean scores from each facet, there are very minimal score differences. Thus the findings of the overall work motivation of public secondary school teachers in Hua Hin District is at the highest level. However the last two dependant variables above are ranked at high. Both working condition and salary have the lowest scores from all the data. Provision by the Ministry of Education are essential is raising salaries and improving working conditions. In regards to salaries, subsidization programs could be created for housing and transportation allowances for more financial security. As for working conditions, a possibility is to use the military construction division to renovate or build new facilities as an example. Instead of trying to obtain more expensive cash solutions, using available national resources will be much more efficient and cost effective to achieve results.

The findings indicated that the teachers in public secondary school in Hua Hin District value the image of job the most. The result supports the research findings of Lepper & Hodell (1989) where teachers having higher professional status tend to be more highly motivated. This finding is further cemented by Midgley, Kaplan, & Middleton (2001) who presented in their research; teachers who have increased status with the benefits and authority accompanying it will be more highly motivated. This may be the reason why public secondary teachers in Hua Hin District value their image of job the most as they are highly respected within the community and have life time work security due to their civil servant status. Closely following image of job is interpersonal relations also ranked highest as a reason for greater work motivation. This finding indicates teachers strongly value relationships at work and supports Pajores (1996) argument; openness between peers increases an individual's personal efficiency thereby leading to a higher level of motivation. Also ranked in the highest category are work qualities as having an impact on work motivation. It can be assumed based on the results, public secondary school teachers in Hua Hin District spend more time doing what they like versus what they don't because as put fourth by Parkay (1988), the relationship between work of teaching and teacher motivation can be measured as the amount of time that teachers spend doing the part of their jobs that they like and how much time that they spend doing parts of their jobs that they don't like. As well, growth and advancement also ranked at highest level. This may be due to the Thai Ministry of Education's current programs to coordinate the production and development of both incoming and seasoned teachers with more opportunities in training and development. This supports the work of Coladarci (1992) that when a teacher feels that they are able to achieve personal growth with support from their educational institution while being recognized for their efforts; they will be more highly motivated. Next, supervision was also ranked at highest level, especially when supervisors gave appropriate feedback to improve their performance. It should be noted, teachers were also motivated when two way feedback was possible, so to be able to openly discuss issues with supervisors. This supports the argument put forth by Rosenholtz (1986) stating both sides must conceive of themselves to be accountable to the other by being open and straightforward to achieve the best possible results providing the desired benefit of motivating both sides. Supervision

ties in closely with recognition and responsibility which were also both ranked in the highest level. The recognition findings from the study were highest when teachers received recognition in terms of feedback and approval by their supervisor allowing them to be more confident, resulting in better work as they tended to be more motivated. This supports the work of Mueller (2009) where extrinsic rewards play a role in motivating staff. However it should be noted, extrinsic rewards alone are not enough, the teacher must possess some intrinsic elements as well so together with extrinsic factors, the teacher's motivation level with more likely increase with a mix of the two. With positive recognition came increased confidence from the supervisor to delegate work duties and allow the teacher more autonomy thereby also increasing work motivation.

When it came to working condition, the teachers ranked at the high level where they were most motivated when they had the authority to design and implement their own teaching plans. This supports the work of Czubaj and Mills (1996 & 1991) where teachers tend to have lower levels of work motivation when they have to spend time on other duties that they do not see as their core duties. This is further supported from the study as teachers were least motivated when they had to accept new duties that were not previously part of their job description.

Salary is an important factor in motivation but out of all the dependant variables, it scored the lowest. This is supported by Bishay (1996) who found that salary is directly related for many teachers to work motivation but it is not the greatest motivator. From the researcher's findings, teacher's motivation ranked high for the compensation they received for the work they did but they were more motivated by day to day activities and interactions at their work place.

Overall work motivation is at the highest level, though two of the dependant variables, working condition and salary were only at the high level. It would be inaccurate to state only two or three factors would account for work motivation. The reality is all parts play an important role in determining work motivation but some factors may hold less value then others depending on the individual and what they value more personally. Herzberg (1979) was accurate when he stated that to prevent worker dissatisfaction; hygiene factors must also be included in any holistic study. As well including organizational commitment is also important

to strive for a better understanding of work motivation of the individual and the organization they work at.

### **5.3 Discussion on the effect on the level of work motivation of public secondary school teachers in Hua Hin District of Prachuabkhirikhan, Thailand by their Socio-Demographic and Organizational Factors.**

#### **5.3.1 Difference in Age and Work Motivation**

The research findings indicated that the difference in age is not statistically significant. This means that age does not have an impact on the level of work motivation. This confirms the findings of Ololube (2006) in which he suggested that the relationship between age and work motivation is not necessarily linear. This is logical as it is a common understanding that teachers will be motivated early on in their careers and then gradually maintain work motivation as they gain higher status within their profession. It makes sense as new teachers are enthralled to prove themselves at the beginning and are more likely to try harder accounting for their work motivation and when they do achieve success they continue to fuel their work motivation with ongoing challenges which increases their confidence level. This directly has an impact on maintaining work motivation throughout their careers. Herby age as a hypothesis is rejected.

#### **5.3.2 Difference in Gender and Work Motivation**

The findings indicated that gender does not have any statistical significance. This means that the gender does not have an impact on the level of work motivation. This did not support the findings of De Cooman (2007) who argued women were more motivated than men due to less career choices available to them. As well arguing women tend to be more nurturing than males, giving them a greater sense of purpose in their roles as teachers. Furthermore it also did not support the findings of Bishay (1996) who stated women teachers are more appreciated by students because they fulfill both pedagogical and nurturing needs more so than male teachers. It could be that men are more comfortable than in the past at offering caring

feelings allowing them to be just as effective as women in their role as teachers. As well, some students may appreciate having male teachers as they also serve as male role model figures. Herby gender as a hypothesis is rejected.

### **5.3.3 Difference in Marital Status and Work Motivation**

The result indicated that out of 193 participants, 57 participants were single, 130 were married, 3 were divorced and 3 were widowed. The result indicated that single and divorced fell into the high level category and married and widowed fell into the highest level category. The findings indicated that marital status has no statistical significant difference. This means that marital status does not have any impact on the level of work motivation. This does not support the findings of Dhull & Mangal (2005) who argued a married teacher rates higher in emotional intelligence thus making them better teachers which creates a scenario where they are more highly rewarded in turn increasing work motivation. Furthermore, the findings also did not support the findings of Annaraja & Jose (2005) who also argued married teachers have higher emotional intelligence thereby instilling higher levels of emotional intelligence in their students and in turn reinforces work motivation of the teacher. It may be possible unmarried teachers have more time to dedicate themselves to their profession resulting in better instruction and relationships between student and teacher thereby possibly increasing their work motivation. Hereby marital status as a hypothesis is rejected.

### **5.3.4 Difference in Education Level and Work Motivation**

The results indicated that out of 193 participants, 3 had below bachelor degree, 160 had bachelor degrees, 29 had master degrees and 1 had a doctoral degree. The result also indicated that education level did not have statistically significant difference. This means education level does not have an impact on level of work motivation. The result supports the findings of Frymier & Thompson (1992) who argued advanced degrees may have some effect on teacher motivation but in the greater scheme of education, more important than degrees is the opportunity for lifelong learning. This is further supported by Brophy (1987) who also argued teachers will remain motivated if they are able to explore new ideas which in turn

allows them to gain new competences and expertise in their work. As well it did not support Hertzberg's two factor theory where it states that people with higher education will benefit more from intrinsic rewards and have a higher level of work motivation. Hereby education level as a hypothesis is rejected.

### **5.3.5 Difference in Year of Experience and Work Motivation**

The findings indicate that year of experience does not have statistically significant difference. This means that the years of teaching experience does not have an impact on the level of work motivation. Both groups, teachers with less than 11 years of experience and teachers with more than 11 years of experience both ranked in the highest level category. This supports the findings of Luce (1998) who wrote, experience is an important variable but there is no single clear relationship between years of experience and work motivation. As well, the findings of Klassen (2009) who stated some teachers are able to maintain work motivation by either changing grades or subjects they teach can also become more motivated. This supports the earlier statement that when teachers are given freedom to try new ideas or have some degree of freedom within their organization, it may increase their work motivation. Hereby year of experience as a hypothesis is rejected.

### **5.3.6 Difference in Present Position in School and Work Motivation**

The findings indicated that there was statistically significant difference in present position in school. This means that present position in school does have an impact on work motivation. Thus present position in school as a hypothesis is accepted. The research findings tie into Adam's Equity Model where teachers are more likely to be highly motivated if they believe that others in the same position are being compensated and treated equally at the same level they are. However the findings of Chan (2003) suggested that equity is a more important predictor for work motivation than rank. It may be that as teachers gain rank they feel a sense of intrinsic satisfaction thereby energizing them to be more motivated due to achieving their goals of moving up a career ladder.

### **5.3.7 Difference in Organizational Commitment and Work Motivation**

The findings indicated that there was statistically significant difference in organizational commitment. This means that organizational commitment does have an impact on work motivation. Thus organizational commitment as a hypothesis is accepted. This supports a study by Mooday, Porter & Steer (1982) where organizational commitment was seen as a 3 part model. They are identification of the goals and values of the organization, a desire to belong to the organization, and an effort to display willingness on behalf of the organization. This holds true for secondary school teachers who participated in the study as 146 teachers ranked in the highest commitment, while 47 ranked in the high commitment. The organizational commitment questions asked in the questionnaire match the 3 part model by Mooday, Porter & Steer and support the hypothesis of Work Motivation of secondary public school teachers in Hua Hin District is statistically significant.

### **5.3.8 Difference in School Size and Work Motivation**

The findings indicated that there was statistically significant difference in school size. This means that school size does have an impact on work motivation. Thus school size as a hypothesis is accepted. In Hua Hin District more teachers teach in school with less than 1000 students allowing for smaller classroom sizes allowing the teacher to better manage and be more efficient in their work. This is a motivating factor in their work. However a study by Wu (2008) contradicts this finding as he argues larger schools have more resources allowing teachers to be able to teach more effectively which in turn produces better student results thus allowing for better work motivation for the teacher. Having been to all of the secondary schools in Hua Hin District, weather the school has less than 1000 students or more, they have an equal number of resources. A school with fewer students allows for better managed teaching arrangements and does aid teacher work motivation.

### **5.3.9 Difference in Teaching Load and Work Motivation**

The findings indicated that there was statistically significant difference in teaching load. This means that teaching load does have an impact on work motivation.

Thus teaching load is an accepted hypothesis. This confirms the findings of Reyes & Imber (1992) who stated; when teachers are burdened with an unequal distribution of work load they are less likely to be motivated. As well, the argument put forth by Smith & Bourke (1992) also supports these research findings. Teachers are able to support temporary increases in work load. However should this increased work load remain a constant over long period of time, work motivation decreases rapidly.

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter's purpose is to summarize the research findings, conclude the research and make recommendations. This chapter is categorized as follows;

6.1 Summary of the research findings

6.2 Summary of the overall work motivation of secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand

6.3 Analysis of the effect on the level of work motivation of the public secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand

6.4 Recommendations

6.5 Recommendations for further studies

#### **6.1 Summary of the Research Findings**

The main purpose of this research was to find out the work motivation of public secondary school teachers in Hua Hin District, Prachuabkhirikhan, Thailand and to compare the level of work motivation of teachers teaching in public secondary schools in Hua Hin District of Prachuabkhirikhan, Thailand with regards to personal and work characteristics by the following facets of work motivation; supervision, interpersonal relations, working conditions, image of job, salary, recognition, responsibility, work qualities, and growth and advancement. A descriptive questionnaire was used as the research method and the questionnaire was produced and used as the key data collection instrument. Descriptive statistics like, percentage, mean, standard deviation was used to get an in-depth understanding of the general characteristics of the sample. ANOVA and *t*-test were used in comparing the personal characteristics, work characteristics with the factors of work motivation. The population of the study was the teachers teaching in public secondary schools in Hua

Hin District, Prachuabkhirikhan, Thailand and the sample size was 193 teachers teaching in five public secondary schools in the district. Out of 193 participants, 49.7% which represents 96 participants, falls under the age group of less than 41 years and 50.3% which represents 97 participants falls under the age group 41 years and more than. The sample has more female teachers with 68.9% which represents 133 female teachers and 31.1% representing 60 male teachers. There is a greater number of married teacher representing 67.4% with 130 participants, 29.5% with 57 participants are single and there are some very insignificant percentages of 1.6% with 3 participants falling under both the widowed and divorced categories. With regard to education level, 1.6% with 3 participants has below bachelor's degree, 82.9% with 160 participants have bachelor degree, 15% with 29 participants have master degree and .5% representing 1 participant has a doctoral degree. In the sample, the majority of teachers have 11 years and more of experience with 62.2% representing 120 participants and 37.8% representing 73 teachers has less than 11 years of experience. Mostly the participants were teachers with 62.7% with (121 participants), 21.8% with 42 participants were senior teachers and 15.5% representing 30 participants were categorized in other.

Lastly, 31.6% of 61 participants teach in secondary level Matthayom 1-3, 34.2% of 66 participants teach in secondary level Matthayom 4-6, and 34.2% of 66 participants teach in secondary levels Matthayom 1-6.

## **6.2 Summary of the Overall Work Motivation of Secondary School Teachers in Hua Hin District, Prachuabkhirikhan, Thailand**

On reviewing the result of the research, it was found that the average mean score was 4.24 and .59 S.D. Out of the 9 facets of work motivation, the following 7, supervision, interpersonal relations, image of job, recognition, responsibility, work qualities, and growth and advancement were are highest level and the remaining 2 factors, working condition and salary, were at high level. It should be noted, between highest and high levels, the mean scores were not much different. Hereby the findings of the overall work motivation were at the highest level. The

result also illustrated that teachers in Hua Hin District have highest level in image of job the most, followed by interpersonal relations, next are both work qualities and growth and advancement, and then supervision, and the also equally, recognition and responsibility, and with the least motivation with the minimum score of 4.10 was salary.

### **6.3 Analysis of the Effect on the Level of Work Motivation of the Public Secondary School Teachers in Hua Hin District, Prachuabkhirikhan, Thailand**

The results indicated that work motivation with regards to age was not statistically significant. When the 2 age groups were compared, it was found that both new and seasoned teachers are both equally motivated in their work. The explanation for this is, new teachers are motivated at the beginning of their careers while older teachers retain work motivation as they gain higher status within their profession.

With regard to gender and overall work motivation, gender was not statistically significant. Males and females were both equally motivated in their work. The explanation for this could be that women are naturally more inclined to choose teaching as a profession due to their tendencies to be more nurturing and finding a sense of purpose in choosing teaching as a profession. As well, in general males choosing a career in teaching is much more acceptable with past norms being broken down, eroding old stereotypes of teaching being only a women's profession, allowing men to feel more comfortable and satisfied with choosing a career in teaching.

In terms of marital status, there was no statistically significant difference. The findings contradicted the findings of Dhull & Mangal (2005) who argued married teachers have better emotional intelligence thereby making them more motivated as teachers. It is possible that single, divorced or widowed teachers consider the school, staff and students as their surrogate family and attach greater meaning to their work thereby increasing their work motivation to be equal to that of married teachers.

In terms of education level, the result indicated that out of 193 participants, 3 had below bachelor degree, 160 had bachelor degrees, 29 had master

degrees and 1 had a doctoral degree. The result also indicated that education level did not have statistically significant difference. This means education level did not have an impact on work motivation level. What really matters is not so much the degrees but rather the opportunity for teachers to be able to practice lifelong learning and have the freedom to try new ideas so as to gain greater confidence in their craft allowing for greater work motivation.

The findings indicated that year of experience did not have statistically significant difference. This meant years of experience had no impact on teacher work motivation. As important as it may be to include experience as a variable, Luce (1998) stated there is no clear relationship between years of experience and work motivation. Work motivation can be found or lost at any point in a teacher's career. Research must consider a multiple of factors, both extrinsic and intrinsic, and pinpoint both individual and collect needs of teachers to promote and maintain teacher work motivation consistently.

As for present position in school and overall work motivation, the results indicated that there was statistically significant difference and it did have an impact on work motivation. As teachers gain higher status due to their work accomplishments and become Senior Teachers, their work motivation may decrease due to increased administrative tasks and accountability for any failures. Regular Teachers do not have this greater responsibility allowing them to maintain greater work motivation than Senior Teachers. Furthermore, the work of Chan (2003) supports this finding; He suggested that equity is a more important predictor for work motivation than rank. But it seems to be a double edged sword because Teachers who are motivated by the possibility of moving up the career ladder, and then achieve their goal, only to discover they may be less motivated due to the increased work demands in their job.

With regard to organizational commitment and work motivation, the result indicated that there was a statistically significant difference. This meant that organizational commitment did have an impact on overall work motivation. The main three components of organizational commitment by a study presented by Moody, Porter, & Steer (1982) were; identification of the goals and values of the organization, a desire to belong to the organization and an effort to display willingness on behalf of

the organization. All three components are a tight match for the questions asked in the data collection questionnaire where it was at highest level of relevance for teachers having similar life objectives to their work place, a highest sense of obligation to their school, and a willingness to do more work than necessary if need be.

The findings of this work indicated that there was statistically significant difference in school size and work motivation. This meant school size did have an impact on work motivation. There are more schools with less than 1,000 students and this may greatly benefit the teacher's work motivation due to smaller class sizes when compared to schools with more than 1,000 students, making the teachers work more manageable and thereby allowing for greater work motivation.

Lastly, teaching load findings were found to be statically significant different in regards to work motivation. This means teaching load did have an impact on work motivation. When teachers already have a large enough teaching load and additional work is delegated to them, it can become a heavy burden on the teacher to get it all done. Teachers are able to temporarily handle additional work but if remains a constant, then they will quickly lose motivation. Additional work must be distributed equally among all levels of staff in fairness so as to be manageability for all teachers.

## **6.4 Recommendations**

Even though the findings pointed towards the overall work motivation of teachers teaching in public secondary schools in Hua Hin District, Prachuabkhirikhan, Thailand as at the highest level, there are 2 factors at high level, salary and working condition. It seems that public secondary school teachers in Hua Hin District are extremely motivated in their work. However there are some areas that could be improved upon even though the results have been exceptionally positive.

### **6.4.1 Recommendations**

- The Hua Hin Division of Education should place more emphasis on improving working conditions by finding innovative solutions to obtain better and more learning resources, improve classroom conditions with either better

ventilation or new air-conditioners and add more or improve facilities for student and teacher usage.

- New provisions should be made to increase the benefits and salaries of the teachers for the purpose of allowing teachers to have a better sense of security in their jobs.

- One of the findings suggested teachers need to receive more credit for the work they do well. Supervisors should ensure the channels of communication between themselves and staffs are always open and teachers should receive some form of recognition credit for when they perform well in their jobs. This will also allow for greater feedback between teachers and supervisors and general improve the school environment.

- Supervisors should involve teachers in some decision making process' that may directly affect their work or position.

#### **6.4.2 Recommendations for further studies**

- Because the study only focused on public secondary school teachers of one district, further research is recommended to span out to other districts to represent the level of work motivation at the provincial level.

- It would of benefit to do a similar study on the effects of work motivation on student achievement.

- A study to compare and contrast the work motivation of teachers in Thailand with a Western country.

- As this was only a quantitative research, further study using qualitative methods would give a much more in-depth understanding on teacher work motivation.

## BIBLIOGRAPHY

- Adams, J.S. (1965). "Inequity in social exchange". **Advanced Experiments in Social Psychology**. Vol. 62 (pp. 335-343).
- Alderfer, C.P. (1980). "The Methodology of Organizational Diagnosis". **Professional Psychology**. Vol. 11 (pp. 459-468).
- \_\_\_\_\_. (2005). "The Five Laws of Group and Inter group Dynamics". **Journal of Applied Behavioral Science**. Vol. 13 (pp. 193-210).
- Annaraja, P and S. Jose. (2005). "Emotional intelligence of B. Ed. Trainees". **Research and Reflections in Education**. Vol. 2 (pp. 8-16).
- Ashton, P. (1985). "Motivation and the teacher's sense of efficacy". **Florida Journal of Educational Research**. Vol. 26 (pp. 29-41).
- Bandura, A. (1977). "Self efficacy: Toward a unifying theory of behavioral change". **Psychological Review**. Vol. 84 (pp. 1191-215).
- \_\_\_\_\_. **Self-efficacy: The Exercise of Control**. New York: Freem.
- Basset-Jones, N. and Lloyd, G. (2005), "Does Herzberg's Motivational Theory have Staying Power"? **Journal of Management Development**, Vol.24, No, pp.57-56.
- Bellott, F. K. and F. D. Tutor. (1990). **A Challenge to the Conventional Wisdom of Herzberg and Maslow Theories**. Paper presented at the Nineteenth Annual Meeting of the Mid-South Educational Research Association. New Orleans, LA.
- Benge, E and J. Hickey. (1984). **Morale and Motivation: How to Measure Morale and Increase Productivity**. New York: Franklin Watts.
- Berry, B. (2004). "Recruiting and retaining "highly qualified teachers" for hard-to-staff schools". **NASSP Bulletin**. Vol.88 (pp.5-27).
- Best, J. W. (1977). **Research in Education**. Eaglewood Cliffs, New Jersey: Prentice Hall.
- Bishay, A. (Fall 1996). "Teacher Motivation and Job Satisfaction". **Journal of Undergraduate Science**. Vol. 3 (pp. 147-154)
- Bowen, B. E., & Radhakrishna, R. B. (1991). Job **satisfaction of agricultural education faculty: A constant phenomena**. *Journal of Agricultural Education*, 32 (2). 16-22.

- Brophy, J. (1987). "On motivating students". In Berliner DC and Rosenshine DV (Eds.). **Talk to teachers**. New York: Random House.
- BROWN, H. Douglas. (1994). **Principles of Language Learning and Teaching**. New Jersey: Prentice Hall Regents.
- Campbell, J.P., and Pritchard, R.D. (1976). **Motivation theory in industrial and organizational psychology**. In M.D. Dunette (ED.), **Handbook of industrial and organizational psychology**. Chicago: Rand McNally.
- Chen, C. P. (2003). "Integrating Perspectives in Career Development Theory and Development". **Career Development Quarterly**. Vol. 51 (pp. 203-216).
- Coladarci. T. (Summer 1992). "Teachers' Sense of Efficacy and Commitment to Teaching". **The Journal of Experimental Education**. Vol. 60, No. 4 (pp. 323-334).
- Czubaj, C. A. (1996). "Maintaining teacher motivation.". **Education**. Vol. 116 (pp. 372-9).
- De Cooman et al (2007), "Graduate Teacher Motivation For Choosing a Job in Education". **International Journal for Educational and Vocational Guidance**. Vol. 7, No. 2.
- Deci, E. L. (1975). **Intrinsic motivation**. New York: Plenum.
- Deci, E. L. and R. M. Ryan (1985). **Intrinsic motivation and self-determination in human behavior**. New York: Plenum Press.
- \_\_\_\_\_. (1991). **A motivational approach to self: Integration in personality**. Lincoln, Neb. University of Nebraska Press.
- Ryan, R. M., & Deci, E. L. (2000). "**Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being.**" *American Psychologist*, (pp.55, 68-78).
- Denhardt, R. (2008). **Managing Human Behavior in Public and Nonprofit Organizations**. Sage Publications, Inc.
- Dhull, I. and S. Mangal. (2005). "Emotional intelligence its significance for school teachers". **Educational Tracks**. Vol. 4, No. 11 (pp. 14-16).
- Diamantes, T. (2004). "What Principals Think Motivates Teachers". **Journal of Instructional Psychology**. Vol. 31. Division of Education, Prachuabkhirikhan Section 2. (2010)

- DÖRNYEI, Zoltan. (2001). **Motivational Strategies in the Language Classroom**. Cambridge: Cambridge University Press.
- Dweck, C. S. (1999). **Self-theories: Their role in Motivation, Personality, and Development**. Philadelphia, PA: Psychology Press.
- Elliot A.(1999). "Approach and avoidance motivation and achievement goals". **Educational Psychologist**. Vol. 34, No. 3, (pp. 169-189).
- Elmore, R. F. (2000). **Building a Structure For School Leadership**. Albert Shanker Institute: Washington, D.C.
- Furnham, A. (1999). **The psychology of behavior at work**. UK: Psychology Press.
- Fry, G. (1999). **Teaching personal strategy in Thailand: A review and recommendations**. Bangkok: UNESCO.
- Frymier, A. B. and C. A. Thompson (1992). "Received Teacher Affinity-Seeking in Relation to Perceived Teacher Credibility". **Communication Education**. Vol. 41, (pp. 388-399).
- Goble, F.G. (2004). **The Third Force**. New York: Norton.
- Gordan, S. (1991). **How to help beginning teachers succeed**. Alexandria, VA: ASCD.
- Graham, L. and Weiner, J. (1997). **Theories and Principles of Motivation**. In Berliner C and Calfee M (Eds.). **Handbook of Educational Psychology**, New York: Simon & Shuster Macmillan.
- Greenberg J. and Baron A.R (2003). "Behavior in Organizations", Prentice Hall, Vol. 8, pp.188-215.
- Guion, R. and Landy, F. (1972) **Organizational Behavior and Human Performance**, Volume 7, Issue 2, April 1972, Pages 308-339.
- Henke, R., X. Chen, and S. Geis. (2000). **Progress through the teacher pipeline: 1992-1993**. College graduates and elementary/secondary school teaching as of 1997. (NCES2000152). Washington, DC: National Center for Education Statistics.
- Herzberg, F. (1959). **The Motivation to Work**. New York: John Wiley and Sons.
- \_\_\_\_\_. (1966). **Work and the Nature of Man**. Cleveland: World Publishing Co.
- \_\_\_\_\_. (1987). "One More Time: How Do You Motivate Employees?". **Harvard Business Review**. Vol. 65, No. 5, (pp. 109-120).

- Herzberg, F., B. Mausner, and B.B. Snyderman. (1959). **The Motivation of Works**. (2 nd edition). New York: John Wiley and Sons.
- Hidi, S. (1990). "Interest and Its Contribution as a Mental Resource for Learning". **Review of Educational Research**. Vol. 60, No. 4, (pp. 559-571).
- Ingersoll, R. (2003). **Is there really a teacher shortage?**. Seattle, WA: Center for the Study of Teaching and Policy (September).
- JOHNSON, Susan Moore. (1986). "Incentives for Teachers: What Motivates, What Matter". **Educational Administration Quarterly**. Vol.22, No.3 (pp. 54-79).
- Keller, J. M. (1987). "The Systematic Process of Motivational Desig". **Performance and Instruction**. Vol. 26, No. 9-10 (pp. 1-8).
- Klassen, R. et al. (2009). "A Cross-Cultural Study of Adolescent Procrastination". **Journal of Research on Adolescence**. Vol. 19, No. 4 (pp. 799-811).
- Lam, Chak Fu and Garland, Suzanne T. (2008). "Self-determined work motivation predicts job outcomes, but what predicts self-determined work motivation?". **Journal of Research in Personality**. Volume 42, Issue 4, August 2008, Pages 1109-1115.
- Lam, Shui-Fong, Wing-Yi Cheng, Rebecca and Choy, Harriet C. (2008). **School Support and Teacher Motivation to Implement Project-based Learning**. Master Thesis, Department of Psychology. Hong Kong: The University of Hong Kong.
- Lawrence, S. and P. Jordan (2009). "Testing an explicit and implicit measure of motivation". **International Journal of Organizational Analysis**. Vol 17, No. 3 (pp. 103-120).
- Lepper, M. and M. Hodell. (1989). "Intrinsic motivation in the classroom". In Ames C & AmesR (Eds.). **Research on Motivation in Education: Goals and Cognitions**. New York: Academic Press.
- Locke, E. A. (1968). **Toward a theory of task motivation and incentives**. **Organizational and Human Performance**. NY: American Press.
- Luce, J. (1998). **Career Ladders: Modifying Teachers' Work to Sustain Motivation**. Education.
- Luthan, F. (1998). **Organizational Behavior**. 8th ed. Boston: Irwin McGraw-Hill.
- Malmberg, L. E. (2006). "Goal-orientation and Teacher Motivation Among Teacher

- Applicants and Student Teachers”. **Teaching and Teacher Education**. Vol. 22, No. 1 (pp. 59-76).
- Maslow, A. (1943). “A Theory of Human Motivation” **Psychological Review**. Vol. 50, No. 4 (pp. 370-96).
- \_\_\_\_\_. (1954). **Motivation and personality**. New York: Harper and Row.
- \_\_\_\_\_. (1971). **The Further Reaches of Human Nature**. New York: Penguin.
- McClelland, D. (1961). **The Achieving Society**. Princeton: Princeton University Press.
- \_\_\_\_\_. (1988). **Human Motivation**. Cambridge: Cambridge University Press.
- McClelland, D. and D. Burnham. (2008). **Power is the Great Motivator**. Cambridge: Harvard Business Review.
- McGregor, D. (1960) **The Human Side of Enterprise**. NY, McGraw Hill Higher Education.
- Messick, D. and K. Cook. (1983). **Equity Theory: Psychological and Sociological Perspectives**. London: Praeger.
- Midgley, K. and L. Middleton.(2001). “Performance-approach Goals: Good For What, For Whom, Under What Circumstances, and at What Cost?”. **Journal of Educational Psychology**. Vol. 93, No. 1 (pp. 77-86).
- Mills, R. C. (1991). “A New Understanding of Self: The Role of Affect, State of Mind, Self-Understanding and Intrinsic Motivation”. **The Journal of Experimental Education**. Vol. 60, No. 1 (pp. 67- 78).
- Ministry of Education (2009). “Investment Plans under the 2<sup>nd</sup> Stimulus Package of Economic Reform -2010-2012”. **Bureau of Policy and Strategy, Office of the Permanent Secretary**.
- Mintzberg, H. (1983). **Structure in Fives: Designing Effective Organizations**. Englewood Cliffs, NJ.: Prentice-Hall, Inc.
- Mooday, R., Porter, L., Steer, R. (1982). **Employees Organization Linkages**. New York: Academic Press.
- Müller, K., R. Alliaata and Benninghoff. (2009). “Attracting and Retaining Teachers: A Question of Motivation”. **Educational Management Administration and Leadership**. Vol. 37, No. 5 (pp. 574-599).

- Naylor, J. (1999). **Management**. Harlow: Prentice Hall.
- Office of the National Education Commission. (1998) **Education in Thailand**, Bangkok: Author.
- \_\_\_\_\_. (2001). **Education in Thailand**. Bangkok: Author.
- \_\_\_\_\_. (2004) **Education in Thailand**. Bangkok: Author.
- Office of the Rajabhat Institutes Council (2001) **The Secondary Education Quality Improvement Project**. IBRD Loan 4052 TH. Bangkok: Author.
- Oloube, N. P. (2006). **Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment**. Helsinki: University of Finland.
- Ott, J. (2007). **Classic Readings in Organizational Behavior**. Jossey-Bass Inc Publishing.
- Owens, R. (2001). **Organizational Behavior in Education: Instructional Leadership and school Reform**. (7 th edition). Boston: Allyn & Bacon.
- Pajores, F. (1996). "Self-Efficacy Beliefs in Academic Settings". **Review of Educational Research**. Vol. 66, No. 4 (pp. 543-587).
- Parkay, F. W., S. Olejnik and N. Proller. (1988). "A Study of the Relationships Among Teacher Efficacy, Locus of Control, and Stress". **Journal of Research and Development in Education**. Vol. 21, No. 4 (pp. 13-21).
- Potter, R.F., J. B.Koruth, S. Weaver A. J. and S. Lee Rubenking B and Kim O. (2009). **Correlating a Motivation Activation Measure With Media Preference**. [http://www.allacademic.com/meta/p300189\\_index.html](http://www.allacademic.com/meta/p300189_index.html).
- Reyes, P. and M. Imber. (1992). "Teachers' perceptions of the fairness of their workload and their commitment, job satisfaction, and morale: Implications for teacher evaluation". **Journal of Personnel Evaluation in Education**.
- Rosenholtz, S, J, (1986). "Organizational Conditions of Teacher Learning". **Teaching and Teacher Education**. Vol. 2, No. 2 (pp. 91-104).
- Scott, W. and Davis, G. (2007). **Organizational and Organizing: Rational, Natural and Open System Perspectives**. New York: Free Press.
- Shaker, P. (2009). "Preserving Canadian Exceptionalism". **Education Canada**. Vol. 49, No.1 (pp.28-32).
- Shamir, B. (1991). **Meaning, self and motivation in organizations**. *Organizational Studies*, VOL. 12, 405-424.

- Smith, M. and S. Bourke. (1992). **Teaching and Teacher Education**. London: Elsevier Science Ltd.
- Spitzer, D, R, and J. M. Keller. (1978). "Developing an Objective Measure of Academic Motivation". **Educational Technology**. (pp. 26-30).
- Stewin, L. L. and S. McCann. (Eds.). (1993). **Contemporary Educational Issues: The Canadian Mosaic**. Toronto: Clark Pitman.
- Sylvia, R. D. and Hutchinson. (1985). "What makes Ms. Johnson teach? A study of teacher motivation." **Human Relations**. Vol.38 (pp.841-56).
- Ud Din, N, and H. Inamullah. (2008). "Motivation Techniques Used By Heads of HigherEducational Institutions in Pakistan". **Journal of Contemporary Issues in Education Research, Second Quarter**.Vol. 1, No. 2.
- Vroom, V. (1964). **Work and Motivation**. New York: Wiley.
- Wahba A. and L. Bridgwell. (1976). "Maslow Reconsidered: A Review of Research on the Need Hierarchy Theory". **Organizational Behavior and Human Performance**. Vol.15 (pp. 212-240).
- Walsh, John. (2005) "The Development of a Modern Education System in Thailand"  
Blog: <http://jcw Walsh.bravejournal.com>
- Whitehead, Leroy E. (2007). "Toward a Re-thinking of Mass Public Education: A Personal Exploration". **Journal of Educational Encounters**. Vol. 8, Fall 2007 (pp.203-219).
- Wofford, J. C. (1992). **Meta-analysis of the antecedents of personal goal level and of the antecedents and consequences of**. Journal of Management.
- Wotherspoon, R. (2006). "Teachers' Work in Canadian Aboriginal Communities". **Comparative Education Review**. Vol. 50, No. 4 (pp. 672-694).
- Wu, H-K Hsu Y-S and F-K, Hwang, (2008). "Factors Affecting Teachers' Adoption of Technology in Classrooms: Does School Size Matter?". **International Journal of Science and Mathematics Education**. Vol. 6, No. 1.
- Yamane, T. (1967). **Statistics: an introductory analysis**. (2 nd edition). New York: Harper and Row.
- Young, B.C. (2000). "**Methods of Motivating: Yesterday and Today**",  
<http://academic.empria.edu>

Zeichner, K. M. (2003). "The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students". **Teachers College Record**. Vol.105, No.3 (pp. 490-519).

### Website

[http:// www.businessballs.com/.../adamsequitytheory.htm](http://www.businessballs.com/.../adamsequitytheory.htm)

<http://cwx.prenhall.com/bookbind/pubbooks/morris3/chapter10/medialib/lgimages/MO469FD.GIF>

<http://maaw.info/ArticleSummaries/ArtSumHerzberg6803.htm>

<http://pareonline.net/getvn.asp?v=5&n=11>

[http://psycnet.apa.org/journals/psp/62/3/images/psp\\_62\\_3\\_402\\_fig6a.gif](http://psycnet.apa.org/journals/psp/62/3/images/psp_62_3_402_fig6a.gif)

[http://tabacco.blogcity.com/maslows\\_hierarchy\\_of\\_needs\\_\\_physiological\\_level\\_1\\_to\\_selfact.htm](http://tabacco.blogcity.com/maslows_hierarchy_of_needs__physiological_level_1_to_selfact.htm)

[http://www.workingfutures.com.au/.../fmc13\\_intro.htm](http://www.workingfutures.com.au/.../fmc13_intro.htm)

[http://www.acl.icnet.uk/images/rags\\_fig1.gif](http://www.acl.icnet.uk/images/rags_fig1.gif)

<http://www.macalester.edu/psychology/whathap/ubnnp/intelligence05/img/ThematicApperceptionTestImage13MF.gif>

[http://www.provenmodels.com/files/1e32874bce917e1675a62f04ca026232/motivation\\_hygiene\\_theory.gif](http://www.provenmodels.com/files/1e32874bce917e1675a62f04ca026232/motivation_hygiene_theory.gif)

[http://www.provenmodels.com/files/1e32874bce917e1675a62f04ca026232/motivation\\_hygiene\\_theory.gif](http://www.provenmodels.com/files/1e32874bce917e1675a62f04ca026232/motivation_hygiene_theory.gif)

<http://www.moe.go.th/English/>

<http://www.onec.go.th/publication/ed2004/ed2004.pdf>

<http://www.huahin-map.com>

[http://en.wikipedia.org/wiki/Hua\\_Hin](http://en.wikipedia.org/wiki/Hua_Hin)

[www.timebon.com/maslow.htm](http://www.timebon.com/maslow.htm)

[http://www.trueknowledge.com/q/what\\_is\\_the\\_population\\_of\\_hua\\_hin\\_2010](http://www.trueknowledge.com/q/what_is_the_population_of_hua_hin_2010)

## **APPENDIX**

**แบบสอบถามงานวิจัย**  
**เรื่อง แรงจูงใจในการทำงานของครูระดับชั้นมัธยมศึกษาในอำเภอหัวหิน**  
**จังหวัดประจวบคีรีขันธ์, ประเทศไทย**

---

**ส่วน A : ข้อมูลพื้นฐาน**

**คำชี้แจง:** กรุณาทำเครื่องหมาย ✓ ในช่องสี่เหลี่ยม

ที่ตรงกับคำตอบของท่านหรือกรอกในช่องว่างที่จัดไว้ให้

1. อายุ ..... ปี

2. เพศ

1) ชาย

2) หญิง

3. สถานภาพครอบครัว

1) โสด

2) สมรส

3) หย่าร้าง

4) ม้าย

4. ระดับการศึกษา

1) ต่ำกว่าปริญญาตรี

2) ปริญญาตรี

3) ปริญญาโท

4) ปริญญาเอก

5. ประสบการณ์การสอน ..... ปี

6. ตำแหน่งปัจจุบันในโรงเรียน

1) ครูเชี่ยวชาญ/ชำนาญการพิเศษ

2) ครูชำนาญการ

3) อื่น ๆ (ระบุ).....

7. กรุณาทำเครื่องหมาย  ในช่องสี่เหลี่ยม  ที่ตรงกับระดับมัธยมศึกษาในโรงเรียนของท่าน

- 1) มัธยมศึกษาตอนต้น (มัธยมศึกษาปีที่ 1-3)
- 2) มัธยมศึกษาตอนปลาย (มัธยมศึกษาปีที่ 4-6)
- 3) มัธยมศึกษาตอนต้น-ปลาย (มัธยมศึกษาปีที่ 1-6)

**ส่วน B: ความคิดเห็นต่าง ๆ เกี่ยวกับองค์กร**

**1. ข้อผูกมัดเกี่ยวกับองค์กร**

คำชี้แจง: กรุณาทำเครื่องหมาย  ในช่องว่าง  ที่ตรงกับข้อเท็จจริงของท่าน

- 1 = ต่ำสุด
- 2 = ต่ำ
- 3 = ปานกลาง
- 4 = สูง
- 5 = สูงสุด

ลำดับ	รายการประเมิน	1 ต่ำสุด	2 ต่ำ	3 ปานกลาง	4 สูง	5 สูงสุด
1	ข้าพเจ้าเข้าใจถึงเป้าหมายของโรงเรียนซึ่งมีความคล้ายคลึงกับเป้าประสงค์ในชีวิตของข้าพเจ้าและข้าพเจ้าให้การสนับสนุนต่อโรงเรียนอย่างแข็งขัน					
2	ข้าพเจ้าสำนึกในพันธะหน้าที่ของตนเอง ณ โรงเรียนแห่งนี้					
3	ข้าพเจ้าพูดถึงโรงเรียนแห่งนี้กับเพื่อนๆว่ามีการบริหารจัดการองค์กรอย่างดีเยี่ยมในการทำงาน					
4	ข้าพเจ้ามีสำนึกที่เข้มข้นต่อความรู้สึกถึงความเป็นเจ้าของและมีความจงรักภักดีต่อโรงเรียนของข้าพเจ้า					
5	ข้าพเจ้าเต็มใจที่จะทำงานมากกว่าที่ควรจะทำเพื่อสิ่งที่ดีกว่าแก่โรงเรียน					
6	ข้าพเจ้ายอมรับในปัญหาต่าง ๆ และหาทางแก้ไขโดยไม่จำเป็นต้องมีใครบอกกล่าวให้กระทำเช่นนั้น					

ลำดับ	รายการประเมิน	1 ต่ำสุด	2 ต่ำ	3 ปาน กลาง	4 สูง	5 สูงสุด
7	ข้าพเจ้าเต็มใจที่จะดำเนินการในสิ่งที่เห็นว่าเป็นความจำเป็นของโรงเรียนก่อนความจำเป็นของตัวเองเป็นประจำ					
8	ถ้าข้าพเจ้าได้รับโอกาสที่จะมีงานที่ดีกว่าในการทำงาน ข้าพเจ้าก็ไม่พิจารณาลาออกจากตำแหน่งที่เป็นอยู่ในปัจจุบัน					

2. มีนักเรียนมัธยมศึกษาในโรงเรียนที่ข้าพเจ้าทำงานอยู่จำนวนเท่าใด? (ขอให้ตรวจสอบ)

- 1) ตั้งแต่ 1,000 คน ขึ้นไป
- 2) น้อยกว่า 1,000 คน

3. จำนวนชั่วโมงสอนของท่านต่อสัปดาห์ ..... ชั่วโมง

### ส่วน C: แรงจูงใจในการทำงาน

รายการประเมินต่อไปนี้ระบุถึงความรู้สึกของท่านในส่วนที่เกี่ยวข้องกับองค์ประกอบหลาย ๆ อย่างของที่ทำงานของท่าน โปรดทำเครื่องหมาย ✓ ในช่องว่าง  ที่ตรงกับข้อเท็จจริงของท่าน

- 1 = ต่ำสุด
- 2 = ต่ำ
- 3 = ปานกลาง
- 4 = สูง
- 5 = สูงสุด

ลำดับ	รายการประเมิน	1 ต่ำสุด	2 ต่ำ	3 ปาน กลาง	4 สูง	5 สูงสุด
1	<b>การดูแลอำนวยความสะดวก</b> ผู้บังคับบัญชาโดยตรงของข้าพเจ้าเป็นผู้มีความ ยุติธรรม					
2	ผู้บังคับบัญชาโดยตรงของข้าพเจ้าได้ให้ข้อชี้แนะและ สะท้อนการทำงานซึ่งช่วยให้ข้าพเจ้ามีการปรับปรุง การปฏิบัติงาน					
3	ผู้บังคับบัญชาโดยตรงของข้าพเจ้าพยายามที่จะเข้าใจ ถึงมุมมองของข้าพเจ้าเมื่อมีการพิจารณาเกี่ยวกับ ปัญหาหรือโครงการต่าง ๆ ของข้าพเจ้า					
4	โดยภาพรวมท่านมีความพึงพอใจกับงานตามที่ผู้ บังคับบัญชามอบหมาย					
5	<b>ความสัมพันธ์ระหว่างบุคคล</b> งานของข้าพเจ้าเปิดช่องให้ข้าพเจ้าได้มีโอกาสสื่อสาร กับสมาชิกเพื่อนร่วมงานคนอื่นๆ					
6	ข้าพเจ้าสามารถพูดคุยกับเพื่อนร่วมงานเพื่อแบ่งปัน ความรู้สึกลงและการวิจารณ์ทั้งนโยบายของโรงเรียน ที่เป็นอยู่ในปัจจุบันและที่จะออกมาใหม่					
7	มีความไว้วางใจและความร่วมมือระหว่างครูและเรา สามารถทำงานเป็นทีมงานที่ดีได้					
8	<b>เงื่อนไขการทำงาน</b> งานของข้าพเจ้าเปิดช่องให้ข้าพเจ้าเปลี่ยนแปลง ชั่วโมง การทำงานได้ด้วยตนเอง					
9	สิ่งอำนวยความสะดวกในที่ทำงานของข้าพเจ้ามีความ เหมาะสม สะดวกสบายและมีสภาพอากาศที่เหมาะสม					
10	ข้าพเจ้าสามารถเข้าถึงสิ่งที่เอื้ออำนวยต่อการทำงานได้					
11	หน้าที่ด้านการดำเนินการและการมีส่วนร่วมในกิจกรรม					

ลำดับ	รายการประเมิน	1 ต่ำสุด	2 ต่ำ	3 ปาน กลาง	4 สูง	5 สูงสุด
	รมพิเศษข้าพเจ้าสามารถจัดการได้โดยไม่กระทบต่อ ภาระการสอนของข้าพเจ้า					
12	อาคารที่ข้าพเจ้าทำงานมีความเหมาะสมสำหรับ การทำงาน					
13	ข้าพเจ้าสามารถใช้สิ่งอำนวยความสะดวกของโรงเรียน เมื่อยามจำเป็น ด้วยการทำเรื่องจองหรือยืม					
	<b>ภาพพจน์ของงาน</b>					
14	ข้าพเจ้าเป็นผู้มีลักษณะพิเศษสำหรับการเป็นครู					
15	ชุมชนให้การยกย่องในอาชีพครูของข้าพเจ้า					
16	บิดามารดาตระหนักในความพยายามของข้าพเจ้าและ ให้ความภาคภูมิใจกับงานที่ข้าพเจ้าทำ					
17	สาธารณชนตระหนักในความเหนื่อยยากในงานอาชีพ ครูของข้าพเจ้า					
18	ข้าพเจ้ามีความภาคภูมิใจและรู้สึกสำนึกในการเป็น ผู้ให้ความรู้					
19	การสอนทำให้ข้าพเจ้าสำนึกถึงของความมั่นคงในการ ดูแลตนเอง					
	<b>เงินเดือน</b>					
20	ข้าพเจ้ายอมรับได้กับเงินเดือนที่ข้าพเจ้าได้รับจากงาน ที่ทำ					
21	ข้าพเจ้ารู้สึกที่ข้าพเจ้าได้รับเงินตอบแทนอย่างยุติธรรม ตามคุณสมบัติต่าง ๆ ที่ข้าพเจ้ามี					
23	สิทธิประโยชน์และความมั่นคงของงานในฐานะผู้ให้ การศึกษาที่ชดเชยให้สำหรับเงินเดือนเฉลี่ยเมื่อเปรียบ เทียบกับอาชีพอื่นๆ มีความเหมาะสม					
	<b>การยอมรับ</b>					
24	ข้าพเจ้าได้รับความเชื่อถือจากผู้บังคับบัญชาโดยตรง					

ลำดับ	รายการประเมิน	1 ต่ำสุด	2 ต่ำ	3 ปาน กลาง	4 สูง	5 สูงสุด
	ของข้าพเจ้าสำหรับการทำงานที่บรรลุผลอย่างดี					
25	ข้าพเจ้าได้รับผลตอบรับที่ดีจากผู้ร่วมงานเกี่ยวกับการปฏิบัติงานของข้าพเจ้า					
26	จากการได้รับการยอมรับทำให้ข้าพเจ้าได้ใช้ความสามารถ และความชำนาญของข้าพเจ้า					
27	ข้าพเจ้าได้รับการยอมรับทำให้ข้าพเจ้าทำงานได้ดีในส่วนที่ข้าพเจ้ารับผิดชอบ					
	<b>ความรับผิดชอบ</b>					
28	ข้าพเจ้าสามารถปฏิบัติงานอย่างเป็นอิสระจากผู้บังคับบัญชาโดยตรงในการปฏิบัติหน้าที่การงานของข้าพเจ้า					
29	วิธีการปฏิบัติงานของข้าพเจ้าทำให้คนอื่น ๆ พอใจ					
30	ข้าพเจ้าได้รับการปฏิบัติด้วยความเคารพและให้เกียรติจากผู้บริหารและบุคคลที่ข้าพเจ้าทำงานด้วย					
31	งานของข้าพเจ้ามีอำนาจด้านการตัดสินใจต่าง ๆ ในโรงเรียนของข้าพเจ้า					
	<b>คุณภาพของงาน</b>					
32	งานของข้าพเจ้าเปิดโอกาสให้ข้าพเจ้าได้ทำงานอย่างเต็มที่					
33	งานของข้าพเจ้าเปิดโอกาสให้เกิดความเปลี่ยนแปลงมากมาย					
34	ขณะปฏิบัติงานข้าพเจ้าได้โอกาสในการทำงานในโครงการที่น่าสนใจมากมาย					
35	ข้าพเจ้ามีอำนาจในการออกแบบและดำเนินการในแผนการสอน					
36	โรงเรียนของข้าพเจ้ามีความยืดหยุ่นและเข้าใจถึงความสำคัญของความสมดุลของงานและชีวิตส่วนตัว					
37	ข้าพเจ้ามีแรงจูงใจที่จะยอมรับความท้าทายใหม่ ๆ ในตำแหน่งปัจจุบันของข้าพเจ้า					

ลำดับ	รายการประเมิน	1 ต่ำสุด	2 ต่ำ	3 ปาน กลาง	4 สูง	5 สูงสุด
38	การเติบโตและความก้าวหน้า ข้าพเจ้ากำลังฝึกฝนในส่วนที่จำเป็นต้องทำในงานของ ข้าพเจ้าเพื่อให้งานมีประสิทธิภาพและประสิทธิผลยิ่งขึ้น					
39	ข้าพเจ้าได้รับโอกาสอยู่เสมอเพื่อที่จะทำให้เกิดความ ชำนาญในอาชีพด้วยการสัมมนาและการประชุมเชิง ปฏิบัติการ					
40	ข้าพเจ้าเชื่อมั่นว่าอาชีพทางด้านการศึกษามีโอกาสใน การก้าวหน้ามากกว่าอาชีพด้านอื่นๆ					

## RESEARCH QUESTIONNAIRE

### WORK MOTIVATION OF PUBLIC SECONDARY SCHOOL TEACHERS IN HUAHIN, PRACHUABKHIRIKHAN, THAILAND.

---

#### Part A: General Information

**Instruction:** Please place a check  $\checkmark$  in the square  $\square$  that matches your answer or fill in the space provided.

1. Age: .....(Years)

2. Gender:

1) Male

2) Female

3. Marital Status:

1) Single

2) Married

3) Divorced

4) Widowed

4. Education Level

1) Below Bachelor's Degree

2) Bachelor's Degree

3) Master's Degree

4) Doctoral's Degree

5. Years of experience in teaching.....

6. Present Position in the school

- 1) Senior Teacher
- 2) Teacher
- 3) Other (Specify).....

7. Please check  $\checkmark$  in the square  appropriate box to your Secondary Level

- 1) Secondary (Matthayom 1-3)
- 2) Upper Secondary (Matthayom 4-6)
- 3) Lower and Upper Secondary (Matthayom1-6)

**Part B: Organizational Factors**

1. Organizational Commitment:

**Instruction:** Please answer the level of your motivation with a check  $\checkmark$  in the square  appropriate box:

- 1 = Lowest
- 2 = Low
- 3 = Moderate
- 4 = High
- 5 = Highest

No.	Statements	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
1.	I perceive the school's aims to be similar to my life objectives and am strongly committed to my work place.					
2.	I feel any obligation to remain at this school.					
3.	I talk about this school to my friends as a great organization to work for.					
4.	I have a strong sense of belonging and loyalty to my school.					
5.	I am willing to do more work than necessary for the betterment of the					

No.	Statements	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
	school.					
6.	I take ownership of problems and seek solutions without being told to do so.					
7.	I am willing to put the needs of the school before my own regularly.					
8.	If I was offered a better work opportunity, I would not consider resigning from my current position.					

2. How many secondary students attend the school you work for? (Please Check)

1) 1,000 students and more than 1,000 students

2) Less than 1,000 students

3. How many hours per week are you teaching?

.....hours

### Part C: Work Motivation

The following statements indicate your feelings towards many components of your work. Please check  $\checkmark$  in the square  appropriate box most significant to you from the five choices.

- 1 = Lowest
- 2 = Low
- 3 = Moderate
- 4 = High
- 5 = Highest

No.	Statements	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
	<b>Supervision</b>					
1	My immediate supervisor is impartial.					
2	My immediate supervisor gives me feedback that helps me improve my performance.					
3	My immediate supervisor tries to understand my point of view in discussions about problems or projects with me.					
4	Overall, how satisfied are you with the job being done by your immediate supervisor.					
	<b>Interpersonal Relations</b>					
5	My job provides me with the opportunities to communicate with other members of staff.					
6	I can easily approach my colleagues to share my feelings and criticize current or new school policies.					
7	There is trust and cooperativeness among my fellow teachers and we work well as a team.					
	<b>Working Conditions</b>					
8	My work provides me the opportunity of self-directed flexible work hours.					
9	My work facilities are spacious and comfortable with proper ventilation.					
10	I have access to the resources needed to facilitate my work.					
11	My administrative duties and participation in extra-curricular					

No.	Statements	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
	activities is manageable with my teaching load.					
12	The building I work in is acceptable for working.					
13	I am able to reserve and use school facilities when needed with minimal booking issues.					
	<b>Image of Job</b>					
14	I am privileged to be a teacher.					
15	The community values my profession					
16	Parents recognize my efforts and gives praise for the work I do.					
17	The public recognizes the stress of my profession.					
18	I feel a sense of pride to be an educator.					
19	Teaching provides me with a sense of security to support myself.					
	<b>Salary</b>					
20	I am in agreement with the monetary compensation I receive for the work I do.					
21	I feel I receive fair compensation for my qualifications.					
23	The benefits and work security of working as a educator compensates for the average salaries compared to other professions.					
	<b>Recognition</b>					
24	I receive credit from my immediate supervisor for work well done.					

No.	Statements	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
25	I get feedback from my co-workers about my performance on the job.					
26	Management recognizes and makes use of my abilities and skills.					
27	The recognition I receive allows me to do better at my work.					
28	<p><b>Responsibility</b></p> I am able to act independently of my supervisor in performing my work duties.					
29	I affect a lot of other people by how my work is performed.					
30	I am treated with respect by management and the people I work with.					
31	My work significantly influences the decisions at my school.					
32	<p><b>Work Qualities</b></p> My job allows me the opportunity to complete the work I started.					
33	My job provides lots of variety.					
34	While performing my job I get the chance to work on many interesting projects.					
35	I have the authority to design and implement teaching plans.					
36	My school is flexible and understands the importance of balancing my work and personal life.					
37	I am motivated to accept new challenges in my present position.					

<b>No.</b>	<b>Statements</b>	<b>1</b> Lowest	<b>2</b> Low	<b>3</b> Moderate	<b>4</b> High	<b>5</b> Highest
38	<b>Growth and Advancement</b> I am getting the training I need to do my job efficiently and effectively.					
39	I am regularly offered the possibility to better my professional skills with seminars and re-training workshops.					
40	I am confident there are more opportunities within education for promotions than other industries.					

Thank you for your kindness

## **BIOGRAPHY**

<b>NAME</b>	Geoffrey Beaulieu
<b>DATE OF BIRTH</b>	26 <sup>th</sup> July 1974
<b>PLACE OF BIRTH</b>	Montreal, Canada
<b>INSTITUTIONS ATTENDED</b>	Concordia University Bachelor of Arts (B.A) (1994-1998) Mahidol University, Thailand Master of Education (M.ED) (Educational Management) (2005 to 2010)
<b>HOME ADDRESS</b>	119/1 Moo 5, Sam Roi Yot, Prachuabkhirikhan, Thailand. 77128