



The relationship between the motivation and teacher performance at the international primary school in Rayong Province

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Abstract: *This study used mixed methods sequential explanatory design to investigate the relationship between the motivation and teacher performance at the international primary school in Rayong province. The data were collected at the international primary school in Rayong province from 132 teachers who participated in a questionnaire and 5 teachers who were interviewed. The quantitative result showed that all five motivational factors (Biological and Physiological needs, Safety needs, Love and belongingness needs, Esteem needs, and Self-actualization needs) were at a lot (Mean = 3.5842, S.D. = .0.5996) which means that all those motivational factors affect their performances. The qualitative results also revealed that teachers focus on salary, benefits, job security, relationship with partner, and atmosphere are the motivation level of opinion toward the teacher performance at the selected international primary school in Rayong province which correlated with the quantitative result.*

Keywords: relationship, motivation, teacher performance

Introduction

The word “motivation” actually comes from the Latin word “Mover” which means “to move”. So how does this really work? Motivation is about guiding, directing and rewarding employees in a way that their will inspire them to work and “go the extra mile”. A leader capable of managing his employees effectively always becomes the successful one. Motivating employees don’t talk only about giving them money but also with showing them the appropriate attitude and treatment. The employees should have a good relationship with the management.

One of the important roles of human resource managers is to ensure the employee’s job commitment and this can only be achieved if employee are motivated with their jobs. Researchers said that employees are normally motivated when they know that they can participate and accomplish the work. In addition to this, they will also be motivated when they know that they can receive recognition with their work. Praising and commending your employees are just simple things which gives great impact to employee motivation.

Teachers play a very significant role in the class. Teachers are not only the one who lead the class but somehow they also be the role model for their students as well. Therefore, the motivation of teacher is very important since it directly affects the students.

The study of teachers' behavior in an educational institution is an important component of school effectiveness development. In order to understand the level of personal behavior, there needs to be a psychological basis to study the relevant elements, and affect teachers' behavior, including awareness of attitudes and values, personality, learning, and motivation. Administrators need to know the basic behavior of teachers in order to manage to benefit all parties to affect the effectiveness of the school to be in accordance with the National Education Act, BE 1999 and amended (No. 3) 2010, Section 6, regarding standards and assessment of educational quality outside the level of basic education for the third times (May 2011-2015) Teaching effectiveness that focuses on learners is important, and mentioned the educational

place or the school which is the most important unit in educational reform in the second decade (2009-2018). The development of the teaching profession is a valuable profession that shows important roles of modern teachers and educational personnel in educational management. Educational institutions are important roles in recruiting, and selecting personnel with knowledge and ability to be a teacher which come to work in various positions to arrange education in accordance with the aims and manage systematically (Office of the Basic Education, 2014).

The study was inspired by the research report from the Secretariat of Education (2008; 2010a; 2010b) on issues of teachers' career from 2008-2010, which found that the teachers lack of motivation to work, resulted in teachers lacked competence and changed jobs frequently. Likewise, Rayong is an interesting place for studying because there are many international primary schools that have never been studied before. Moreover, the popularity of attending an international primary school, especially in Rayong, was obvious in the different advertising strategies undertaken by international primary school owners. With these reasons, this research investigated the relationship between the motivation and teacher performance at the international primary school in Rayong province.

Research Objectives

1. To find the motivation toward the teacher performance at the international primary school in Rayong province.
2. To investigate the outcomes of the motivation level on teacher's performance at the international primary school in Rayong province.

Research related to the study

Motivation determines the person's behavior to be creative, having faith and devotion to work that is important, and influences the results of the work, study, including the results of all activities. Motivation will directly affect the quality and quantity of work which supervisors, teachers or parents need to know what motivation is to push or motivate employees, students or those who are motivated able to perform those things fully. Motivation is not easy because each person has a different response to the job and work method. Motivation is important to make the organization for being a relationship between people and work. The task is to control the behavior of people in accordance with each other. In working together, it can be seen that if teachers are motivated to perform work, let those people achieving self-needs and creating efficiency and effectiveness in working happily (Ololube, N. P., 2006).

According to Maslow, employees have five levels of needs (Maslow, 1943): biological and physiological, safety, social, esteem, and self-actualizing. Maslow proposed that lower level needs had to be satisfied before the next higher level need would motivate employees.

Another study, of a primary school in Sriracha Group 1, Chonburi Primary Educational Service Area Office 3, consisted of 7 schools, which were Wat Ban Na School, Ban Chak Yai Chinese School, Wat Laem Chabang School, Wat Mai Noen Phayom School, Wat Manorom School, Wat Nong Khla School, and Thai Kasikorn Bank Elementary school in Sriracha Group 1, Chonburi Primary Educational Service Area Office 3. This is a grouping of schools to be a network between schools, is another group that has problems in the school administration system. Small schools experience a shortage of teachers. Problems of government teachers are they move frequently, because most teachers are teachers who come to be appointed from different provinces when evaluated completely then move back home, resulting in a shortage of teachers in some subjects (Chonburi Primary Educational Service Area Office 3, 2013). This causes discontinuity of teaching and learning. Teachers who are assigned to the job may not have the



aptitude for the assignment, so the learners receive knowledge from teaching not as full as it should be. It affects lower academic achievement. Existing teachers have to get more workload, and be responsible for more jobs. In terms of economics, teachers are inevitably faced with the high cost of living. Teachers also have liabilities from many financial institutions, and still have liabilities with teachers' savings cooperatives because most teachers earn only one salary. In addition, there is the development of education social changing, and there is strong competition to develop themselves. People who do not develop to meet the standards may not be considered progress in work to adjust the level of teachers operating which is one of the causes of stress in maintaining the teacher profession. Teachers are not confident which causes boredom or discouragement in work affecting teachers are not interested in work, avoid duty, do not learn and develop. Commanders need to focus on management, must create motivation to work so that teachers and personnel have the knowledge and ability to work happily for the agency for a long time. The dedication is ready to be devoted to the work, resulting in effective work (Office of Primary Education Area, Chonburi Region 3, 2013).

Research Methodology

This study has employed mixed methods which is quantitative research and qualitative research. The purpose of this study is found out the motivation factors and investigate the outcomes of motivation on teacher performance at the international primary school in Rayong Province.

Quantitative Research

The population

The population in this study are 200 teachers who teach in International primary school in Rayong province, Academic year 2017

The sample

The participants in this research are teachers who teach in an international primary school in Rayong province, and 132 persons were determined by random sampling with Krejcie and Morgan (1970)

Data Collection Method

The researcher constructed the questionnaire as follows:

- 1) Studied the motivation factors to find what factors impact the motivation of teachers.
- 2) Created questionnaires, including general information, motivation factors and teacher performance.
- 3) Defined the structure of the questionnaire to cover the purpose of the research.
- 4) Sent the questionnaire and letter for permission to the school director.
- 5) Got the form for Ethics and submitted it to the office of faculty. After that waited for the results.
- 6) Distributed the questionnaire to participants and collected the data.
- 7) Found the results.

Data Collection Instrument

For this study, a questionnaire was used as the research instrument. The questionnaire has 4 parts including an open-ended question, and a check list that was divided into 3 parts using the five-point Likert scale.

Data Analysis

The researcher analyzed the data from the survey using software for statistical analysis of data. Parts 1, 2 and 3 of the questionnaires are as follows:

1) General information of the respondents (i.e., age, gender, nationality, marital status, education, position of teaching, experience, and income) was analyzed for frequencies and percentages.

2) Data Part 2: motivation factors (i.e., Biological and Physiological needs, Safety needs, Love and belongingness needs, Esteem needs, Self – actualization needs) were analyzed for mean and standard deviation.

3) Data Part 2: performance of teachers as teaching practices, lesson preparation, dealing with learners, and discipline were analyzed for mean and standard deviation.

4) Analyzed teacher performance and teacher motivation by correlation analysis using software for statistical analysis.

Validity and reliability

The validity of this study was confirmed by three experts who were asked to validate the questionnaire using the IOC process (Item objective Congruence 0.5-1).

Qualitative Research

The participants in the Qualitative research are the head teachers who have worked in International primary school in Rayong province for 3 years, and 5 participants used the interview guide.

Data Collection Method

The researcher constructed the interview guide as follows:

1. The researcher made an interview guide from the Question Research.
2. Sent the interview guide and letter for permission to the school director.
3. Got the form for Ethics and submitted it to the office of faculty, and waited for the results.
4. Interviewed teachers who have worked in International primary school in Rayong province for 3 years.
5. Recorded the participants' responses.

Data Collection Instrument

For this the study, the researcher used an interview guide as the data collection instrument. The interview guide was about motivation and teacher performance.

Data Analysis

- 1) Got the record of the participants
- 2) Analyzed the data by manual code.

Result

1. General information of the respondents

There were 200 teachers who worked in academic year 2017 at the selected international primary school in Rayong province. The sample size was 132 participants by random sampling with Krejcie and Morgan (1970). Most of the respondents were female (62.1%), 26-30 years old (34.1%), single (66.7%), Filipino (65.2%), English teachers (50.8%), and had bachelor's (88.6%), 3-4 years of experience (33.3%), 16,000-20,000 baht/month incomes (.4%), and 5,000-10,000 baht/month expenses (37.9%).

2. The motivation level of biological and physiological needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that biological and physiological needs were moderate (Mean = 3.4231, S.D. = 1.0576). The sub-factor that got the highest score was the classrooms are well-equipped for proper teaching (Mean = 4.0152, S.D. =



.83789: a lot), followed by the restrooms are clean and hygienic for the teachers, there is a faculty room designated for teachers who want to do their paperwork in silence, there is free drinking water provided for the teachers, the food choices are nutritious and clean, there is a good and clean supply of drinking water for the teachers.

3. The motivation level of safety needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that safety needs were a lot (Mean = 3.7679, S.D. = .86841). The sub-factor that got the highest score was the teachers are given competent salaries (Mean = 4.2727, S.D. = .68896 (a lot), followed by they are given their own parking space, the teachers are given casual leaves or emergency leaves for their personal errands, the workplace is safe and secure for the teachers, there are safety CCTV cameras in the school for everyone's protection.

4. The motivation level of love and belongingness needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that love and belongingness needs were a lot (Mean = 3.7234, S.D. = .86544). The sub-factor that got the highest score was the work place is safe and secure for the teachers (Mean = 4.1212, S.D. = .74167: a lot), followed by they are entitled to get an annual salary increase (Mean = 3.8182, S.D. = .84545: a lot), they are given their the teachers practice team-teaching properly inside the classroom, the teachers have good interpersonal relationships with each other in the school.

5. The motivation level of esteem needs

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that esteem needs were moderate (Mean = 3.4015, S.D. = .87031). The sub-factor that got the highest score was teachers are given a homeroom class in which they can lead and be responsible for (Mean = 4.3030, S.D. = .69830: a lot), followed by they receive certificates for seminars and school activities, teachers are given the proper respect by the students in the school, the teachers are given the time to promote and share their best practices with other teachers, the teachers are given the chance to boost their self-confidence in different school activities, the teachers receive recognition for jobs well done.

6. The motivation level Self-actualization

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that self-actualization was moderate with a Mean of 3.4015 and Standard deviation at .87031. The sub-factor that got the highest score was the teachers are assigned in the subjects of their expertise (Mean = 3.7121, S.D. = .92076 : a lot), followed by they are regularly observed and given suggestions for improvement, the teachers are given a chance to give opinions about certain activities or projects before they begin (Mean = 3.4545, S.D. = .85036 : moderate), the teachers are given the right counseling about their tasks, the teachers are asked first of their preferences before they are given any projects, and teachers are forced to do some tasks beyond their capabilities.

7. Teacher Performance

Each sub-factor was evaluated as to its level of motivation using five codes described as minimal, less, moderate, a lot, and the most. Overall, the results indicated that teacher performance was a lot (Mean = 4.25, S.D. = .75574). The sub-factor that got the highest score was the teacher creates a positive classroom atmosphere (Mean = 4.3561, S.D. = 4.3561: a lot), followed by the teacher encourages the students to interact with friends and teachers, the teacher

projects their voice and uses eye contact when teaching, the teacher manages the classroom to suit learning activities, the teacher prepares in advance and follow the lesson plans, the teacher checks the students' understanding after talking to them, the teacher concludes the results of the assessment after teaching, the teacher creates activities to promote learners' morality and ethics. From the interviews result, it can be concluded that the heads of department at the selected international primary school in Rayong province focus on Safety needs, Love and belongingness needs, Esteem needs, and Self- actualization needs for motivation on teacher performance.

Discussion of the findings

Discussion of Research Question one

The motivation level of self-actualization in this study was moderate, need to become capable of being to develop one's fullest potential. Moreover, the study of Lindner (1998) revealed that everyone has different motivation as well as different perceptions and attitudes. Some researchers also defined motivation as the psychological process that gives behavior purpose and direction, an internal drive to satisfy an unsatisfied need, the will to achieve and the inner force that drives individuals to accomplish personal and organizational goals. From the results of the key informants, it can be concluded that the opinions of the heads of department of the select international primary school in Rayong province focused on salary, benefits, bonuses, school management, and atmosphere are the motivation level of opinion toward the teacher performance at the selected international primary school in Rayong province.

Their interviews were consistent with the study of Adelabu (2005) in Nigeria that teacher motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The main reason is that they have low salaries compared to other professionals, poor work environments, no decision-making authority, and do not have the opportunity to develop their career. These explain the motivation level of opinion toward the teacher at the selected international primary school in Rayong province.

Discussion of Research Question two

The outcomes of motivation level on teacher performance at the selected international primary school in Rayong province found from the interviews, concluded that the opinions of the heads of department at the selected international primary school in Rayong province show that teachers are more enthusiastic and happier for working that are the outcomes of the motivation level on teacher performance at the selected international primary school in Rayong province.

The results from key informants is consistent with the study of Chandee (2013) which explored teacher motivation of Phraphomwittayalai 2 Luang pho- Ngoen Anusorn school. It was found that teacher motivation of Phraphomwittayalai 2 Luang pho- Ngoen Anusorn school was at a high level, ranking from the highest to the lowest; ideal benefactions, associational attractiveness, the condition of communion, the opportunity of enlarged participation, adaptation of conditions to habitual methods and attitudes, material inducements, personal non-material opportunities, and desirable physical conditions. These explain what the outcomes of motivation level on teacher performance at the selected international primary school in Rayong province.

Recommendations

The current study explored the relationship between the level of motivation and teacher performance at a selected international primary school in Rayong province. It would be interesting to recommend the following for further studies.



1. Qualitative techniques such as in-depth interviews should be still used in the future research in other areas so that the results could be verified more accurately.
2. More study about other variables in future research may result in clearer research, to get clearer information, and can be used to be the information for the administrators at international schools.

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