THE RELATIONSHIP BETWEEN PERCEPTION OF SCHOOL CLIMATE AND ACHIEVEMENT MOTIVATION AMONG KOREAN STUDENTS IN GRADES 6 TO 12 AT A SELECTED INTERNATIONAL SCHOOL IN BANGKOK, THAILAND

JungSoon Han

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Education ASSUMPTION UNIVERSITY OF THAILAND 2013
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Field of Study: EDUCATIONAL ADMINISTRATION

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This study was conducted mainly to determine whether there was a significant relationship between students' perception of school climate and their achievement motivation level. The perception of school climate part of instrument used was created by researcher and the achievement motivation part of instrument used was created by Turner (1996). The school climate part measured base on the four dimensions, safety, teaching and learning, interpersonal relationship and institutional environment. The questionnaire measured only need for achievement from McClelland's (1987) theory of motivation. Eighty-three students participated in this study that have been studied at an international school Korean grades 6 to 12 students in the academic year 2013. The data collected was analyzed using a statistical package software program. To analyze data in accordance with the research
objectives and hypothesis, different statistical methods such as mean and standard deviations, frequency, t-test and Pearson-Moment Correlation Analysis were used. This study showed that students perceived average school climate as relatively high level. Also, the students had relatively high level of achievement motivation. The result showed that a significant relationship existed among grades 6 to 12 Korean students' perception of school climate and their achievement motivation level.

Field of Study: Educational Administration

Graduate School of Education

Academic Year 2013
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First, all glory and honor goes to Jesus Christ, my Lord and Savior. It is by his grace that I was able to complete this daunting task and persevere through the many difficulties that come with writing a dissertation. Also the completion of this study is attributed to many people to whom I wish to express my deepest and sincerest gratitude.

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CHAPTER I

INTRODUCTION

This chapter presents the purposes and importance of this study. It consists of the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms, and significance of the study.

Background of the Study

The world is becoming closer and more competitive as a consequence of globalization. The process of globalization has created an international education market which has become highly competitive. Over the past several years, world-wide student involvement in study overseas has increased steadily (Hatakenaka, 2004). According to Organization of Economic Cooperation and Development (OECD), almost 3.7 million tertiary students were enrolled in educational institutions outside their country in 2009. Chinese, Indian and Korean students comprise the largest number of international students (Organization of Economic Cooperation and Development, 2011).

Particularly, Koreans have the strong trust that education is the best way to improve their lives because after the Korean War (1950-1953), education helped Koreans overcome great poverty (Kim, 2010). More recently globalization has positively influenced the importance of English among Koreans. Korean parents have been sending their children to study in English speaking countries to get various experiences with different languages (Kim, 2006). The Korean Ministry of Education (2007) said that since the 1990s, the number of elementary and secondary school-level Korean students studying overseas has rapidly increased. Statistically, it has

Generally, Korean students go to English speaking countries such as the USA, Canada, Australia, and New Zealand, but recently the number of Korean students has been increasing in non-English countries (Kim, 2006). Among them, Thailand has become a popular place for Koreans studying overseas, where there are 95 international schools (International Schools Association of Thailand, 2013). Studying in Thailand has many benefits for Korean students, chiefly the opportunity to obtain of international-class education in an environment rich in culture and history with a great diversity in study programs. As well, the relatively low cost of living in Thailand combined with the short distance from Korea makes country popular among Korean parents as a study destination for their children (Seo, 2013).

Korean parents send their children to study overseas because they want to give them good quality education which means a higher probability of success in life. Kim (2007) reported that 35.5% of parents were ‘unsatisfied with the Korean education system which was too competitive, rigid, and expensive. It made Korean parents seek different systems for their children which could give them less stress and encourage them to develop their own talents. Studying overseas is one of the most significant and expensive initiatives that an individual (and their parents) may ever undertake (Mazzarol & Soutar, 2002). Even though many Korean students study overseas, some 44% of Korean students who went to top universities in America ended up dropping out (Park, 2008).

With regard to this issue, an individual needs a high level of achievement motivation in order to achieve academic success. Overseas students face communication and cultural problems which they must overcome (Seo, 2011).
McClelland (1985) defined achievement motivation as a constant drive to improve one's level of performance, to accomplish success in the face of difficulties. He mentioned that personal goals controlling actions result directly from the strength of this achievement motivation (McClelland, 1985). Also Deci, Koestner and Ryan (1999) noted that it is advantageous for learners to find their personal interests in their study through achievement motivation.

There are many factors that influence students' motivation which leads them to learn; however, it is difficult to motivate people in their learning and to know which specific factors can motivate specific students in specific contexts. With regard to this issue, in this study the researcher was interested in the factors of school climate. Furthermore, Korean parents try to find an effective overseas school for their child in order to make the child successful in studying overseas. Therefore, the question as to which school is more effective in terms of the success of its students becomes a critical question. Recent studies and models of school effectiveness have incorporated school environment or climate as one factor contributing to school effectiveness (McGaw, Piper, Banks & Evans, 1993). Positive climate makes for a school to which parents will entrust their children (Howard, Howell & Brainard, 1987). In this perspective, school climate is an important indicator of effective schools. It reflects the heart and soul of a school (Freiberg & Stein, 1999). Maehr (1990) noted the relationship between achievement motivation and the organizational culture and climate of schools. Maehr concluded in his study that "goal stresses associated with the school environment seem to relate systematically to student motivation and achievement" (1990, p.46), and he reported that environment of a school was a significant predictor of motivation and achievement of students (p.52). Therefore, for the current study, the most important point in the study of school
climate is that it can be linked to educational outcomes through students’
achievement motivation.

Statement of the Problem

Students have behavioral and relationship problems such as violence, bullying
and boredom with studies in their school life and overseas students have these
problems, too. Also, they have communication and cultural problems outside their
home country which might eventually lead to lack of achievement motivation (Kim,
2006). Some of these problems might result from dissatisfaction of students with the
school. To prevent these problems, school staff needs to improve the school climate
so that the students can realize the importance of their studies, bonding them to the
school, making them want to come to school, feeling a part of the school, and
enjoying their studies. When students enjoy going to school, they tend to focus on
their studies (Howard et al., 1987). Korean parents seek for a good school which is
not the same as the rigid Korean school life. The researcher believes that if the
students’ perceptions of school climate are high it would affect their achievement
motivation. However, there has been no study carried out on Korean students’
perceptions of school climate and their achievement motivation at international
schools in Thailand. Since it is believed that student’ perceptions of school climate
can be a positive influence on achievement motivation and therefore on their learning
outcomes, it is necessary to have a deeper understanding of the school climate within
which they study. Therefore, this study, which aims to identify the relationship
between school climate and Korean students’ achievement motivation at a selected
international school in Bangkok, will help to expand the knowledge of Korean
students studying in Thailand and to assist the school in establishing a more effective
climate that contributes to the greater success of the students.
Research Questions

The following questions pertain to this study:

1. What are the demographics of grades 6 to 12 Korean students at an international school in Bangkok?

2. What are the grades 6 to 12 Korean students' perceptions of school climate at an international school in Bangkok?

3. What is the level of grades 6 to 12 Korean students' achievement motivation at an international school in Bangkok?

4. Is there any significant relationship between grades 6 to 12 Korean students' perceptions of school climate and level of achievement motivation at an international school in Bangkok?

Research Objectives

The objectives of the study are:

1. To identify the demographics of grades 6 to 12 Korean students at an international school in Bangkok.

2. To determine the grades 6 to 12 Korean students' perceptions of school climate at an international school in Bangkok.

3. To determine the level of grades 6 to 12 Korean students' achievement motivation at an international school in Bangkok.

4. To determine if there is a significant relationship between grades 6 to 12 Korean students' perceptions of school climate and level of achievement motivation at an international school in Bangkok.
Research Hypothesis

There is a significant relationship between grades 6 to 12 Korean students’ perceptions of school climate and level of achievement motivation at an international school in Bangkok.

Theoretical Framework

In this study, three theories formed the theoretical basis: (1) Halpin and Croft’s concept of open and closed climates (1963), and (2) McClelland's Achievement Motivation Needs Theory (1958).

Halpin and Croft’s concept of open and closed climates

School is one of the complex organizations. Organizational theorists have long reported about paying attention to climate. The climate is the total environmental quality within an organization (Lunenburg & Ornstein, 2008, p.73). The organizational climate is based on the work of Halpin and Croft’s (1963) concept of open and closed climates.

The school climate research of Halpin and Croft (1963) found that the intimacy quality was characteristic of both “open” and “closed” school climates. Open climate provides the satisfaction for group members’ social needs. According to Halpin and Croft, “authenticity” is the main characteristic of open climate. The group members work energetically towards organization goals with an open climate.

In contrast, the organization is not “moving.” A high level of apathy on the part of all members of the organization is the characteristic of closed climate. “Members’ behavior can be construed as inauthentic; indeed, the organization seems to be stagnant” (Halpin, 1966, p.131).
McClelland's Achievement Motivation Needs Theory

McClelland (1987) suggested that motivational needs changed over time and were not only based on an outcome or situation but people's behavior was determined by the principle or rewards and punishments. McClelland (1958) argued that individuals have three basic motivational needs: power, affiliation and achievement.

The affiliation motive can be explained as the strong desire for friendly and warm social relationships. They tended to be affectionate, caring individuals, who enjoyed the company of others but did not fear being alone. McClelland (1987) stated the afflictive motive was essential to mental and physical well being. The power motive can be expressed as a strong desire to control others and to influence others' behavior.

The achievement motive is the desire to do better, to achieve, and to win. The person who has need of achievement is work hard to attain the highest grade possible but external rewards are not their singular motivation. These high achievers are intrinsically motivated, so external rewards are only a secondary motivation. It is illustrated by seeking a challenge, establishing goals, and working hard to succeed. McClelland (1987) indicated that a motive arousal state occurred when an individual was motivated by some type of need (e.g., power, affiliation, or achievement).

Conceptual Framework

The conceptual framework of this study is shown in the Figure 1. It shows the hypothesized relationship between variables. The primary variable is students' perception of school climate which is composed of safety, teaching and learning, interpersonal relationships, and institutional environment. And the other variable is Korean students' achievement motivation level. (see Figure 1).
There are many factors influencing students' achievement motivation: family, self-esteem, social aspects, and learning environment. However, the coverage of this study was limited to investigating the students' perceptions of school climate and achievement motivation as well as the relationship between two factors. The researcher limited the population of this study to grades 6 to 12 Korean students studying at an international school in Bangkok.

The students' perception of school climate and achievement motivation for this study were determined only grades 6 to 12 Korean students at an international school in academic year 2013. Therefore, the research outcome cannot be generalized to other Korean students in Thailand.

Definitions of Terms

1. Apathy refers absence of feeling. Therefore, the members will have no interest in their workplace when they are given less any sense of belongingness from organization such as a school
2. **Authenticity** refers the feeling of trust among members in an organization such as a school. It makes members energize to achieve a school’s vision, mission and goal.

3. **Demographics** refer to the personal information of the Korean students who were the subjects of this study. It was divided into 4 categories: gender, grade level, length of studying overseas and length of studying at an international school in Bangkok.

4. **International education** refers education that surpasses national borders by the exchange of people through overseas study programs or student exchange programs.

5. **International students** refer those who study outside their home country.

6. **Maslow’s Hierarchical Model of Human Needs** refers consists of a five stage model of human needs: physiological, safety, social, esteem and growth, self-actualization. The needs at the lower levels have to be achieved before moving up to needs found on higher levels.

7. **Motivation** refers the act of the process which initiates, leads, and keeps goal-oriented behaviors, which has the biological, emotional, social, and cognitive effects that activate people’s behavior.

   - **Achievement motivation** refers students’ personal desire to achieve and complete their goals in studying overseas. In this study it was measured by Turner’s (1996) instrument which was designed based on McClelland’s achievement motivation theory consists of three elements:
1. **Need for achievement (n-ach)** – it is the drive to excel, to achieve in relation to a set of standards, and to succeed in meeting realistic goals as a result of expending effort and persisting in the face of difficulties. It is measured by 5 items in this study questionnaire;

2. **Need for affiliation (n-affil)** -- desire for friendly and close interpersonal relationships;

3. **Need for power (n-pow)** – the desire to influence others;

- **Extrinsic motivation** - behaviors that are motivated by a desire to gain a reward such as good grades, praise, money, or to avoid punishment.

- **Intrinsic motivation** - behaviors that come from an internal desire to participate in learning for its own sake.

8. **Korean students** are students in the selected international school in Bangkok who (1) stay in Thailand with their parents (2) came to Thailand for study and stay in a dormitory or with a home stay.

9. **School Climate** refers the collective perceptions that students have towards a variety of aspects of the internal and external environment of the school. In this study it was measured by school climate questionnaire which was researcher designed based on 5 items for each 4 dimensions; (1) safety (2) teaching and learning (3) interpersonal relationships, and (4) institutional environment.

- **Closed climate** - is the antithesis of open climate. The members of a closed climate school are busy with unnecessary work.
Open climate - in schools, characterized by cooperation, respect and openness among students, faculty and staff who all strive to make progress towards the school’s goals.

10. Selected International school refers an international school which is a private, coeducational day school that offers American college preparatory curriculum to the international community in Bangkok.

Significance of the Study

This study is intended to increase the understanding of the relationship between students’ perceptions of climate and achievement motivation at an international school in Bangkok by identifying various elements of school climate that are closely related to students’ achievement motivation. It should help the administrators and school staff to identify the areas where Korean students are satisfied with school life which might affect their academic achievement which leads to the success of studying overseas and school marketing and management for international students.

The results of this study will help parents who want to find effective schools which can fit to their child’s needs. The results of this study will also be beneficial for teachers, administrators, and people involved in education who desire not only to create the most conducive learning environment possible in a school where students can learn effectively and happily, but also to provide a suitable environment that facilitates productive and satisfying work among all members of the school community.
Summary

This chapter presented the reasons, purposes, and importance behind this investigation of students’ perceptions of school climate and their academic achievement at an international school in Bangkok. In the following chapter, the researcher will review the theoretical and practical literature related to school climate and students’ achievement motivation. Chapter 3 will present the study research design and methodology. Chapter 4 will present the research findings. Finally, Chapter 5 summarizes the study and discusses the research findings.
CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the purposes and importance of the study. In this chapter, a review of related concepts and research is provided. The review is organized into four main sections in the areas of school climate and achievement motivation. The first section reviews literature that defines and explains what school climate is. The second section defines what motivation is, especially achievement motivation. In the third section, the researcher discusses the related research on school climate and achievement motivation. Finally, the researcher will provide general information of an international school in Bangkok.

Concept of School Climate

Over the past 30 years, there has been a growing body of research on the impact of school climate in the fields of psychology, human resource management and educational research. However, it is hard to define school climate as there is no common definition (O’Malley, Katz, Renshaw & Furlong, 2012).

There are various definitions of school climate defined by variables methodologies, theories, and models. Halpin and Croft (1963) described school climate as the personality of the organization. Mine (2009) proposed that organizational school climate is the student, teacher, and administrators’ perceptions of the environment in which they work. Howard et al. (1987, p. 5) noted that “school’s climate is its atmosphere for learning which is whether it is a place where learning can occur.”
Moreover, Freiberg and Stein (1999) defined school climate as the quality of the school. In other words, school climate is related to members' personal feelings of worth, dignity and importance; also, the school climate helps members create a sense of belonging. Pretorius and De Villiers (2009) defined school climate as the psychological and institutional aspects that comprise the school's characteristics.

On the other hand, Anderson (1982) defined school climate as a broad construction that includes physical aspects, patterns of social relationships, and the organization members' belief systems and shared meanings. Also, Lunenburg and Ornstein (2008) described school climate as the total environmental quality of the school.

The National School Climate Center (NSCC, 2010) developed a common definition of school climate. According to the NSCC, school climate provides the quality and character of the school to school life and reflects the norms, goals, values, interpersonal relationships, teaching and learning and leadership practices, organizational structures among the patterns of school life (2010).

Although there are a variety of definitions of climate, it is possible to identify 4 dimensions: (1) safety, (2) teaching and learning, (3) interpersonal relationships, and (4) institutional environment (Cohen, Pickeral & McCloskey, 2009). These aspects are interconnected.

**Safety:** Feeling safe and secure is one of the essential human needs and is also an important component of school climate (Center for Social and Emotional Education, 2010). Safety includes several dimensions: emotional, intellectual, and physical. Examples are having a crisis plan, having policies against bullying, and students' ability to resolve conflicts (Devine & Cohen, 2007).
Teaching and learning: Teaching and learning includes the school's curriculum, the learning objectives, materials and methods used—as well as the teachers' professional development and school leadership. Teachers are responsible for the classes and the administrators help teachers to develop their teaching and learning practices and activities. Well-designed and implemented curricula affect students' attitudes and their academic achievement. Thus, improving the school climate in terms of teaching and learning is vital for students' academic success (Murphy & Louis, 1999; Rowan, 1994).

Interpersonal relationships: Relationship includes the ways that individuals interact with and connect with each other. Lee, Bryk & Smith (1993) noted that teachers and administrators are associated with positive outcomes in terms of organizational effectiveness. In addition, in terms of teacher-student relations, there are positive motivational outcomes if students feel the concern, care, support, and respect of the teachers (Calabrese & Poe, 1990).

Institutional environment (sense of belonging): Institutional environment includes school buildings and facilities. It also includes individuals' feelings that they belong to school as an organization and that they are committed to the schools' goals and values. An effective relationship involves reciprocity such that the school or its representatives care about and are concerned about the individual members of the school community (Calabrese & Poe, 1990). Lee et al., (1993) noted that schools where the administration, faculty, and students seem to demonstrate mutual respect and concern for each other demonstrate positive outcomes for teachers and students. Literature reporting on students who are at risk and those who drop out also suggests that the absence of teachers' concern and care is a major factor mentioned by students who leave school (Bryk, Lee & Holland, 1993; Calabrese & Poe, 1990; Lee et al.,
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1993; Natriello, 1986). Deci and Ryan (1985) also proposed that all individuals have a basic need to feel a sense of belongingness or relatedness which results in more intrinsic motivation and engagement in organization.

**Halpin and Croft Open and closed school climate**

One of the best known school climate conceptualizations and measurement is open and closed school climate by Halpin and Croft (1963). Their observations of how schools differ provided the major impetus for research into organizational climate. Halpin noted that people easily recognized how each school is different with others when they visit from school to school. They characterized the organizational school climate as being similar to the personality of an individual and designed the first Organizational Climate Descriptive Questionnaire (OCDQ), providing the field with a reliable instrument with which to gather data surrounding the concept of school climate that extends from open to closed climates.

Open school climate is represented by organizations that make progress towards their goals. Authenticity of the behaviors is the main characteristic of open climate. It occurs when all members communicate well. Also, the open climates exhibit cooperation and respect among students, teachers, staff and administrators.

In contrast, a closed school climate is one in which the members feel little commitment to the whole and are unwilling to be open with one another. Closed climate represents a high level of apathy on the part of all members of the organization. The organization is not moving. Morale is low because group members experience neither social needs satisfaction nor task-achievement satisfaction. Inauthentic members’ behavior can be interpreted as a static organization (Halpin & Croft, 1963).
Dorathi (2011) found that an open climate related with teacher and principal behaviors. The open climate increases the school's effectiveness through enhanced staff performance, morale, and student achievement levels (Dorathi, 2011). Also, Open climate schools are healthy schools which students work hard on academic matters, are highly motivated, and respect other students who achieve academically, teachers set high achievable goals for students and do high standards of performance; and the learning environment is orderly and serious. Classroom supplies and instructional materials are accessible if needed (Hoy & Forsyth, 1986).

**The importance of climate**

O'Malley, Katz, Renshaw, & Furlong (2012) found that positive perceptions of school climate improve outcomes of both students and teachers. Also, perceptions of school climate from students and teachers influence each other in an accruing way as time passes, and the academic success and well-being of students and staff are promoted by positive climate (O'Malley et al., 2012).

In a similar vein, Cohen & Geier (2010, p. 3) suggested that a "safe, caring, participatory and responsive" school climate provides the optimal foundation for learning. Freiberg and Stein (1999) defined that school climate is the heart and soul of the learning institution, the component of a school that motivates the principal, teachers, and the students and that makes them want to stay associated with the school.

Many theories in education and psychology acknowledge the influence of the environment on the individual (Deci, Vallerand, Pelletier & Ryan, 1991; Eccles & Roeser, 2011). School climate in particular areas such as student learning, health promotion, and risk prevention has been connected with a number of academic and psychosocial outcomes. One of the most significant outcomes which are associated
with organization and school climate is how close the members are able to feel connected to each other (Cohen et al., 2009). Positive relationships among students and feelings how adults care for students are important for adolescent well-being and success (Goodenow, 1993; Osterman, 2000). This means that school climate is relevant for students' academic success and motivational processes having to do with identification and connection with school.

**Concept of Achievement Motivation**

Achievement motivation is related to students' choice of learning goals, their participation in learning activities and their learning outcomes, which are related to Maslow's top level of personal growth (Deci, Vallerand, Pelletier & Ryan, 1991). According to the McClelland (1985), achievement motivation (n-Ach) is the desire to succeed in competition with others. It encourages people to complete their work with high standards.

It is perhaps easier to understand the meaning of achievement motivation if the phrase is separated into its elements, i.e., *achievement* and *motivation*. Achievement is to succeed in finishing something important or reaching an aim with hard work or effort (Mandel & Marcus, 1988). Motivation is one of the factors associated with the continuity of the individual (Graham & Weiner, 1996). It involves the choice, direction, and persistence of behavior (Gredler, 2001). Also, it is influenced by meaningfulness, value, and the benefits, or instrumentality, of academic tasks to students (Harter, 1981).

In general terms, there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation has been defined as (1) the need to know about something or how to do something purely out of curiosity, (2) the desire to engage in an activity purely for the sake of participating in and completing a task, and (3) the desire to contribute
Extrinsic motivation comes from the external environment, outside of the person. When people are motivated extrinsically, they act with the expectation of rewards such as grades, praise, money, and time off from school or work, or some other incentives (Goldberg, 1994).

Motivation is important for schooling. This is because it influences what, when, and how people learn (Schunk, 1991). A personal desire to complete a study program is an example of intrinsic motivation. Its lack is one of the main reasons for dropout, i.e., if students are not intrinsically motivated to achieve their learning goals.

McClelland's Achievement Needs Theory

McClelland developed the achievement needs theory based on psychoanalysis, behaviorism, and humanism. His theoretical areas had much to offer in the area of motivation, but it was incomplete. McClelland (1958, 1987) conducted studies within the business and educational fields using his theory of motivation and adopted Murray's (1938) Thematic Apperception Test (TAT) to measure motivational needs. McClelland (1987) found that desire of motivate state occurred when an individual was motivated by the three needs (e.g., power, affiliation, or achievement). McClelland's three constructs. The theory helps others predict performance by understanding how the three needs work together. People may be able to explain behavior by understanding the three needs. He indicated that motivation needs changed over time and were not based wholly on an outcome or situation. Furthermore motivation was affected by personal maturity levels and gender differences.

McClelland (1987) found human motivation was a combination of person and situation. With regard to this point, Achievement needs theory attempts to explain and predict behavior and performance based on person's needs. Furthermore, person's
needs interact with environment (McClelland 1958). Additionally, McClelland identified the three types of the needs that people develop and acquire from their life experiences: need for achievement (n-ach), need for affiliation (n-affil), and need for power (n-pow).

*Need for achievement (n-ach)*: N-ach is basically defined as a need to be successful. N-ach people have a high need for achievement and they seek challenging goals. They are eager to get feedback for their achievement and progress, and have a strong sense of accomplishment. They enjoy carrying out their personal responsibilities to find solutions to solve the problems. Also, they prefer to set moderate achievement goals as not too hard or not too easy and take calculated risks. Moreover, they like to make things better. This is indicated by a willingness to compete with a standard of excellence as a guideline to evaluate personal performance.

*Need for affiliation (n-affil)*: N-affil people are people-oriented. They have a need for friendly relationships and are motivated towards interaction with other people. The affiliation driver produces motivation for and need to be liked and held in popular regard. These people prefer to have team player and tend to think often about the quality of their relationships (McClelland, 1985). These people prefer to cherish the positive experiences while worrying about any shortcomings in a relationship. Also, they seek the companionship of others and take steps to be liked by them, as well as wanting to project a favorable, image. They tend to be the peacemaker by smoothing out disagreements and often choose to work and make decisions in a group.

*Need for power (n-pow)*: N-pow people seek authority. The characteristics of a person with a high need for power are control and influence. They prefer to win arguments, persuade others, to prevail, and to obtain positions where they can exert influence. They like to have an effect on other people through their direction and command.
Also, they have the strong need for leading other people with their own ideas (McClelland, 1987). It can be divided into two aspects of the power. The first is concerned with having one's way by controlling and dominating others as negative one. The second is social or institutional, it emphasized the skills of persuasion and inspiration to help people achieve, attain happiness, and learn. They help people form and attain goals while not dominating them.

According to McClelland (1958), parents have the role which encourages their children to develop a high need for achievement through achieving a high level of performance, for parents came from reform group who proposed that their way of doing tasks was better than common ways. Especially, need for achievement is developed in early childhood within the dynamics of the mother and child interaction. McClelland (1987) found that conscious values, beliefs and goals which requiring cognitive development are formed much later in life, but motivational needs (e.g., power, affiliation, or achievement) which affecting behavioral outcomes are formed in infancy or childhood.

Achievement motivation refers to the personal need to succeed or to attain excellence. People fulfill their needs through different means and succeed for various reasons, both internal and external. Achievement goals can affect the way that a person performs a task and represents a desire to show competence (Harackiewicz, Barron, Carter, Lehto & Elliot, 1997). In other words, this theory holds that achievement is the result of the emotional conflict between striving for success and avoiding failure. Achievement motivation is related to the important social needs, which set the individual to strive for self-actualization as a life-long goal that is part of an individual’s process of maturing and developing (Manjuvani & Anuradha, 2011).
Turner (1996) conducted a descriptive survey study of the motivational needs of high school agriculture education students based on McClelland's need for achievement, affiliation, and power constructs. His study was to examine the motivational needs of students enrolled in agricultural education classes in Georgia. 1,952 participants were selected by cluster sampling for the study. The participants completed a paper-based questionnaire created by Turner (1996). The questionnaire consisted of 15 questions using a 5-point Likert-type scale. According to Turner's study (1996), Agriculture education students' need for achievement was higher than their need for affiliation, Black students in Agriculture education showed a higher need for achievement and need for power than White students and he found no difference in the need for achievement based on gender. Moreover, Lowell's (1952) found that the high need for achievement and low need for achievement groups performed similarly at the start of the task, but the high need for achievement group's performance increased steadily over the course of the task and at a faster rate than the low need for achievement group, need for achievement motivated people make up for whatever they lack in natural ability with more efficient learning behavior.

Overseas students meet more challenges and expend greater effort to study outside their home countries. Achievement motivation is especially important for such students because it enables them to overcome difficulties and distractions to study and also has consistently been linked to reduced dropout rates and to increased learning outcomes (Kushman, Sieber & Harold, 2000). Students who can identify their personal values and needs usually exhibit a positive attitude that enables them to motivate themselves so that they attain satisfaction from those needs (McClelland, 1985; Rokeach, 1973). According to McClelland (1987), achievement motivation training affects the way that students think and act. He indicated that the information
which determines the achievement motivation level can inspire students to make outcomes that are more socially acceptable like better performance in school.

**Maslow's Hierarchical Model of Human Needs**

According to the four dimensions of school climate, it can be understood in terms of Maslow's hierarchy of needs (Rafferty, 2008). Maslow's study of the motivation factors in organizations and the required needs for the members to be productive laid the foundation for the study of organizational and school climate (Rafferty, 2008).

Maslow (1943) identified 5 basic human needs: physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. He applied the theory to organizations, hypothesizing that it was the task of the leaders to achieve motivation of the employees by addressing the basic needs of the individuals and allowing them to strive for self-actualization, which is the top of the hierarchy (1943). In schools, basic needs must be fulfilled for all members of the school community - students, teachers, staff and administrators (Howard et al., 1987).
Maslow's needs are set into a pyramid shape (see Figure 2), where each need must be fulfilled before the next one can be addressed (Maslow, 1943). Also, the five need categories are divided into two types of needs: deficiency needs and growth needs. Deficiency needs are basic requirements for biological and psychological well-being, such as physiological, safety, belonging, and esteem needs. These deficiency needs are quite applicable in a school setting. These must be fulfilled for the students in order to experience a valid and fulfilling educational experience. Heller (2002) and Rooney (2003) stated that both teachers and students are effective and efficient in their responsibilities when their basic needs are satisfied. On the other hand, the growth needs reside in the upper level as self actualization. Growth needs are specified by each individual and they can never be satisfied completely since people want to pursue them more and more. All students must satisfy the deficiency needs.
and be aware of their growth needs before they can achieve academic success (Howard et al., 1987).

**Physiological Needs:** Physiological needs are basic biological and survival needs, such as food, water, and shelter. Miner and Daschler (2002) noted that the physiological needs are the strongest needs because they pertain to the school’s physical plant and include heat, light and comfortable study and work conditions (Howard et al., 1987).

**Safety Needs:** When all physiological needs are satisfied, then the need for security activates. It includes any kinds of protection against danger, threat, deprivation, as well as the avoidance of anxiety. These pertain to safety from such potential hazards and to security from physical and psychological abuse or assault from others in or around the school (Howard et al., 1987).

**Social Needs (Belonging Needs):** They are the acceptance and friendship needs. When the physiological and safety needs are satisfied, the next level of needs for love, affection, and belongingness emerge (Miner & Daschler, 2002). Those needs pertain to the positive relationships among other students, teachers, staff and administrators.

**Esteem Needs:** Esteem needs focus on self-respect and include recognition and respect from others. Fulfilling esteem needs produces feelings of self-confidence, prestige, power and control. These feelings pertain to the recognition and appreciation of a student’s successful endeavors in the school.

**Self-actualization Needs:** Self-actualization needs focus on realizing one’s full potential for continued self development. This level differs from the other needs. Self-actualization is manifested differently in different people and is a life-long goal as an individual matures and develops throughout the lifespan. In the school, this need is
reflected in the personal goals to achieve at the highest possible level which a learner sets for him or herself. Also, Schoen and Teddie (2008) argued that self-actualization is achieved after individuals within the school are able to maximize their potential while reaching their personal goals.

Clearly then, an institutional environment where all members are concerned about the welfare of all of the other members derives from the fulfillment of basic needs. As Schoen and Teddie (2008) pointed out, satisfied deficiency needs and in-progress growth needs in all school members are essential to the achievement of success in the school. In addition, superior performance and increased accomplishments are produced by students and teachers when their fundamental needs are met (Heller, 2002; Rooney, 2003).

Previous Research of School Climate and Achievement Motivation

There is a large body of literature on school climate and achievement motivation that argues that school climate is a vital factor contributing to effective school environment and students' success in their study. For example, Hoy and Tarter (1992) identified that a healthy organizational climate is essential for a good school. It should logically follow that a school which has a healthy and open climate could reform the organization more effectively than a school with a poor and closed climate.

Hoyle, English & Steffy (1985) stated that school climate is one of the most important components for a successful instructional program. It is impossible to create a well-organized school which has high student academic achievement without good climate. A positive organizational school climate contributes to staff performance.

The school climate dimension of feeling safe was found to powerfully promote student learning and healthy development (Devine & Cohen, 2007). Also Griffith (1997) found that school safety significantly correlated with students'
Satisfaction and educational outcomes.

Sweeney (1988) argued that a challenging school climate led an educational program to be more stable. People try to do their best when the organizational climate is positive and encouraging. In other words, if perceptions of the teachers and students toward the school climate are high, they do their best and student achievement generally rises.

According to Beal (1994), female students' positive perceptions and attitudes toward school climate were higher or more pronounced than male students. Otherwise, there was no difference in terms of level of achievement motivation between male and female students. However, girls exhibited a higher motivational level than boys beginning in the seventh grade (Martin, 2003, van der Werf, Opdenakker & Kuyper, 2008).

In addition, this climate improves the level of the students' achievement, increasing team spirit (teamwork) among all members of the school community. Dorathi (2011) found that school climate was the most significant component contributing to a successful instructional program and it correlated with the students' outcomes. A statistically significant, positive correlation between organizational climate and service orientation was also found. It was hard to create a well-functioning and harmonious school without good climate (Dorathi, 2011). Hirase (2000) and Erpelding (1999) found that schools with positive climate had higher academic achievement motivation and student grades. Also, Wang, Haertel, and Walberg (1997) found that school culture and climate were among the top influences affecting improved student achievement. Their study also found that state and local policies, school organization and student demographics exerted the least influence on student learning.
Pfiffner and Sherwood (1960) stated that there was a positive relationship between the climate and effectiveness of the organization. Wilderom, Glunk, & Maslowski (2000) described that there was a significant relationship between organizational climate and effectiveness. Climate helped to reduce conflicts in the organization (Gale, 1992) and made the organization more participative and competitive. As well, climate has a very strong influence on individuals in terms of job performance and work attitude (Joyce & Slocum, 1984). In other words, school climate affects students' performance, their study attitude, and their achievement motivation. Sánchez, Colon & Esparza (2005) found that the school climate dimension of institutional environment that included a sense of belonging significantly predicted academic outcomes, and influenced motivation, effort, and contributed to low absenteeism.

According to Deci and Ryan (1995), it is more motivationally advantageous when students find their own self-interest. Also, a study by Cho (1996) suggested that the most important factor for studying overseas is the students' willpower as achievement motivation. Kim (2007) pointed out that the decision to study overseas affects students' attitudes toward school life. If students show willingness to study overseas or are curious about staying in a new country, they exhibit achievement motivation which can assist them to attain better learning outcomes. Achievement motivation provides students with a sense of challenge and a positive attitude toward studying overseas, which in turn can promote overseas study success. Also, Walqui (2000) found a significant relationship between students' motivation and their learning achievement. McClelland (1985) strongly believed that environment influences an individual's drive.
Brophy (1998) noted that creating and ensuring a comfortable, valued and secure environment for students and teachers encouraged school members to form positive emotional bonds with one another and a positive attitude toward school which in turn facilitated the students' achievement motivation (Steinmayr & Spinath, 2009).

On the other hand, not all researchers or educational theorists agree that climate is an important factor in the motivation and academic achievement of students. A landmark study by Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld & York (1966) sparked a great deal of debate, shocking educators with research conclusions that factors such as school climate had a negligible effect on student achievement and concluding that the main factor was the family background (Coleman et al., 1966; Moula, 2010).

**General Information about the Research Site**

The site for this study was an international K-12 school in Bangkok which was established in 1993. The school is a private, coeducational day school that offers American college preparatory curriculum to the international community in Bangkok. English is the medium of instruction. The school is accredited by the Western Association of Schools and Colleges (WASC) and Association of Christian Schools International (ACSI) and licensed by the Thailand Ministry of Education. Twenty two countries are represented within the student body. There are 131 faculty and staff, 316 elementary students (K4 - 5th grade), 258 middle school students (6th-8th grade) and 346 high school students (9th-12th grade).

There are three reasons to choose this school for this research. First, the school emphasizes whether a school provides a warm and caring environment and educators help students to reach their full potential in all areas of life or not. Second, this school
is different from other international schools due to its underlying core value which emphasized on a balanced education. Also, the school has a safe environment, well-designed teaching curriculum, and high expectations for each student.

Summary

This chapter discussed the concept of school climate: definition of school climate, four dimension of school climate, theory of school climate, and the importance of climate and then discussed concept of achievement motivation: definition and theory of achievement motivation and previous researches related with school climate and achievement motivation. Those researches found that students' perception of school climate can be linked to school effectiveness, students' achievement motivation and outcomes. Simply, school climate is the overall students' perception of learning environment including the school's safety, teaching and learning, interpersonal relationship and institutional environment. School climate varies along a continuum from negative to positive, and each dimension may influence how a student perceives this climate and how the climate affects students' achievement motivation. Therefore, knowing and understanding students' perception of school climate helps us to manage school and to utilize the process of organizational design that will help schools to achieve its goals and students' personal goals. The researcher will present the research design and explain how the research carries out in chapter 3.
CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented a literature review related to school climate, achievement motivation, and previous research related to school climate and achievement motivation. This chapter explains the methods and procedures of the study. The main objective was to investigate the perception of school climate and achievement motivation among Korean students in an international school in Bangkok. In addition, the relationship between the level of students' perceptions of school climate and achievement motivation was investigated.

Research Design

This study utilized a quantitative research design encompassing both descriptive and inferential statistics to investigate the following objectives:

1. To identify the demographics of grades 6 to 12 Korean students at an international school in Bangkok.

2. To determine the grades 6 to 12 Korean students' perceptions of school climate at an international school in Bangkok.

3. To determine the level of grades 6 to 12 Korean students' achievement motivation at an international school in Bangkok.

4. To determine if there is a significant relationship between grades 6 to 12 Korean students' perceptions of school climate and level of achievement motivation at an international school in Bangkok.
This was a quantitative study since the researcher used the quantitative data from the questionnaire. The questionnaire utilized in this study measured students’ perceptions of school climate and their level of achievement motivation.

**Population**

The population of this study was Korean students who were in grades 6 to 12 at an international School in Bangkok in the academic year 2013. Thus, the population was composed of 91 students in the selected grades. These grades were chosen because grades 6 to 12 Korean students in middle and high school could recognize and express their own perceptions more easily than elementary school students.

Table 1

*The Total Number of Korean Students*

<table>
<thead>
<tr>
<th>Grade</th>
<th>The Number of Korean Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

Using purposive sampling, all students in the selected grades were used as the sample for this study. The population was not comprised of many students. Thus the sample was composed of all 91 students in the selected grades (see Table 1). Among
the sample, 8 students were absent because of illness or joined school activities when
the survey was carried out. Therefore, in total, 83 questionnaires were collected,
representing a return rate of 91%. The data was analyzed by the researcher employing
a statistical software program.

Research Instrument

One questionnaire was used in this research. It divided into two sections. The
first section was a demographics section: gender, grade, number of years studying
abroad. The second section was designed by the researcher to measure the students’
perceptions of school climate.

It was constructed as follows:

The researcher

1. studied theories, journal, articles, and related literature;

2. defined the variables to be measured operationally in reference to the
   theoretical framework;

3. drafted the items corresponding to the operational definitions of the variables
   as defined in Chapter 1.

Additionally, the researcher

4. confirmed the content validity by using expert judgment from three experts;

5. conducted a tryout of the revised items.

The third section of the instrument was composed of items developed by
instrument was selected for three reasons: it was designed to measure student
motivation which was related to McClelland’s (1958) achievement motivation theory,
as discussed in chapter 2, and it has been demonstrated to be valid and reliable (see
below), and is relatively quick and easy to administer. The final research questionnaire, therefore, consisted of the following sections (see Appendix A).

**Section 1: Student Demographics Information (see Appendix A)**

This section was used to collect students’ personal information with items targeting four variables: gender, grade level, length of studying overseas and length of studying in the research school.

**Section 2: Perception of School Climate and Achievement Motivation Survey**

**Perception of school Climate (see Appendix A)**

The measure of the students’ perceptions of school climate was researcher-designed and based on the 4 dimensions of school climate mentioned in chapter 2: (1) safety, (2) teaching and learning, (3) interpersonal relationships, and (4) institutional environment (Cohen et al., 2009). The purpose of this section was to measure students’ perceptions of school climate.

School climate was measured by asking each individual to respond to each item in terms of what he or she perceived about the specified characteristics of school climate. There was a total 20 items measuring the four dimensions of school climate as shown in Table 2.
Table 2

*Questionnaire Items Measuring of Perceptions of School Climate and Achievement*

**Motivation**

<table>
<thead>
<tr>
<th>Valuables</th>
<th>Item Numbers</th>
<th>Total Number of Items for Each Valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety items</strong></td>
<td>1,6,11,16,21</td>
<td>5</td>
</tr>
<tr>
<td><strong>Teaching and learning items</strong></td>
<td>2,7,12,17,22</td>
<td>5</td>
</tr>
<tr>
<td><strong>Interpersonal relationship items</strong></td>
<td>3,8,13,18,23</td>
<td>5</td>
</tr>
<tr>
<td><strong>Institutional environment items</strong></td>
<td>4,9,14,19,24</td>
<td>5</td>
</tr>
<tr>
<td><strong>Need for achievement</strong></td>
<td>5,10,15,20,25</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Number of Items</strong></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

There are 5 items for each dimension of school climate. Each statement refers to one of four school climate categories. Items 1, 2, 6, 21 are from the New Jersey School Climate Survey (NJSCS, 2012). All of the other items are researcher-created and based on the 4 dimensions of school climate. The responses were scaled on a 4-point likert scale as shown below.

- Strongly agree 4
- Agree 3
- Disagree 2
- Strongly disagree 1

Since there were four dimensions each for measuring the level of the integrative perceptions of school climate, the maximum score was 80 and the minimum score was 20. The score ranges indicated by high, moderate, or low levels of perceptions of school climate. A high score indicated that the students had high
positive perceptions of school climate and a low score indicated that the students had negative perceptions of school climate. Also, in the questionnaire for this study, the researcher interpreted the results as follows:

- High level of students’ perceptions of school climate 65-80
- Relatively high level of students’ perceptions of school climate 50-64
- Moderate level of students’ perceptions of school climate 35-49
- Low level of students’ perceptions of school climate 20-34

Students’ Achievement Motivation (see Appendix A)

This section was used to measure the student’s achievement motivation. To collect data for the study, an instrument developed by Turner (1996) was utilized. Turner’s items followed McClelland’s (1958) motivational theory with a total of 15 items, 5 each for each of McClelland’s dimensions of motivation: the need for achievement, the need for affiliation and the need for power. Since this research was only interested in measuring the need for achievement (n-Ach), only the 5 achievement motivation items were used (see Table 2). The achievement motivation scale also use a 4-point Likert scale as shown below:

- Strongly agree 4
- Agree 3
- Disagree 2
- Strongly disagree 1

The range of the scores determines high, moderate, or low levels of achievement motivation. However, in the questionnaire for this study, considering that the maximum score was 20 and the minimum score was 5, the researcher interpreted the scores as follows:
- High level of achievement motivation 17-20
- Relatively high level of achievement motivation 13-16
- Moderate level of achievement motivation 1-12
- Low level of achievement motivation 5-8

Validity and Reliability

The researcher submitted a first draft of the questionnaire to the major adviser for revised, suggestions and for improvements of the instrument. The content validity of the questionnaire was assessed by four experts with at least 5 years experience as teachers or educational administrators.

According to their comments and suggestions, some items of the questions were grammatically changed and some words were replaced. After the validity of the questionnaire had been approved, the researcher did a tryout of the questionnaire involving 20 respondents similar to the intended respondents in the main study to compute the reliability of the questionnaire. Cronbach’s alpha coefficient was computed for each school climate dimensions of the questionnaire. The results were showed as follows:
Table 3

Reliability of School Climate and Achievement Motivation

<table>
<thead>
<tr>
<th>Valuables</th>
<th>Alpha Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety 5 items</td>
<td>.62</td>
</tr>
<tr>
<td>Teaching and learning 5 items</td>
<td>.79</td>
</tr>
<tr>
<td>Interpersonal relationship 5 items</td>
<td>.66</td>
</tr>
<tr>
<td>Institutional environment 5 items</td>
<td>.69</td>
</tr>
<tr>
<td>Total 20 items</td>
<td>.90</td>
</tr>
<tr>
<td>Achievement Motivation</td>
<td></td>
</tr>
<tr>
<td>Need for achievement</td>
<td>.89</td>
</tr>
</tbody>
</table>

The validity of the 5 achievement motivation items was established through in Turner's (1996) study. In the construction of the instrument, Turner reviewed and edited the instrument with University of Georgia faculty; pilot researched the instrument with thirty students and utilized the instrument in a research study involving 1,952 students (Turner, 1996). The reliability of the instrument was established by Turner utilizing the responses from the pilot study. Cronbach's alpha was used to measure the internal consistency reliability. The alpha for the five items that measured the need for achievement was .89 (Turner 1996, p. 32). Also, the tryout alpha coefficient in this study was .72 for the achievement motivation items (see Table 3).
Collection of Data

The researcher followed the timeline (see Table 4).

Table 4

Time Line of the Research

<table>
<thead>
<tr>
<th>Objective of the research process</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Validation of the Questionnaire of School climate</td>
<td>16-20 November, 2013</td>
</tr>
<tr>
<td>Reliability tryout for the Questionnaire of School climate</td>
<td>20 November, 2013</td>
</tr>
<tr>
<td>Administration for final the Questionnaire of School climate</td>
<td>21-22 November, 2013</td>
</tr>
</tbody>
</table>

The researcher asked the high school principal for academic administration at an international school in Bangkok for permission to conduct the study in the school with Korean students in grades 6 to 12. The principal approved and distributed the letter to homeroom teachers to inform them about the data collection in the selected grades.

After the homeroom teachers were notified, the researcher gave the questionnaires herself to homeroom teachers of grades 6 to 12 to distribute to their homeroom classes. Then the researcher collected the 83 completed questionnaires from the homeroom teachers.

Data Analysis

The researcher utilized a statistical package software program to analyze the collected data.

For objective 1, Frequency and percentage values were used to identify the demographics information of Korean students which included gender, grade level, and length of studying overseas and length of studying at this school.
For objectives 2 and 3, descriptive statistics, Means and Standard deviation were used to identify Korean students’ perceptions of school climate and achievement motivation.

For objective 4, which aimed to investigate the relationship between the students’ perceptions of school climate and students’ achievement motivation level, the Pearson Product Moment Correlation Coefficient (PPMCC) was utilized. The PPMCC is a technique used to measure the strength and direction of an association between two variables and is denoted by the symbol $r$. The relationship of the two research variables, perception of school climate and achievement motivation was measured by the research questionnaire.
Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method</th>
<th>Data Analysis</th>
<th>Expected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the demographics of grades 6 to 12 Korean students at an international school in Bangkok.</td>
<td></td>
<td>Questionnaire</td>
<td>Mean Frequency Percentage</td>
<td>N/A</td>
</tr>
<tr>
<td>2. To determine the grades 6 to 12 Korean students’ perceptions of school climate at an international school in Bangkok.</td>
<td>A sample of 91 Korean students</td>
<td>Questionnaire (perceptions of school climate)</td>
<td>Mean Standard deviation</td>
<td>N/A</td>
</tr>
<tr>
<td>3. To determine the level of achievement motivation of grades 6 to 12 Korean students at an international school in Bangkok.</td>
<td></td>
<td>Questionnaire (achievement motivation)</td>
<td>Mean Standard deviation</td>
<td>N/A</td>
</tr>
<tr>
<td>4. To determine if there is a significant relationship between grades 6 to 12 Korean students’ perceptions of school climate and level of achievement motivation at an international school in Bangkok.</td>
<td></td>
<td>Questionnaire (perceptions of school climate and achievement motivation)</td>
<td>The Pearson Product Moment Correlation Coefficient</td>
<td>A significant relationship between grades 6 to 12 Korean students’ perceptions of school climate and level of achievement motivation</td>
</tr>
</tbody>
</table>

Summary

In this chapter, the researcher explained the methods and procedures of this study. In Chapter 4, the research findings will be presented. Finally in Chapter 5, the researcher will discuss the study result and conclude the research with recommendations for school climate and achievement motivation.
CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher explained the purposes and importance of the study, provided the literature review, and discussed how this study would be carried out. In this chapter, the study findings are presented in two sections. The first section provides the demographic findings and the findings of each of the four research objectives. The second section addresses additional findings revealed from this study which the researcher believes strengthen the significance of the study.

The questionnaire used in this study consisted of two sections: a demographic section and the school climate and achievement motivation section (see Appendix A). The researcher chose 91 Korean students at an international school in Bangkok in the academic year 2013. As mentioned in Chapter 3, the survey was carried out between November 21st and 22nd in 2013.

Main Findings

In this section, the researcher presents findings based on the four research objectives.

Research Objective One

Data collected from the demographic section of the questionnaire (see Appendix A) was used to address research objective one: To identify the demographics of grades 6 to 12 Korean students at an international school in Bangkok.

The demographic characteristics of the sample were categorized as gender, grade, length of studying overseas and length of studying at the selected school.
Table 5 presents the numbers of male and female students in each grade at the selected school in Bangkok.

Table 5

*Percentage and Number of Respondents of Korean Students' Grade Level and Gender*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

There were 37 male students, 46 female students. Numbers of female students were 11% higher than male students. Table 6 indicates the length of studying overseas and length of studying at the school.

Table 6

*Percentage Frequency of Length of Studying Overseas and Studying at this school*

<table>
<thead>
<tr>
<th>Length of studying overseas</th>
<th>Number</th>
<th>Percent</th>
<th>Length of studying at this school</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>11</td>
<td>13.3</td>
<td>33</td>
<td>33</td>
<td>39.8</td>
</tr>
<tr>
<td>4-6 years</td>
<td>13</td>
<td>15.7</td>
<td>22</td>
<td>22</td>
<td>26.5</td>
</tr>
<tr>
<td>7-9 years</td>
<td>21</td>
<td>25.3</td>
<td>17</td>
<td>17</td>
<td>20.5</td>
</tr>
<tr>
<td>10-12 years</td>
<td>38</td>
<td>45.7</td>
<td>11</td>
<td>11</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100.0</td>
<td>83</td>
<td>83</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6 indicates that 46% of the respondents had studied overseas 10-12 years. On the other hand, 40% of the respondents had studied 1-3 years at the research school.
Research Objective Two

Data from the school climate section of the questionnaire (see Appendix A) was used to address research objective two: To determine the grades 6 to 12 Korean students' perceptions of school climate at an international school in Bangkok.

There were 20 school climate items in the questionnaire, 5 items for each dimension: (1) safety, (2) teaching and learning, (3) interpersonal relationships, and (4) institutional environment (see Table 2, p. 32). A 4-point likert scale (strongly agree, agree, disagree, strongly disagree) was used to measure students' perception of school climate toward each statement. The maximum score for perception of school climate was 80, and the lowest possible score was 20.

Table 7 presents the mean scores for perception of school climate from Korean students at an international school in Bangkok.
Table 7

Means and Standard Deviations for Korean Students’ Perception of School Climate
at a Selected International School in Bangkok by Grade Level (N=83)

<table>
<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>safety Mean</td>
<td>15.60</td>
<td>15.10</td>
<td>15.18</td>
<td>16.06</td>
<td>16.06</td>
<td>15.59</td>
<td>15.33</td>
<td>15.47</td>
</tr>
<tr>
<td>SD</td>
<td>2.37</td>
<td>2.38</td>
<td>3.22</td>
<td>2.54</td>
<td>2.54</td>
<td>2.78</td>
<td>2.35</td>
<td>2.62</td>
</tr>
<tr>
<td>Teaching and learning Mean</td>
<td>16.90</td>
<td>13.60</td>
<td>16.27</td>
<td>15.44</td>
<td>13.80</td>
<td>14.65</td>
<td>14.78</td>
<td>15.07</td>
</tr>
<tr>
<td>SD</td>
<td>2.85</td>
<td>2.76</td>
<td>2.01</td>
<td>2.25</td>
<td>3.21</td>
<td>2.40</td>
<td>2.17</td>
<td>2.65</td>
</tr>
<tr>
<td>Relationship Mean</td>
<td>15.50</td>
<td>14.70</td>
<td>16.00</td>
<td>15.25</td>
<td>14.30</td>
<td>14.65</td>
<td>14.33</td>
<td>14.98</td>
</tr>
<tr>
<td>SD</td>
<td>2.84</td>
<td>2.97</td>
<td>2.28</td>
<td>2.65</td>
<td>3.83</td>
<td>2.32</td>
<td>1.66</td>
<td>2.65</td>
</tr>
<tr>
<td>SD</td>
<td>2.06</td>
<td>2.41</td>
<td>2.01</td>
<td>2.24</td>
<td>2.87</td>
<td>2.67</td>
<td>1.58</td>
<td>2.28</td>
</tr>
<tr>
<td>( \bar{x} ) Mean</td>
<td>63.30</td>
<td>58.10</td>
<td>62.82</td>
<td>61.69</td>
<td>57.40</td>
<td>59.35</td>
<td>58.78</td>
<td>60.29</td>
</tr>
<tr>
<td>SD</td>
<td>8.82</td>
<td>9.22</td>
<td>8.06</td>
<td>8.26</td>
<td>11.63</td>
<td>8.44</td>
<td>4.27</td>
<td>8.55</td>
</tr>
</tbody>
</table>

Table 7 shows the mean and standard deviation of the grade 6 to 12 Korean students’ perception of school climate. The perception of school climate was the sum total of each of the four dimensions. The mean of the institutional environment dimension was the lowest among the 4 dimensions of school climate and Korean students who were in grade 10 have the lowest perception of school climate at the research school. However, the average mean of grade 6 to 12 Korean students’ perception of school climate was 60.29, a relatively high level.

**Research Objective Three**

Data from the achievement motivation section of the questionnaire (see Appendix A) was used to address research objective three: To determine the level of grades 6 to 12 Korean students’ achievement motivation at an international school in Bangkok.
There were 5 achievement motivation items in the questionnaire. A 4-point likert scale (strongly agree, agree, disagree, strongly disagree) was used to measure the students' level of achievement motivation. The maximum score for level of achievement motivation was 20, and the lowest possible score was 5.

Table 8 presents the mean scores for achievement motivation among grades 6 to 12 Korean students at the research school.

Table 8
Means and Standard Deviations for Korean Students' Achievement Motivation Level at a Selected International School in Bangkok by Grade Level (N=83)

<table>
<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>16.40</td>
<td>15.20</td>
<td>15.36</td>
<td>14.13</td>
<td>15.80</td>
<td>15.35</td>
<td>15.00</td>
<td>15.24</td>
</tr>
<tr>
<td>SD</td>
<td>2.37</td>
<td>2.70</td>
<td>2.54</td>
<td>2.55</td>
<td>2.44</td>
<td>2.34</td>
<td>2.35</td>
<td>2.47</td>
</tr>
</tbody>
</table>

The average mean of achievement motivation was 15.24 and represented a relatively high level of achievement motivation. Grade 6 students had the highest level of achievement motivation among all grades 6 to 12 students.

Research Objective Four

The grades 6 to 12 Korean students' perceptions of school climate and level of achievement motivation were used to address research objective four: To determine if there is the significant relationship between grades 6 to 12 Korean students' perceptions of school climate and level of achievement motivation at a selected international school in Bangkok.

The data was analyzed by a statistical software program, and the Pearson Product Moment Correlation Coefficient (r) was utilized. The Pearson Product Moment Correlation Coefficient determines the significance and direction of the relationship between two variables assuming that both variables are approximately
normally distributed (Morgan, Leech, Gloeckner, & Barrett, 2007). The data set was analyzed for normality and the skewness was revealed to be less than plus or minus one for both perception of school climate and level of achievement motivation, indicating that both variables were approximately normally distributed. Therefore, the researcher proceeded with the analysis of the data and the result was displayed in Table 9.

**Table 9**

**Pearson Correlation between the Perception of School Climate and Level of Achievement Motivation (N=83)**

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.305 **</td>
<td>.005</td>
<td>There is a significant relationship</td>
</tr>
</tbody>
</table>

**.** Correlation is significant at the 0.05 level (2-tailed).

The resulting data shows that \( r = .305 \) and sig. was .005. It indicated that the relationship between students' perception of school climate and achievement motivation \( (r = .305) \) was a medium positive significant relationship. Therefore, the researcher accepted the research hypothesis: *There is a significant relationship between grades 6 to 12 Korean students' perception of school climate and level of achievement motivation at an international school in Bangkok.*

**Additional Findings**

In this section, the researcher provides the additional findings of this study. Although these findings were not specifically derived from the four stated research objectives, the researcher found meaningful information which was valuable in understanding issues related to the study with greater depth and precision. The researcher therefore addressed presents following two additional objectives:
1. To determine a significant difference between perception of school climate and achievement motivation by gender.

2. To determine a significant relationship between each dimensions of school climate - safety, teaching and learning, interpersonal relationship, institutional environment - and achievement motivation among the grades 6 to 12 Korean students.

**Additional Objective One**

The researcher investigated the difference in between perceptions of school climate and level of achievement motivation between male and female students by employing an Independent Samples t test. The Independent Samples t test requires that the variances of the dependent variables in the two groups are equal, and that the dependent variables are normally distributed within each group (Morgan et al., 2007). Levene’s test for equality of variances showed that Levene’s F was larger than .05 and not statistically significant. Therefore, the variances of the two groups (male and female) were assumed to be equal in the perception of school climate and achievement motivation. Table 10 shows the resulting data of the Independent Samples t test between male and female students for the perception of school climate and level of achievement motivation.

**Table 10**

*Result of t-test Comparing School Climate and Achievement Motivation by Gender*

<table>
<thead>
<tr>
<th>Student</th>
<th>Male (N=37)</th>
<th>Female(N=46)</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate Mean</td>
<td>60.78</td>
<td>59.89</td>
<td>.470</td>
<td>.639</td>
</tr>
<tr>
<td>SD</td>
<td>(9.06)</td>
<td>(8.20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Motivation Mean</td>
<td>15.46</td>
<td>15.07</td>
<td>.720</td>
<td>.474</td>
</tr>
<tr>
<td>SD</td>
<td>(2.23)</td>
<td>(2.66)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In perception of school climate, t was .470, and Sig (2-tailed) was .639, which was greater than .05. With achievement motivation, t was .720, and Sig (2-tailed) was .474, which was greater than .05. Therefore, it indicated that male students were not significantly different from female students in perceptions of school climate and level of achievement motivation. Inspection of the two group means suggested that the average of perception of school climate for male students (M =60.78) was higher than the score (M =59.89) for females. The difference between the means was .89. The level of motivation for male students (M =15.46) was higher than the score (M =15.07) for females. The difference between the means was .39.

**Additional Objective Two**

The researcher investigated the relationship between each dimension of school climate - safety, teaching and learning, interpersonal relationship and institutional environment - and achievement motivation. The research proceeded with the analysis of the data and the results as displayed in Table 11.
Table 11

*Pearson Correlation between the 4 Dimensions of School Climate and Achievement*

**Motivation (N=83)**

<table>
<thead>
<tr>
<th></th>
<th>Achievement motivation</th>
<th>Safety</th>
<th>Teaching and learning</th>
<th>Interpersonal relationship</th>
<th>Institutional environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement motivation</td>
<td>Pearson Correlation</td>
<td><strong>.303</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Pearson Correlation</td>
<td></td>
<td><strong>.524</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td><strong>.005</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and learning</td>
<td>Pearson Correlation</td>
<td><strong>.221</strong></td>
<td><strong>.606</strong></td>
<td><strong>.706</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td><strong>.045</strong></td>
<td><strong>.000</strong></td>
<td><strong>.000</strong></td>
<td></td>
</tr>
<tr>
<td>Interpersonal relationship</td>
<td>Pearson Correlation</td>
<td><strong>.282</strong></td>
<td></td>
<td><strong>.538</strong></td>
<td><strong>.632</strong></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td><strong>.010</strong></td>
<td><strong>.000</strong></td>
<td><strong>.000</strong></td>
<td><strong>.000</strong></td>
</tr>
<tr>
<td>Institutional environment</td>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td><strong>.053</strong></td>
<td><strong>.000</strong></td>
<td><strong>.000</strong></td>
<td><strong>.000</strong></td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).

Table 11 showed that there were medium positive significant correlation between grades 6 to 12 Korean students' perception of safety (r =.303), teaching and learning (r =.221), and interpersonal relationship (r =.213) with level of achievement motivation which were less than .05.

However, for institutional environment r = .213, sig = .053, which was higher than .05. It meant that there was no significant correlation between grades 6 to 12 Korean students’ perceptions of institutional environment and level of achievement motivation.
Summary

In this chapter, the researcher presented the research findings of this study. For the main findings, the researcher reported the demographic data relating to grades 6 to 12 Korean students’ gender, grade level, length of studying overseas, length of studying at the research school as well as their perceptions of school climate and level of achievement motivation. In addition, a significant correlation between students’ perception of school climate and their achievement motivation was found and reported.

In the next chapter, the researcher will discuss the findings presented above, linking them to previous research in this area. Chapter 5 will also note the limitations, recommendations, and suggestions for Korean students at a selected international school in Bangkok as well as for future research in this area.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Chapter 4 presented the findings of this study regarding the perceptions of school climate and achievement motivation among Korean students in grades 6 to 12 at an international school in Bangkok. This chapter will first provide a summary of this study including the research objectives and hypotheses, the research methodology, and the findings of the study. It will then provide the conclusion of the research, discuss the implications of those findings, and offer recommendations for the international school in Bangkok and for future research.

Summary of the study

The process of globalization has created an international education market which has become highly competitive. Many Korean students have studied overseas but many have dropped out of their overseas study programs. Their parents have tried to give them opportunities for better education and they have striven to find effective schools for their children, but it is a difficult process. With regard to this issue, school climate and achievement motivation have been considered as critical factors which influence the success or failure of students' school life and determine whether they study overseas or not. The researcher, therefore, was interested in these two variables: students' perceptions of school climate and their level of achievement motivation.

Although a large body of research on both school climate and achievement motivation exists, there has been no study focusing on school climate and achievement motivation among Korean students in Bangkok. Therefore, this study tried to identify specified demographic variables relating to Korean students in grades 6 to 12 at an international school in Bangkok, their perceptions of school climate, their level of achievement motivation and the relationship between perceptions of
school climate and achievement motivation. The researcher believes that this study provides valuable information for parents to use in seeking effective schools for their children. Furthermore, this study will also assist school administrators to more effectively manage international programs for Korean students. The study sought to address four research objectives and one research hypothesis as follows.

1. To identify the demographics of grades 6 to 12 Korean students at an international school in Bangkok.

2. To determine the grades 6 to 12 Korean students’ perceptions of school climate at an international school in Bangkok.

3. To determine the level of grades 6 to 12 Korean students’ achievement motivation at an international school in Bangkok.

4. To determine if there is a significant relationship between grades 6 to 12 Korean students’ perceptions of school climate and level of achievement motivation at an international school in Bangkok.

The research hypothesis was derived from the fourth objective.

There is a significant relationship between grades 6 to 12 Korean students’ perceptions of school climate and level of achievement motivation at an international school in Bangkok.

Design and Methodology of the Study

This study utilized a quantitative design employing a questionnaire to identify selected demographic variables and to investigate the perceptions of school climate and level of achievement motivation of grades 6 to 12 Korean students at an international school in Bangkok.

The scale used to measure the students’ perceptions of school climate was researcher-designed and based on 4 dimensions of school climate: (1) safety, (2)
teaching and learning, (3) interpersonal relationships, and (4) institutional environment (Cohen et al., 2009). The scale used to measure the students’ level of achievement motivation was developed by Turner (1996). The researcher selected an international school in Bangkok where 83 questionnaires were completed by grades 6 to 12 Korean students.

Findings

Based upon the study objectives, there were four main findings. There were also three additional findings based upon the collected data which the researcher determined to be of importance. The main and additional findings are presented below.

Main Findings

- 49% of the respondents had studied overseas between 10 and 12 years and 13% of the respondents had studied between 1 and 3 years in the selected international school in Bangkok.
- Overall, the respondents exhibited a relatively high level of perception of school climate.
- The respondents possessed a relatively high level of achievement motivation.
- There was a significant relationship between perceptions of school climate and the level of achievement motivation.

Additional Findings

- There was no significant difference between the perceptions of school climate and both achievement motivation and gender.
- The school climate dimensions - safety, teaching and learning, and interpersonal relationship - all had a significant relationship with achievement motivation.
• No significant relationship was found between the school climate dimension of institutional environment and achievement motivation.

**Conclusion**

Perception of school climate as well as level of achievement motivation among grades 6 to 12 Korean students were investigated. It indicated that perception of school climate correlated significantly with level of achievement motivation.

**Discussion**

**Perception of school climate**

The study found that the perceptions of school climate among grades 6 to 12 Korean students were relatively high. The mean of dimension of safety and teaching and learning was higher than the other dimensions. In this study there were 4 dimensions; (1) safety, (2) teaching and learning, (3) interpersonal relationships, and (4) institutional environment (Cohen et al., 2009). Feeling safe and secure is an essential human need and is also, an important component of school climate (CSEE, 2010). Improving the school climate in terms of teaching and learning is vital for students’ academic success (Murphy & Louis, 1999; Rowan, 1994). Lee et al., (1993) noted that teachers and administrators were associated with positive outcomes in terms of organizational effectiveness. Deci and Ryan (1985) also proposed that all individuals have a basic need to feel a sense of belongingness or relatedness which results in more intrinsic motivation and engagement in organization. Hoy and Tarter (1992) identified that a healthy organizational climate was essential for a school to be successful. Hoyle et al., (1985) stated that school climate was one of the most important components for a successful instructional program. In agreement with the above studies, the current study found that Korean students in grades 6 to 12 had positive perceptions of school climate.
Level of achievement motivation

The researcher concluded that the grades 6 to 12 Korean students had a relatively high level of achievement motivation. Overseas students require more achievement motivation than those who study in their own country because they routinely face communication and cultural problems (Seo, 2011). With regard to this point, McClelland (1985) discovered that people who had a high need for achievement motivation tend to seek positive feedback for personal satisfaction and try to do their best to accomplish whatever tasks they undertake. Forty-six percent of the participants in this study experienced studying overseas for 10 to 12 years. Therefore, it could assume that they seem to complete their studying overseas.

Relationship between school climate and achievement motivation

The study found that respondents’ perceptions of school climate were related to their level of achievement motivation. Hirase (2000) and Erpelding (1999) found that schools with positive climate also had a higher relationship between students’ higher academic achievement motivation and their grades. Wang et al., (1997) also found that school climate was among the top influences in driving improved student achievement.

Also, it could be argued that a positive perception of school climate generates a positive attitude toward school generally and feeds into the personal attitude to complete their own goals as achievement motivation (Pepper & Hamilton, 2001). The study also found that there was a significant relationship between perceptions of school climate and level of achievement motivation.

School climate and achievement motivation by Gender

According to Beal (1994), female students’ perceptions of school climate were higher than those of male students. However, the current study revealed that there was
no significant difference between perceptions of school climate and gender. According to Martin (2003) and van der Werf et al., (2008), there was no difference between girls and boys' achievement motivation levels. Also, no statistically significant differences were found for need for achievement based on gender. This was probably because the school system utilized a curriculum equally for male and female students. Furthermore, the school encourages students to be involved in all activities regardless of gender.

**Relationship between dimensions of school climate and achievement motivation**

The researcher investigated whether there was a significant relationship between each dimensions of school climate and achievement motivation. As mentioned in chapter 2, feeling safe and secure in school promotes students' learning motivation and healthy development (Devine & Cohen, 2007). The current study showed a significant relationship between students' perception of school safety and achievement motivation. It can be assumed that feeling safe at school affects students' academic achievement motivation which in turn helps students to achieve their learning goals.

Improving the school climate in terms of teaching and learning is vital for students' academic success (Murphy & Louis, 1999; Rowan, 1994). In this regard, the current study found that there was a significant relationship between teaching & learning and achievement motivation. It is thus reasonable to assume that well designed curriculum affects students' achievement motivation which is related to students' academic success.

Also in this study, it was found that students' perception of interpersonal relationship was related to achievement motivation. There are positive motivational outcomes if students feel concern, care, support, and respect from teachers (Calabrese
& Poe, 1990). Lee et al., (1993) noted that teachers and administrators were associated with positive outcomes in terms of organizational effectiveness. It can be assumed that students’ achievement motivation improves when they have good relationships with peers, teachers, administrators and staff.

A study by Sanchez et al., (2005) found that the school climate dimension of institutional environment included a sense of belongingness that significantly predicted academic outcomes, influencing motivation, effort, and school attendance. However, the results in this study revealed that the perception of institutional environment was not related to achievement motivation at the selected international school in Bangkok. This might reflect a different definition of institutional environment because the present study included the school’s buildings and facilities, and individuals’ feelings that they belonged to the group or organization, as part of the definition of institutional environment.

**Recommendations**

**Recommendations for Practice**

The researcher strongly recommends that administrators, teachers and Korean parents become aware of the concepts of school climate and achievement motivation which are related to success in studying overseas. The researcher hopes that this study will give administrators opportunities to review their school climate and level of students’ achievement motivation and to improve their school quality based on the results.

The researcher would also like to recommend that administrators consider that improving school climate affects students’ achievement motivation which assists them in achieving their’ personal goals in studying overseas. Administrators must be willing to establish a safe and secure environment, well designed teaching and
learning programs, and strong mutually supportive relationships among students, teachers, administrators and staff. This will assist the school in developing a good marketing strategy in terms of attracting overseas Korean students looking to find a good school.

The researcher would also like to recommend that teachers strive to build strong positive relationships with students and recognize when students have problems. Such a relationship will positively affect the students' perception of school climate and contribute to positive outcomes in terms of school effectiveness and students' achievement motivation (Lee et al., 1993).

The researcher also recommends that Korean parents understand and be aware of their children's perceptions of school climate and achievement motivation which helps them locate an effective school for their children.

**Recommendations for Future Research**

The findings of this study offer implications for future researchers who may be interested in studying school climate and achievement motivation. This study should be replicated among a larger population of international school students in Bangkok, or in other countries as well as in different grades or with different nationalities.

Also, further studies about perceptions of school climate from teachers, staff, principles or parents and achievement motivation from students should be conducted in other international schools. Additionally, it will be useful to conduct comparative studies of students’ perceptions of school climate and level of achievement motivation.

It will be interesting if research will be done with regarding to the value of conducting qualitative research for overseas students’ perception of school climate and achievement motivation or mixed quantitative-qualitative research, into this area.
Also, since the current study sought to measure only the need for achievement (n-ach), in order to more precisely and deeply examine achievement motivation, which includes need for achievement, need for affiliation and need for power of overseas students, the full version of Turner’s (1996) instrument should be utilized in future research.

Finally, this research will help international schools in Thailand to manage Korean overseas students more effectively and better support and encourage their overseas study success and experience. It is also the researcher’s opinion that continuous research efforts in the topic of school climate and achievement motivation should be carried out in order to meet the diverse needs of Korean overseas students. Such efforts will be valuable for the future, contribute to making better schools and to helping overseas students achieve their learning goals.
REFERENCES


[Early English boom: “Hi, English” – Six hundred billion worth market].


Gale, A.W. (1992). The construction industry’s male culture must feminize if conflict is to be reduced: The role of education as a gatekeeper to male construction industry. In P. Fenn and R. Gameson (Eds.), *Construction conflict management and resolution* (pp.416-427). London: E & FN Spon.


APPENDIX A

The Questionnaire

School Climate and Achievement Motivation
Dear Students:

This is not a test. 
The purpose of this questionnaire is to find out what you think about your school. 
There are no wrong answers. 
Your answers will all be confidential and will be combined with those of other 
students. No one will be told how you answered.  
Do not write your name on the questionnaire.  
Please answer all of the questions.

INSTRUCTIONS

Please read each item carefully, and circle the number that most closely fits your opinion. Be sure to answer every question, and when you are done, please review your survey to ensure that it is fully completed.

I greatly appreciate you taking the time to do the survey.

Questionnaire

For items 1 and 3, please mark (X) for the correct response.

Demographics information of students

<table>
<thead>
<tr>
<th>1. Gender</th>
<th>Male ( )</th>
<th>Female ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

| 2. Grade    | 6        | 7          | 8          | 9          | 10         | 11         | 12         |

| 3. Length of your studying overseas (How long have you been in Thailand?) |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1-3 years ( )   | 4-6 years ( )   | 7-9 years ( )   | 10-12 years ( ) |

| 4. Length of studying in your school (How long have studied in this school?) |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1-3 years ( )   | 4-6 years ( )   | 7-9 years ( )   | 10-12 years ( ) |
For each of the items, please circle the number that represents the level to which you agree with the following statements. Please circle one answer for each item.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel safe in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My classroom is a fun place to be.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students have friends at school they are trust each other and talk to if they have problems.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>I know my school’s vision, mission and rules.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>I try to do better (achieve more) than other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>In my school, there are clear rules to protect students physically hurting from other people (for example, hitting, pushing or tripping).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My teachers give me a lot of encouragement.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Adults in this school have high expectations for the students’ success.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>I want to graduate from this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>I prefer to do my own work and let others do their own work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students know they are safe in this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>My teachers provide me with several chances to be part of class discussion or activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Teachers listen to students when they have problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I like my school.</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>I try to win as many rewards as I can.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>The school rules are fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Teachers at my school treat students with respect.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Students are friendly with each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Students in this school accept and follow school rules.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td>I rely on myself to get a job done.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I am never bullied from other friends.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>My teachers prepare well for our class.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>School staffs are respectful of each others.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Most students in this school know each other very well.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I like being known as a hard worker who gets things done.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you very much.

Jung Soon Han
The Content Validity Approval of Experts

1. Dr. Sangob Laksana (Dean of the Graduate school of Education, Assumption University, Bangkok, Thailand)

2. Dr. Suwattana Eamoraphan (Associate Professor, Graduate School of Education, Assumption University in Bangkok, Thailand)

3. Witthaya Thepkom (Teacher, Assumption College Si Racha in Chomburi, Thailand)

Validity Approval

Do you approve the content validity of this questionnaire?

☐ Yes. I, .................................................. have read and certify the content validity of this
  School Climate and Achievement Motivation Questionnaire. My comments, suggestions are noted
  below.

☐ No. I, .................................................. have read and am unable to certify the
  content validity of this School climate and Achievement Motivation Questionnaire. My comments,
  suggestions are noted below.

Comments or suggestions:

Item 9 should measure Achievement Motivation.

Your Name: Samah Lahsane

Your Institutional Affiliation: ....................................................... 

Your Position: Dean

Signature: G. Lahsane

Date: 18 Nov 2013

Thank you very much for assisting my research by considering my questionnaire and
completing this form.
Validity Approval

Do you approve the content validity of this questionnaire?

☐ Yes. I, ................................................ have read and certify the content validity of this School Climate and Achievement Motivation Questionnaire. My comments, suggestions are noted below.

☐ No. I, ................................................ have read and am unable to certify the content validity of this School climate and Achievement Motivation Questionnaire. My comments, suggestions are noted below.

Comments or suggestions:

☐ # 9. Item not agree
☐ # 10. and please please
☐ # 11. read
☐ # 12.

Your Name ................................................................. Suraj Hanum

Your Institutional Affiliation ................................................................. AU

Your Position ................................................................. ASSOC DEAN

Signature ................................................................. Suraj Hanum

Date ................................................................. 19 Nov. 2013

Thank you very much for assisting my research by considering my questionnaire and completing this form.

After modified, I agreed all.

Suraj Hanum

20-11-13
Validity Approval

Do you approve the content validity of this questionnaire?

☐ Yes. I, Witthaya Thepkom have read and certify the content validity of this School Climate and Achievement Motivation Questionnaire. My comments, suggestions are noted below.

☐ No. I, have read and am unable to certify the content validity of this School climate and Achievement Motivation Questionnaire. My comments, suggestions are noted below.

Comments or suggestions:

- In case, the students, who might have not been studying overseas, how can they do?
- So, you need one or two more classes for less than 1 year or never.

Your Name: Witthaya Thepkom

Your Institutional Affiliation: Assumption College Snacks

Your Position: Teacher

Signature:

Date: 20 November 2013

Thank you very much for assisting my research by considering my questionnaire and completing this form.
Validity Approval

Do you approve the content validity of this questionnaire?

☐ Yes. I, ................................................... have read and certify the content validity of this
School Climate and Achievement Motivation Questionnaire. My comments, suggestions are noted
below.

☐ No. I, ................................................... have read and am unable to certify the
content validity of this School climate and Achievement Motivation Questionnaire. My comments,
suggestions are noted below.

Comments or suggestions:

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......................................................................................................................................................
......................................................................................................................................................

Your Name...........................................

Your Institutional Affiliation: Bangkok Christian International School

Your Position: Admission Coordinator

Signature: ...........................................

Date: 20 Nov 2013

Thank you very much for assisting my research by considering my questionnaire and
completing this form.
BIOGRAPHY

Personal Profile

Name of Researcher: JUNGSOON HAN (ARI)

Date of Birth: 30th Jan 1982

Place of Birth: GOESAN CHUNGCHEONGBUK-DO, KOREA

Nationality: REPUBLIC OF KOREA

Education Background

2011-2013: Master Degree of Education in Educational Administration (M.Ed), Assumption University, Bangkok, Thailand.

2004: Bachelor of Arts, Baekseok University, Cheonan, South Korea

First major in Christian counseling, Second major in Social welfare.

2000: Affiliated high School with Korea National University of Education

Past and Present Positions:

General Manager at the Joy Community
Part-time Lecturer

Working Experiences

2013.4- present: Grade 1 homeroom teacher at Korean Saturday School

2013: Lecturer at Kasem Bundit University

2006.6- present: General Manager at Joy Community