THE RELATIONSHIP BETWEEN FOREIGN TEACHERS’ PERCEPTION OF LEADERSHIP STYLES AND MOTIVATION AT ASSUMPTION COLLEGE
BANGRAK CAMPUS, BANGKOK

Stephan Kirstenfeger

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
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in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2016
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Field of Study: EDUCATIONAL ADMINISTRATION

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The main purpose of this study was to investigate the possible relationship between foreign teachers’ perception of leadership styles and motivation at Assumption College Bangrak Campus, in which 51 foreign teachers participated. This quantitative study was used to find answers to 3 research questions: (1) What is the foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus? (2) What is the foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus? 3) Is there a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation? The main research instrument consisted of 44 different research questions, which were adapted from Johnson’s study on employee motivation (1997), and from Indvik’s study on the path-goal theory (1985). The data from the survey were computed into the Statistical Package for the Social Sciences (SPSS), by the use of mean and standard deviation for research question 1 and 2 and Pearson product moment correlation for research question 3. The results showed that (1) the leadership
style of the administrator of Assumption College Bangrak Campus is perceived to be supportive leadership by the majority of foreign teachers, (2) the majority of foreign teachers perceive their own motivation to be the need to fulfill esteem needs first and (3) there is a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Field of Study: Educational Administration  
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Stephan Kistenfeger

2016
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CHAPTER I

INTRODUCTION

Thailand's education system faces many challenges. According to research findings by Mahidol University (as cited in Digital Content, 2014) results in international rankings are rather disappointing, despite high educational spending. The aim of this study was to provide research findings that might be of use in addressing those issues by investigating the possible relationship between foreign teachers’ perception of the administrator's leadership style and their own motivation.

Background of the Study

With regard to Thailand the improvement in the quality of education has been rather disappointing. In the Pisa study of 2012, Thailand was ranked 50th out of 65 participating countries in terms of mathematics performance and 48th in science and reading (OECD, 2012). In terms of quality in primary education, Thailand ranks 90th out of 144 countries and 75th in the quality of higher education and training according to the global competitiveness report of 2014-2015 (World Economic Forum, 2014).

One of the research topics that have come to be very important in combating those challenges and improving education is the discussion of leadership. Leadership is widely seen as one of the most important factors in organizational behavior and can improve the effectiveness in schools. This notion is supported by Walters, Marzano and Nulty’s research (2005), showing that a significant positive correlation between effective school leadership and student achievement exist.
When it comes to the question of what leadership exactly is however it seems that everyone has a different answer. Chemers (1997) defines leadership as a form of social influence in which people can include the help of others in the process of accomplishing a task. Kotter (2001) stresses the strategic aspect in his definition of leadership where relevant people are brought together behind those strategies to accomplish a goal through the empowerment of people. Rost (1991) on the other hand focuses, in his definition of leadership, on the relationship of the leader and the follower and how they influence each other in order to accomplish changes that are based on their mutual purpose.

Despite the various ways of how to define leadership current research suggests that leadership is the most important school-related influence on student learning, next to classroom instruction (Louis, Leithwood, Kenneth, Wahlstrom, & Anderson, 2010).

But what makes leadership effective in schools and what leadership approach should school leaders follow? The first leadership studies focused with great attention on the traits of leaders vs. non-leaders, which were widely criticized for their inconsistencies. Rather than asking what traits leaders possess, the focus on leadership has shifted to what effective leaders do, a behavior approach of leadership (Ornstein & Lunenburg, 2011).

Leithwood and Duke (2004) suggest that in the field of school leadership six major leadership styles dominate contemporary writing: instructional leadership, managerial leadership, moral leadership, participative leadership, transformational leadership and contingency leadership of which path-goal theory was part of this research study.
With the problems that Thailand faces with its education system and the pressure to improve the quality of its education, a second major topic is the question of teacher motivation. It has long been the assumption that the salary is the most important factor contributing to the motivation of teachers. However, this assumption has been proven wrong (McKinney, 2000). Thus, the question of what really motivates teachers is important to discuss. Several well-known scholars have studied motivation and contributed to the understanding of how motivation occurs and what the factors of motivation are, with Maslow, Herzberg and Vroom as one of the most prominent researchers in the field. According to Blase and Kirby (as cited in Smith, 1999), “poor motivation or a lack of motivation is viewed by new teachers as a major factor contributing to teacher dissatisfaction with their positions” (p. 2).

In the coming chapters this study will further investigate the possible relationship between foreign teachers’ perception of the administrator’s leadership style and their own motivation.

**Statement of the Problem**

Mandela (1993) once said that education is the most powerful weapon, which you can use to change the world. Everywhere around the world, teachers and school administrators must work together to provide useful knowledge to prepare their students for the 21st Century. Schools however have to deal with enormous challenges that range from the right management of limited financial resources, the obtaining, developing and maintaining of a motivated work force of teachers to the continuous improvement in the quality of education and the fulfillment of educational policies. Therefore leadership in schools and the motivation of teachers should be researched for the following reasons. First, research suggests that leadership is related
to student achievement (Marzano, Waters, & Mc Nulty, 2005). Second, the motivation of teachers is related to higher performance (Amin, 2015).

The problem in this study was related to the question if there is a significant relationship between leadership style and the motivation of foreign teachers in Thailand. Several studies investigated the relationship between leadership style and teacher motivation, however most of the more famous studies have been conducted in the United States and concerning path-goal-theory and motivation, no adequate research exist.

With regard to leadership and motivation, most research results are from the United States. However these results might not be representable in countries that have different cultures.

One of the most prominent theories investigating the issue of culture and leadership is Hofstede's dimension of culture, which can help leaders understand how to adjust one’s leadership style in different countries. The study illustrates differences and similarities across cultures by using 6 different dimensions, which include individualism/collectivism, feminine/masculine, power distance/uncertainty avoidance, long term/short term orientation and indulgence versus restraint (Hofstede, 2011).

The global leadership and organizational behavior effectiveness research project, also known under the name globe study even extended Hofstede's dimension of culture by adding four more dimensions. The results show that some leadership styles are more desirable in one country than in others (House, Hanges, Mansour, Dorfman, & Gupta, 1991).
Hofstede's dimension of culture and the globe study however mainly focused on different organizations within the computer, telecommunications, financial and food processing industry.

**Research Questions**

Listed below are the research questions for this study.

1. What is the foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus?
2. What is the foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus?
3. Is there a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation?

**Research Objectives**

The research objectives for this study are as follows.

1. To investigate foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus.
2. To investigate foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus.
3. To investigate if a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation exist.
Research Hypothesis

There is a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Theoretical Framework

The 2 main theories, this research study focused on Maslow's theory of needs to examine the topic of teacher motivation and the path-goal theory by House to examine situational leadership.

In order to understand the motivation of teachers, different needs have to be examined to understand what energizes people’s behavior. Maslow's need hierarchy theory (1943) focuses on 5 human needs, which are represented in order of importance. Once a need is satisfied, the next need emerges, starting with:

- 1) Physiological needs,
- 2) Safety needs,
- 3) Social needs,
- 4) Esteem needs, and
- 5) Self-actualization needs.

House's path-goal theory (1996) focuses on leadership effectiveness in different situations and is one of the most well-known contingency theories in the field of leadership. The main 4 leadership theories of House’s original path-goal model are:

- 1) Achievement- Oriented Leadership,
- 2) Directive Leadership,
- 3) Participative Leadership and
4) Supportive Leadership

The study elaborated on House's path-goal theory and Maslow's hierarchy of need theory to show if there's a relationship between the foreign teachers’ perception on the 4 different leadership styles used in the path-goal model and their own motivation, using Maslow's hierarchy of needs theory.

**Conceptual Framework**

The researcher investigated the possible relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Variable 1 consists of 4 different leadership styles. Variable 2 consists of the motivation of foreign teachers:

<table>
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| Foreign Teachers at Assumption College Bangrak Campus | Different Leadership Styles:  
- Achievement-Oriented Leadership  
- Participative Leadership  
- Supportive Leadership  
- Directive Leadership | Motivation:  
- Physiological needs  
- Safety needs  
- Social needs  
- Esteem needs  
- Self-actualization needs |

Figure 1. Conceptual Framework
**Scope of the Study**

The study tried to identify the relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation. Subjects in the study only included foreign teachers from Assumption College Bangrak Campus. The usage of different leadership styles was limited to a fixed amount of 4 leadership styles. The study was conducted during April and June 2016.

**Definitions of Terms**

**Foreign teachers** in this study refer to teachers who come from different countries and work in Thailand without being in possession of a Thai nationality.

**Motivation of foreign teachers** in this study refers to foreign teachers’ desire to fulfill their needs. These needs are based on Maslow’s different need categories and are represented in the teacher motivation survey.

**Physiological needs** refer to the needs to eat, drink or to find shelter, which are measured by survey items 1-4.

**Safety needs** refer to the needs to avoid dangerous situations and are measured in survey item 5-9.

**Social needs** refer to the needs to feel love or belongingness, which are measured in survey item 10-14.

**Esteem needs** refer to the needs for recognition and approval from others and are measured in survey item 15-20.

**Self-actualization needs** refer to the needs to achieve self-fulfillments, a life goal, something that can be reached through continuous self-development. These needs are measured in survey item 21-24.
Administrator’s leadership style in this study refers to the director’s leadership style under the path-goal model.

Leadership Styles refers to the different type of leadership that someone can use and is represented in the path-goal leadership questionnaire.

Achievement-Oriented leadership refers to the leadership style that focuses on goal setting and values performance and reward in order to reach those goals. Achievement-Oriented leadership is measured in item 6, 10, 13, 16 and 19.

Directive Leadership refers to the leadership style that provides a set of rules that subordinates need to follow in order to perform a task. Directive leadership is measured in item 1, 5, 9, 14 and 18.

Participative leadership refers to the leadership style that involves the decision of the group in the decision making process by trying to use subordinates ideas as much as possible. Participative Leadership is measured in item 3, 4, 7, 12 and 17.

Supportive leadership refers to the leadership style that is concerned with the overall wellbeing of the employees by being caring and understanding and trying to find a way to help. Supportive leadership is measured in item 2, 8, 11, 15 and 20.

Significance of the Study

Administrators and school leaders: This study could help administrators become better leaders and might be useful in addressing the overall satisfaction, motivation of teachers and the overall performance of the school.

Teachers: This study might be useful in improving the satisfaction of teachers by investigating their needs and finding out what motivates them.
**Students:** Students need great teachers. Understanding teachers’ needs and finding out what motivates them, is likely to have a positive impact on students to encourage more student achievement.

**Future Researchers:** Future researcher could use the findings of this research for implementation in their studies.

**Assumption College Bangrak Campus:** In particular, this study could be beneficial for Assumption College Bangrak Campus. Upper management will be able to see which leadership styles are effective and what the satisfaction of teacher needs are to better understand what motivates teachers. Areas that the study might be able to improve, also include the teacher turnover rate at Assumption College Bangrak Campus. It could lead to better teamwork between foreign teachers and the administration and lessen conflicts within the school. Overall the results of this research will make a contribution in its attempt to improve the situation of schools.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the related literature review which outlines key elements on the topic of leadership styles in schools, path-goal theory, motivation of teachers in and outside of Thailand and the relationship between leadership styles and motivation.

Leadership Styles in Schools

Even though there are plenty of leadership styles and definitions, according to Leithwood and Duke (2004) however, there are six major leadership styles in the field of school leadership that dominate recent research: instructional leadership, managerial leadership, moral leadership, participative leadership, transformational leadership and contingency leadership.

It seems that facilitative and transformational leadership is recognized by most of the current research as the most effective form of leadership in schools and gained a lot of popularity. Most educational leaders however would caution to focus only on one leadership approach and point out that in order to be an effective leader it seems that one must have the ability to choose or blend in different leadership theories (Herrera, 2010).

While many researchers see transformational leadership as having only one form, Aviolo and Bass (as cited in Arnold and Loughlin, 2013) suggest that transformational leadership could take many forms, such as participative or directive forms or even be authoritarian in nature.
This leads to an important conclusion. First, even though there are different leadership style definitions, some elements of one leadership style might overlap with elements of other leadership styles. In this particular example elements of the path-goal theory could be integrated in the theory of transformational leadership, thus these two leadership styles should not be considered as totally independent entities.

In spite of contemporary research suggesting that transformational leadership is the most effective form of school leadership, contingency leadership with path-goal-theory as the focus of this study is according to the opinion of this research study at least as equally valuable and worth investigating.

Path- Goal Theory

“Path-goal theory is based on the expectancy theory of motivation and emphasizes the leader’s effect on subordinate goals and path to achieve them”
(Ornstein, 2011, p. 34)

These goals are taken into consideration in the path-goal theory, which states that effective leaders need to choose the leadership style that is appropriate to the situation to maximize job performance and job satisfaction (Lussier & Achua, 2007).

The chart below was taken from Howieson’s review of the path goal theory (2008) providing an overview of the Path-Goal Model:

For this study though, the focus will be on leader behavior and teacher motivation as paired variable.

Since the formulation of the path-goal theory in the “Path-Goal Theory of Leadership Effectiveness” (House, 1971) and “Path-Goal Theory of Leadership” (House, 1974) a couple of advancements had been made, resulting in “The Reformulated 1996 Path-Goal Theory of Work Unit Leadership” (House, 1996), which added 4 more leader behaviors.

House (1996), which the modern development of the path-goal theory is attributed to, included 4 leadership styles in his model, which are directive leadership, supportive leadership, participative leadership and achievement oriented leadership. He describes these 4 leadership styles as follows:

1) **Directive leadership** focuses on providing structure for subordinates to let them know what is expected, to give them guidance and to clarify rules and procedures that the subordinate has to follow.

2) **Supportive leadership** focuses on the satisfaction of subordinates, such as caring for their needs, providing support, displaying concern and creating a supportive work environment.

3) **Participative leadership** is directed towards subordinates influence on making decisions. It takes into account the opinions and suggestions of subordinates in the decision making process.

4) **Achievement-oriented leadership** focuses on encouraging performance of subordinates. Achievement oriented-leaders set challenging goals, emphasize on improvement and show strong confidence and believe that those goals can be achieved by their subordinates.
25 years after the introduction of the original Path-Goal- Model, House (1996) added 4 more leadership behaviors in his reformulated 1996 Path-Goal Theory of Work Unit Leadership:

5) **Representation and Networking** emphasizes the need of representing the work group in a favorable manner and communicating the importance of the work to others in the organization through networking in order to foster positive relationships and to obtain resources from other work units that are required to perform the task effectively.

6) **Work Facilitation** behavior is aimed to reduce obstacles that prevent subordinates from performing effectively. The leader facilitates the work for his subordinates by planning, organizing and coordinating the work. Furthermore this leadership behavior assists subordinates by providing coaching, counseling and feedback to develop the necessary skills in performing the task effectively.

7) **Interaction Facilitation** behavior promotes collaboration and positive interactions by facilitating communication, resolving disputes and fostering satisfying relationships among members of a team.

8) **Value- Based Leader Behavior** is aimed to appeal to subordinates non-conscious motives, self-perceived identities and cherished values to increase the overall performance, by making subordinates self- worth dependent on their contribution to the organization.

This study will focus however on the 4 leadership behaviors originally proposed in the path-goal model:
1) Directive Leadership,
2) Supportive Leadership,
3) Participative Leadership and
4) Achievement-Oriented leadership.

There are 2 situational factors, subordinate characteristics and environmental forces that influence the relationship between leadership and subordinate outcomes (Ornstein, 2011).

House and Baetz (as cited in Ornstein and Lunenburg, 2011) identified 3 subordinate characteristics, which are described as:

1) Ability: An important characteristic of subordinate’s perception of whether they are able to perform a task. Employees who feel they have low task ability should appreciate a more directive leadership style, whereas employees with high task ability might find a directive leadership style more irritating.

2) Locus of Control: Locus of control is the degree to which an individual believes that the environment is responsible for someone’s outcome. Individuals with an internal locus of control believe that their own behavior is responsible for their outcome, whereas individuals with an external locus of control believe that external forces, such as luck and chance are responsible for their outcome.

According to Johnson, Luthans and Hennessey (as cited in Ornstein &Lunenburg, 2011) there is a strong indication that individuals with an external locus of control are more satisfied with directive leadership and individuals with internal locus of control are more satisfied with participative leadership

3) Needs and Motives: Depending on the needs and motives, there might be certain leadership styles that are more accepted by subordinates. Individuals who have a high need for esteem and affiliation should be more satisfied with a supportive
leadership style, whereas individuals with a high need for security should be more satisfied with a directive leadership approach.

The other situational factor, environmental forces, consist of three aspects of situational factors which are explained by House, Dessler, Szilagyi and Sims (as cited in Orstein and Lunenburg, 2011) and summarized as follows:

1) Task: House and Dessler argue that every job requires subordinates to fulfill a certain task, which researchers generally divide into structured or unstructured tasks. Some evidence shows that supportive and participative leadership are more likely to increase employee satisfaction on highly structured tasks, whereas directive leadership is more likely to work on highly unstructured tasks.

2) Work Group: Furthermore House and Dessler argue that characteristics of work group dynamics may also influence employee acceptance of a particular leadership style. If there are clear group norms and the goals and paths to reach those goals are apparent, any attempt by leaders to clarify those goals would be seen by subordinates as redundant and might be seen as unnecessary exercise of control by the leader.

3) Formal Authority System: Szilagyi and Sims describe formal authority system as kind of environmental force that deals with matters, concerning the degree of emphasis on rules, regulations, policies surrounding the tasks, the degree of stressful situations and the degree of uncertainty. In certain and self-evident situations, directive leadership might lead to employee dissatisfaction. In stressful situations however research suggests that directive leadership increases employee satisfaction.

House (1996) came forward with several propositions of his path-goal theory, which is summarized as follows:
1) When the task demands are satisfying but ambiguous, path goal-clarifying behavior will be motivational.

2) Path-goal clarifying behavior will be viewed less acceptable, when subordinates perceive to be confident about their ability to perform the task.

3) When the task demands are unambiguous and dissatisfying, path goal-clarifying behavior will be demotivational.

4) When subordinates’ task demands are ambiguous and satisfying, and there is a high involvement in the task, participative leadership will positively affect satisfaction and motivation.

5) Subordinates, who are not highly ego involved in their work, will find either non-authoritarian directive leadership or participative leadership to be most effective, depending on their preference for independence and self-direction.

6) When task demands are ambitious and satisfying, subordinates with a low desire for independence and self-direction will find directive leadership motivational.

7) Subordinates with a high desire for independence and self-direction will find participative leadership motivational.

8) Proposition 1-7 will be most predictive when the probability of attaining valued outcomes that are dependent on high, medium or low levels of effort can be measured accurately.

9) Achievement-oriented leader behavior is most effective for individuals who have control over their work and show responsibility.

10) Subordinates who are moderately to highly achievement motivated will find achievement oriented leader behavior most motivational.
11) Achievement oriented leadership will increase the intrinsic satisfaction of subordinates who are moderately to highly achievement motivated.

12) When free from technological uncertainty and demands imposed on the work unit is predictable, planning, scheduling, organizing and mechanisms of pre-arranged coordination guidelines will be the most effective elements of work facilitation behavior.

13) When technological uncertainty and demand imposed on the work unit is unpredictable, personal involvement by the leader and reciprocal involvement by members of the work unit to coordinate the work will be most effective elements of work facilitation.

14) When members of the work unit do not have the necessary skills to perform the task, personal coordination by the leader will facilitate the work.

15) When members of the work unit have the necessary skills to perform the task, reciprocal coordination of uncertain work by members of the work unit will facilitate work.

16) Under the conditions, mentioned in proposition 15, the effectiveness of the work unit will be improved by the delegation of responsibility for reciprocal coordination between members of the work unit.

17) When members of the work unit do not have the necessary skills to perform the task superior’s developmental efforts will enhance the effectiveness of the work unit.

18) When members of the work unit do not have the necessary skills to perform the task, leader behavior that reduces obstacles will facilitate the work.
19) When members of the work unit have the necessary skills to perform the task, supervisory delegation of authority to subordinates to reduce obstacles will be effective in facilitating work.

20) When the work environment or the task itself is dangerous, stressful, boring or frustrating, supportive leadership behavior will increase effort and satisfaction by reducing subordinate’s stress level, compensating for the unpleasant aspects of the task itself.

21) When environmental conditions are not stressful or the task itself is intrinsically satisfying, supportive leader behavior will have little effect on motivation.

22) When tasks of subordinates are dangerous, frustrating or stressful, supportive leadership will increase satisfaction and effort.

23) Leader behavior that promotes interaction facilitation will increase the feeling of belongingness within a group and decrease turn-over rate.

24) When work of unit members are interdependent and there is an encouragement of performance between the members, leader behavior that promotes interaction facilitation will increase the effectiveness of the work unit.

25) When the work of unit members are not interdependent, leader behavior that promotes interaction facilitation will not increase effectiveness.

26) When the group shares a common interest in solving problem and making effective decisions, behavior that promotes group oriented decision process will both increase the acceptance and the quality of the decision.

27) The inclusion of members of the work unit whose acceptance is required to implement task relevant issues, will lead to a higher acceptance of the decision by the group.
28) The involvement of group members who have task relevant knowledge, beneficial for the decision process, will increase decision quality.

29) The application of proposition 28) 27) and 26) will work successfully, when a common interest in making effective decisions exist.

30) The justification and ability to obtain resources, will be enhanced through active networking and representation by the leaders of the work unit.

31) The effects of active networking and representation will have a more positive effect on work units with lower organizational power compared to other work units.

32) There are 5 conditions that will facilitate the effectiveness of value based leadership behavior: 1) the opportunity to communicate an ideological vision, 2) an opportunity for leaders and subordinates to get involved in the exchange of moral ideas, 3) effort and sacrifices that are required by both the leader and subordinate, 4) values of the leader that are compatible with values of the subordinates, 5) the experience of external threats, stress and crisis.

33) The effectiveness of value based leadership behavior will be enhanced when 1) extrinsic rewards can’t be made or are not made dependent on individual performance, 2) Only a few reinforcers are in place to guide behavior and provide incentives, 3) the leader doesn’t use extrinsic rewards for subordinate performance.

34) When values of the leader are in conflict with the values of the organization, value based leadership will lead to conflicts.

35) When the work of subordinates are interdependent, shared leadership behavior will increase the group morale and performance for the work unit.
Path-Goal Theory and its Implications

Meta Analysis of 120 tests concerning the hypothesis of the path-goal theory showed that much of the research about Path-Goal Theory has been flawed (Wofford and Liska, 1993). Ornstein and Lunerberg (2011) in their review on path-goal theory share this conclusion and mention that:

- Some evidence shows that in stressful and frustrating situations, supportive leadership will increase motivation and satisfaction.
- Supportive leadership is most beneficial in routine and structured tasks.
- Directive leadership is most effective in ambitious and unstructured tasks.

Howieson’s review of the path-goal theory (2008) also came to the conclusion that the results are mixed and points out that:

- Path-goal theory has not been adequately tested.
- Path-goal theory specifically mentions motivation, but most test have focused only on satisfaction and performance.
- One reason for the mix of research results might lie in the complexity of the path-goal theory and the interplay of many variables. Another reason could be the use of weak methodology used by previous researchers.
- Path-goal theory has one conceptual weakness and limitation, which is the use of expectancy theory of motivation as a basis to explain leadership behavior. The weakness lies in the rational assumption of expectancy theory of motivation in how motivation occurs and does not take into account irrational behavior such as emotional reactions to dilemmas.
• Path-goal-theory however has contributed to the field of leadership by offering one of the first convincing definitions of multiple leadership behaviors which are contingent on the situation and that more testing is required to adequately test the hypothesis of the theory.

Motivation of Teachers

Lunenburg and Ornstein (2008) describe that most theories of motivation “can be separated into two major categories, according to whether they are concerned with the content or the process of motivation. The authors describe that “Content theories of motivation focus on the question of what energizes human behavior?” whereas “process theories, on the other hand, are more concerned with how motivation occurs.”

This study focused on the content theory of motivation, in particular Maslow’s hierarchy of needs model with regard to teacher motivation. According to Maslow (1943) there are 5 basic groups of human needs that occur in a hierarchy of importance stating that lower needs have to be fulfilled first before someone can progress to the next higher needs. The five needs, starting with the lowest, are:

• 1) Physiological needs, which addresses someone’s need to eat, drink or find shelter;
• 2) Safety needs, which can be summarized as the need to avoid dangerous situations;
• 3) Social needs, which describe the need to feel love or belongingness to an individual or group;
• 4) Esteem needs, which include approval and recognition from others; and
5) Self-actualization needs, which addresses someone’s need to achieve self-fulfillment, a life goal, something that can be reached through continuous personal self-development.


Motivation according to Maslow occurs if a need is not fully satisfied.

Satisfaction Scale of Needs

<table>
<thead>
<tr>
<th>0</th>
<th>50</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td></td>
<td>Not satisfied</td>
</tr>
</tbody>
</table>

Figure 5. Motivation- Need Deficiency

Interesting for this study will be how motivated foreign teachers are at Assumption College Bangrak Campus, using Maslow’s need hierarchy as conceptual framework.
However many resources point out that Maslow’s hierarchy of needs is not without its flaws. One critique focuses on his methodology, which was based on a qualitative study called biographical analysis that looked at writings from 18 people, he identified being as self-actualized. However, the list of qualities he concluded seemed to be characteristic to that particular group rather than to be a representative figure for the entire human population (McLeod, 2007).

Other researchers also proved that Maslow’s hierarchy of needs is based on weak grounds. Wahba and Bridgewell (1976) found little evidence for the ranking of Maslow’s need hierarchy or even that a definite hierarchy exists.

Hofstede (1984) came to the conclusion that Maslow’s hierarchy of needs is culturally biased. Placing self-actualization needs over social needs reflects a western culture, but may not be true in other countries. However the theory has not been completely disproved and there is some evidence backing Maslow’s need theory (Ornstein, 2011).

According to Ornstein and Lunenburg (2011) Herzberg’s hygiene theory and Alderfer’s relatedness growth theory provide a continuation and improvement of Maslow’s hierarchy of needs, addressing most of the criticism pointed out in the previous paragraphs. The authors present the differences between Maslow, Alderfers and Herzberg as follows:

- Instead of Maslow’s 5 level need system, Herzberg’s hygiene theory focuses on 2, which can be divided into hygiene factors and motivators. Hygiene factors are comparable to Maslow’s lower levels of needs and argued to reduce dissatisfaction but not to increase satisfaction. Motivators on the other hand
increase satisfaction and are comparable to Maslow’s higher order level of needs, such as achievement, recognition.

- Clayton Alderfer’s relatedness growth theory consists of existence needs, relatedness needs and growth needs. Existence needs are comparable with Maslow’s lower level of needs such as the desire for food and security. Relatedness needs are comparable to Maslow’s social needs and growth needs correspond with Maslow’s self-actualization needs. Unlike Maslow’s theory, Alderfer’s growth theory differs in 2 important aspects. First, different level needs can be experienced simultaneously and do not have to be satisfied first before the next higher level need can be achieved. Second, Alderfer argues that satisfied needs can still serve as motivators.

- Even though Herzberg and Alderfer’s need theory seem to be backed by more empirical research, Maslow’s need hierarchy has not completely been disproved and some evidence suggests that there are in fact 5 need categories.

Overall the core of Maslow’s needs theory is still useful and important in the field of school administration, according to the opinion of this research study. Practical use of the need theory can be seen by Sergiovanni (as cited in Ornstein, 2011) who repeated Herzberg’s study with teachers and concluded that among those things who contribute to teachers’ motivation are achievement, recognition and responsibility whereas the school environment, supervision, administrative practices and poor interpersonal relations rather contribute to job dissatisfaction.

These findings supported his earlier research on teachers (as cited in Ornstein, 2011) using an adjusted version of Maslow’s need satisfaction theory by Lyman Porter. Based on the conclusion that physiological needs are widely satisfied and not
of importance for organizational settings, the need satisfaction questionnaire by Lyman Porter was used to study the need deficiencies of teachers. Additionally, autonomy needs were added and placed between actualization and self-esteem needs. Sergiovany’s study concluded that there are large deficiencies for higher level needs such as self-actualization, autonomy and esteem needs.

Many studies point out that teachers are more motivated by higher level needs rather than lower level needs. Related to this, is the concept of intrinsic and extrinsic motivation, which has become more and more important in recent years.

Extrinsic motivation focuses on motivation arising from external rewards, such as money or it can come in form of psychological rewards, such as praise (Chery, 2016). Bainbridge points out that extrinsic motivation refers to motivation stimuli coming from outside, such as money or school grades. These rewards boost satisfaction and pleasure, which the task itself may not be able to provide (Bainbridge, 2014).

Intrinsic motivation focuses on motivation that does not arise from external rewards. The activity itself motivates someone to do something by enjoying the activity or either by seeing it as an opportunity for improving oneself and is considered to be the more effective source of motivation (Patall, Cooper, Robinson, & Civey, 2010).

When looking at Maslow’s hierarchy of needs, self-actualization needs seem to correspond strongly with intrinsic motivation. Safety needs on the other hand seem to correspond strongly with extrinsic motivation.

Many schools have been focusing on extrinsic factors such as working conditions, salary and job security without paying too much attention to intrinsic job factors (Ornstein, 2011).
In a study on 4th grade level teachers in a U.S. south eastern school district that investigated the relationship between student achievement, teacher motivation and incentive pay, Kinney (2000) demonstrated that teachers who received incentive pay were not more intrinsically or extrinsically motivated than teachers who did not receive incentive pay.

O’Connell (2014) concluded in her study “Leadership in schools: What motivates Educators to teach” that educators are highly intrinsically motivated in school regardless of the socio economic environment of the school.

Bishay’s study (1996) on teacher motivation and job satisfaction pointed out the importance of the classroom experience in the satisfaction levels of teachers, concluding that the gratification of higher level needs are most important.

Kocabas (2009) points out that, feeling safe in school, having high self-esteem, self-realization, self-worth and self-respect, effective communication with members of the school and effective administrators governing schools, are among those sources motivating teachers the most, whereas high competition among teachers have a negative impact on motivation.

However it also depends on the kind of school environment you teach in, as shown in Marston’s study (2010), which compared the professional, practical and social satisfactions of elementary, high school and college teachers. Some of the results were that college teachers do not place as much value to having a good administrator as elementary and high school teachers, salary and benefits seem to be more important as satisfaction factor than for high school and college teachers and the results of high school teachers seemed to represent an average score between elementary teachers and college teachers.
Even though many studies have been investigating what motivates teachers, some researchers come to different conclusions. According to the opinion of the researcher this is partially based on how people define motivation based on different theories. For some it is the deficiency in need that motivates people to do something. For others it is an already satisfied need. Some studies even use satisfaction as an index for motivation (Bishay, 1996).

Motivation of Foreign Teachers in Thailand

Judging from personal experiences as a teacher and from colleagues it seems that most of the problems that influence teacher motivation in a negative way are among other things problems with the administration, career prospects and a difference in cultural values. This is reflected in a couple of blog posts on Ajarn.com, which is Thailand’s most visited TEFL Website. However no adequate academic research exists on the motivation of foreign teacher who teach in Thailand.

Helpful in understanding the motivation of foreign teachers in Thailand could be Ratanaporn’s study (2015) on “The Experiences of Native Speaking Teachers (NSTS) when Teaching English as Second Language to Students (ESLS) in Thailand” Respondents of her study reported:

- Difficulties with the organizational structure, which is perceived as conservative.
- Difficulties with Thai teachers and administration who add unrelated duties to the work load of foreign teachers and won’t allow for creative activities or any changes in curriculum.
- Difficulties with the lack of a clear career path
• Difficulties with parents who would blame the foreign teachers for bad students grades

In terms of motivation the respondents indicated that pay, the enjoyment of teaching and students who show a willingness to learn, were factors that motivates them to teach. However more research should be done on the motivation of foreign teachers in Thailand.

**Different Leadership Styles and Teacher Motivation**

Even research studies on the relationship between different leadership styles and teacher motivation exist; few studies have focused on the path-goal leadership styles and teacher motivation. Especially with regard to Thailand studies have been very limited. Most sources that investigated the relationship between leadership styles and teacher motivation focused on transformational and transactional approaches.

Smith (1999) examined the relationship between initiation and consideration style based leadership approaches and teacher motivation. Her investigation, which was conducted in 43 schools, concluded that there is a relationship between teacher motivation and teacher’s perception of principal’s leadership style. In particular there is a significant relationship between 1) a consideration based leadership style and intrinsic motivation, 2) a consideration based leadership style and extrinsic motivation, 3) An initiation based leadership style and extrinsic motivation. There was no significant relationship between an initiation based leadership approach, intrinsic motivation and general satisfaction.

Fernandez (2002) investigated the impact of transformational leadership on intermediate and public middle schools in New York, using Leithwood and Janzi’s Leadership and Management of Schools and Oldham’s Job Diagnostic survey
instrument. His study demonstrated that transformational leadership has an effect on teacher’s pedagogical motivation.

Eyal and Roth (2010) conducted a research on 122 Israeli school teachers who participated in a 60 hours professional development course on instructions in mathematics. The questionnaire used for this study measured the perception of principal’s leadership, self-reported motivations and self-reported burnout. The study showed that teacher’s perception of principal’s transformational leadership is negatively correlated with burnout and positively with autonomous motivation, whereas transactional leadership is positively correlated with controlled motivation and burnout.

As opposed to the research findings in the previous mentioned paragraphs, Howard (2007) concluded that no apparent relationship between leadership ratings of principals and teacher motivation exist.

Nevertheless most research studies tend to support the notion that a relationship exist.

However, when looking at the relationship between teacher motivation under Maslow’s hierarchy of needs and different leadership styles under the path-goal model in educational settings, no adequate research had been conducted, especially with regard to Thailand.

Path- Goal Theory and Motivation

With regard to motivation, House (1996) made following suggestions:

- When the task demands are satisfying but ambiguous, path goal- clarifying behavior will be motivational.
• When the task demands are unambiguous and dissatisfying, path goal-clarifying behavior will be demotivational.

• When subordinates task demands are ambiguous and satisfying, and there is a high involvement in the task, participative leadership will positively affect motivation.

• When task demands are ambitious and satisfying, subordinates with a low desire for independence and self-direction will find directive leadership motivational.

• Subordinates with a high desire for independence and self-direction will find participative leadership motivational

• Achievement oriented leadership will increase the intrinsic satisfaction of subordinates who are moderately to highly achievement motivated.

• When environmental conditions are not stressful or the task itself is intrinsically satisfying, supportive leader behavior will have little effect on motivation.

• When tasks of subordinates are dangerous, frustrating or stressful, supportive leadership will increase satisfaction and effort.

Studies on path-goal theory and teacher motivation have been very limited. A few studies however exist within the context of business environments that could help the investigation of this research study.

Metha, Dubinsky and Andersen (2003) investigated the relationship between leadership style, channel partner motivation and performance in the automobile industry of the USA, Poland and Finland, using directive leadership, supportive
leadership and participative leadership style of the path-goal theory. The term channel partner refers to companies that partner with a manufacturer to sell their products. A preliminary questionnaire was sent out to 15 automobile dealerships. 1047 questionnaires were sent to a random sample of general managers in the USA, with an effective response rate of 17.4 percent, after removing 11 incomplete questionnaires. Of the 600 Finnish automobile importers, 105 completed surveys were returned, resulting in an effective response rate of 17.4 percent. Of the 75 randomly selected polish dealerships, 60 responded, with an effective response rate of 69.5 percent, after removing 8 incomplete surveys. The results show that all three leadership styles have a significant positive impact on the motivation of channel partners in the USA, with participative leadership style being related to motivation the strongest, followed by supportive leadership. In Finland, directive nor supportive leadership style are significantly and positively associated with channel partner motivation. The results however show a significant and positive relationship between participative leadership style and channel partner motivation. The results for Poland show no significant and positive relationship between all three leadership styles and channel partner motivation.

Sylverthorne (2001) pointed out in his investigation of the path-goal leadership theory in Taiwan that the theory was supported with regard to the relationship between managers and subordinates but there were inconsistent findings when applied to the managers and their peers. With regard to managers and subordinates a significant and positive relationship exists between motivation and directive, supportive and participative leadership styles.

Gordon’s research (1998) indicated a clear correlation between participative management style and job satisfaction, but no correlation was found between
participative management style and motivation, which might have been due to the limitation in the research instruments to measure motivation. The link between participative leadership and job satisfaction was also supported by Ngotngamwong (2012) who conducted a research on the job satisfaction of teachers in Bangkok private schools.

Ortiz (2014) investigated the significance of supportive leadership for retaining beginning elementary teachers in urban schools. Of the 430 beginning teachers 18% were male and 82% female teachers. The study concluded that supportive leadership had a significant, negative effect on urban school teachers to leave and that an increase of one standard deviation in supportive leadership decreases the intent of urban elementary school beginning teachers by -.68 standard deviations. Ortiz conceptual framework drew on supportive leadership, aspects of planned behavior and the two factory theory of motivation to investigate the problem of teacher turnover, showing that supportive leadership should be considered as an important tool for school administration.

Saavedra (1990) investigated the “Effects of Principal Behaviors moderated by teacher needs on teacher motivation, satisfaction and commitment to leader”. With regard to the motivation of teachers, directive leadership and achievement oriented behavior were overall ranked higher than the other leadership styles and seemed to show the widest applicability. However this conclusion is based on results that are not statistically significant.

As mentioned earlier, further research is needed concerning path-goal theory and teacher motivation. Therefore the goal of this research was to investigate the relationship between the leadership styles under the path-goal model and the motivation of foreign teachers under Maslow’s hierarchy of needs theory.
Assumption College Bangrak Campus

Assumption College Bangrak Campus is a private catholic boy school which offers education from grade 1 to 12. Father Emile Colombet who was a dean of Assumption Church, founded Assumption College in 1877. Eight years later it was officially registered and renamed College de l’Assumption. On the first day there were only 33 students but after becoming widely recognized, Assumption College could further expand. And even more so with donations and help of His Majesty the King of Chulalongkorn and His Majesty the Queen and other influential people in Thailand. In 1910 the school changed its name to Assumption College and student number continued to increase so that Assumption College Primary Section Sathorn campus had to be constructed in, which officially opened in 1966 (Assumption College, 2015).

The research study focused on the 51 foreign teachers at Assumption College Bangrak Campus to investigate the possible relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Summary

Overall this chapter demonstrated the importance of leadership and motivation and its usefulness in the context of educational administration. With regard to leadership this chapter discussed the concept of the path-goal theory, its strength and weaknesses and its relevance for school administration. Motivation on the other hand was discussed by investigating Maslow’s hierarchy of need to better understand teacher motivation. It was pointed out that several research studies were conducted to investigate the relationship between leadership and motivation. The next coming
chapters however particularly investigated the possible relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation, by using Maslow’s hierarchy of needs and House’s Path-goal theory as conceptual framework.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the specific design of the study and the research methodology, which is divided into six subheadings. These consist of research design, population, sample, research instrument, data collection, data analysis, and summary of the research process.

Research Design

The study was conducted as a quantitative research with the aim to find a relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Population

The total number of 51 foreign teachers at Assumption College English Bangrak Campus.

Research Instrument

A questionnaire was used as a primary instrument to investigate research question 1, 2 and 3. The first part of the questionnaire, which consists of 20 questions, was used to measure the leadership style of foreign teachers’ superior at Assumption College Bangrak Campus. The questions were adapted from Indvik’s doctoral dissertation (1985) “A Path-Goal Theory Investigation of Superior Subordinate Relationships” and are based on House’s path-goal theory. The second part of the
questionnaire, which consists of 24 questions, was used to measure the motivation of teachers. The questions were adapted from Johnson’s study (1997) on “Employee Motivation: A Comparison of Tipped and Non-Tipped Hourly Restaurant Employees” and are based on Maslow’s need theory.

The path-goal leadership questions were designed with the purpose to identify the leadership style of the administrator of Assumption College Bangrak Campus. Directive leadership was measured by item 1, 5, 9, 14 and 18. Supportive leadership style was measured by item 2, 8, 11, 15 and 20. Participative leadership style was measured by item 3, 4, 7, 12 and 17. Achievement-oriented leadership style was measured by item 6, 10, 13, 16, and 19.

The teacher motivation questions were designed with the purpose to measure the motivation of teachers based on their needs. Physiological needs were measured by item 1-4. Safety needs were measured in survey item 5-9. Social needs were measured in survey item 10-14. Esteem needs were measured in survey item 15-20. Self-actualization needs were measured in survey item 21-24.

Table 1

<table>
<thead>
<tr>
<th>Perception towards Teachers’ Need Satisfaction and Motivation</th>
<th>Score</th>
<th>Range for Satisfaction</th>
<th>Interpretation for Satisfaction</th>
<th>Range for Motivation <em>(reversed satisfaction score)</em></th>
<th>Interpretation for motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>4.51- 5.00</td>
<td>Very High Satisfaction</td>
<td>1.00-1.50</td>
<td>Very Low Motivation</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>3.51- 4.50</td>
<td>High Satisfaction</td>
<td>1.51- 2.50</td>
<td>Low Motivation</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>2.51- 3.50</td>
<td>Moderate Satisfaction</td>
<td>2.51-3.50</td>
<td>Moderate Motivation</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1.51- 2.50</td>
<td>Low Satisfaction</td>
<td>3.51-4.50</td>
<td>High Motivation</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.00- 1.50</td>
<td>Very Low Satisfaction</td>
<td>4.51- 5.00</td>
<td>Very High Motivation</td>
</tr>
</tbody>
</table>
Since according to Maslow motivation consists of the needs that are not satisfied, the score of teachers’ need satisfaction must be reversed to find out the motivation of teachers.

**Validity and Reliability**

The first part of the questionnaire on leadership was adapted from a study on the path-goal theory by Indvik (1985) and was validated and approved by the University of Wisconsin. The second part of the questionnaire on teacher motivation was adapted from a study on employee motivation by Johnson (1997), whose questionnaire was validated and approved by the Rosen College of Hospitality Management at the University of Central Florida. Further test have been carried out to prove reliability of the questionnaires that had been sent out to 51 teachers, with a return rate of 44 questionnaires. Overall Cronbach’s value showed a result of .96 indicating strong reliability.

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.96</td>
<td>44</td>
</tr>
</tbody>
</table>

Table 2

*Cronbach’s Alpha*
Collection of Data

Permission from the director of Assumption College Bangrak Campus was requested verbally on the 9th of June 2015 and granted after the meeting. The questionnaires were distributed one week after passing the thesis proposal. The survey was conducted with the help of the staff members of Assumption College Bangrak Campus and collected shortly after.

Table 3

Data Collection Process

<table>
<thead>
<tr>
<th>Tentative Date</th>
<th>Data Collection Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th of June, 2015</td>
<td>Request permission from the director of Assumption College Bangrak Campus, Bangkok</td>
</tr>
<tr>
<td>21st of April, 2016</td>
<td>Proposal Passed</td>
</tr>
<tr>
<td>29th of April, 2016</td>
<td>Distribution of Questionnaires</td>
</tr>
<tr>
<td>10th of May, 2016</td>
<td>Collection of Questionnaires</td>
</tr>
<tr>
<td>17th of June, 2016</td>
<td>Completion of Computation of Data</td>
</tr>
</tbody>
</table>

Data Analysis

The data collected from the questionnaire was computed and evaluated by the use of SSPS. For the demographics of the teachers, including gender, age and teaching experience, frequency and percentage were used. For the actual research question following computation methods have been utilized:

Research Objective 1: To investigate foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus, mean and standard deviation were used.
**Research Objective 2:** Mean and standard deviation were also used to investigate foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus.

**Research Objective 3:** Pearson product moment correlation was used to investigate the relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

### Summary of the Research Process

**Table 4**

*Summary of 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 investigate foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus.</td>
<td>Teachers at Assumption College Bangrak Campus.</td>
<td>Questionnaire: hardcopies</td>
<td>Mean and SD.</td>
<td>The leadership style at Assumption College Bangrak Campus will be perceived as directive leadership style, by the majority of foreign teachers.</td>
</tr>
<tr>
<td>2. To investigate foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus.</td>
<td>Teachers at Assumption College Bangrak Campus</td>
<td>Questionnaire: hardcopies</td>
<td>Mean and SD.</td>
<td>The majority of foreign teachers at Assumption College Bangrak Campus will be most motivated by the need to fulfill esteem needs.</td>
</tr>
<tr>
<td>3. To investigate if a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation exist.</td>
<td>Teachers at Assumption College Bangrak Campus.</td>
<td>Questionnaire: hardcopies</td>
<td>Pearson Product Moment Correlation</td>
<td>There is significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter discusses the research findings, based on the information collected from 44 participants out of 51 foreign teachers teaching at Assumption College Bangrak Campus. The participants provided information related to gender, age, teaching experience, the administrator’s perceived leadership style and teacher motivation. The data was used to answer 3 research questions which are presented as follows.

Research Questions

1) What is the foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus?

2) What is the foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus?

3) Is there a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation?
Demographics of Participants

From the 44 participants of this survey 77.3 % (n=34) were male and 22.7% (n=22.7) were female. Participants were asked to indicate their age ranging from below 25, 26-35, 36-50 and above 50 years and their level of teaching experience, ranging from below 5, 6-10, 11-15 and 16-20 years. Of the 44 participants 42 completed the information on their age and teaching experience.

The findings for the participant’s age level are 9.1 % (n=4) for below 25, 54.5% (n=24) for 26-35, 27.3% (n=12) for 36-50 and 4.5% (n=2) for above 50 years old. The findings on the participant’s teaching experience are 40.9 % (n=18) for below 5, 27.3% (n=12) for 6-10, 22.7% (n=10) for 11-15 and 4.5% (n=2) for 16-20 years.

Table 5
The Numbers of Foreign Teachers at Assumption College Bangrak Campus, categorized by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Numbers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>77.3</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>22.7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 6

_The Numbers of Foreign Teachers at Assumption College Bangrak Campus, categorized by Age_

<table>
<thead>
<tr>
<th>Age Level</th>
<th>Numbers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 years</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>26-35 years</td>
<td>24</td>
<td>57.1</td>
</tr>
<tr>
<td>36-50 years</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>above 50 years</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 7

_The Numbers of Foreign Teachers at Assumption College Bangrak Campus, categorized by Teaching Experience_

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Numbers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>18</td>
<td>42.9</td>
</tr>
<tr>
<td>6-10 years</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>11-15 years</td>
<td>10</td>
<td>23.8</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Leadership Styles

1) What is the leadership style of the administrator of Assumption College Bangrak Campus as perceived by foreign teachers?

Table 8

The Perceived Leadership Style at Assumption College Bangrak Campus

<table>
<thead>
<tr>
<th>Perceived Leadership Style</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Leadership</td>
<td>44</td>
<td>5.20</td>
<td>1.42</td>
</tr>
<tr>
<td>Directive Leadership</td>
<td>44</td>
<td>4.96</td>
<td>1.24</td>
</tr>
<tr>
<td>Achievement-Oriented Leadership</td>
<td>44</td>
<td>4.87</td>
<td>1.27</td>
</tr>
<tr>
<td>Participative Leadership</td>
<td>44</td>
<td>4.29</td>
<td>1.40</td>
</tr>
</tbody>
</table>

Table 8 above reveals the means for the perceived leadership style of the administrator Assumption College Bangrak Campus. The perception of the different leadership styles was investigated through 20 different questions with a 1-7 Likert scale for each question item. The supportive leadership style is represented with the highest mean score of 5.20 and participative leadership style with the lowest mean score of 4.29.

Achievement-Oriented leadership refers to the leadership style that focuses on goal setting and values performance and reward in order to reach those goals. Achievement-Oriented leadership is measured in item 6, 10, 13, 16 and 19. Scores were reversed for item 16.
Achievement-Oriented Leadership of the Administrator of Assumption College
Bangrak Campus, as perceived by Foreign Teachers

<table>
<thead>
<tr>
<th>Achievement-Oriented Leadership</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6) Your superior lets you know that he/she expects you to perform at your highest levels</td>
<td>44</td>
<td>5.02</td>
<td>1.64</td>
</tr>
<tr>
<td>10) Your superior sets performance goals that are quite challenging to you</td>
<td>43</td>
<td>4.51</td>
<td>1.75</td>
</tr>
<tr>
<td>13) Your superior encourages continual improvement in your performance</td>
<td>42</td>
<td>4.62</td>
<td>1.86</td>
</tr>
<tr>
<td>16) Your superior shows you that they have doubts about your ability to meet most objectives</td>
<td>42</td>
<td>2.17</td>
<td>1.71</td>
</tr>
<tr>
<td>19) Your superior consistently sets challenging goals for you to attain</td>
<td>42</td>
<td>4.31</td>
<td>1.77</td>
</tr>
</tbody>
</table>

Table 9 shows the mean score for the perception of achievement-oriented leadership style, which was measured by question 6, 10, 13, 16 and 19. Question 6 ‘Your superior lets you know that he/she expects you to perform at your highest levels’ is represented with the highest mean score of 5.02, with question 16 ‘Your superior shows you that they have doubts about your ability to meet most objectives’ rated with the lowest mean score of 2.17. After reversing the score for item 16 the total mean score of achievement-oriented leadership style is 4.87.

**Directive Leadership** refers to the leadership style that provides a set of rules that subordinates need to follow in order to perform a task. Directive leadership is measured in item 1, 5, 9, 14 and 18. Scores were reversed for item 18.
Table 10

*Directive Leadership of the Administrator of Assumption College Bangrak Campus, as perceived by Foreign Teachers*

<table>
<thead>
<tr>
<th>Directive Leadership</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Your superior lets you know what is expected of you</td>
<td>44</td>
<td>5.16</td>
<td>1.64</td>
</tr>
<tr>
<td>5) Your superior informs you about what needs to be done and how it needs to be done</td>
<td>44</td>
<td>4.98</td>
<td>1.73</td>
</tr>
<tr>
<td>9) Your superior asks you to follow standard rules and regulations</td>
<td>44</td>
<td>5.64</td>
<td>1.51</td>
</tr>
<tr>
<td>14) Your superior explains the level of performance that is expected of you.</td>
<td>42</td>
<td>4.50</td>
<td>1.57</td>
</tr>
<tr>
<td>18) Your superior gives vague explanations of what is expected of you on the job</td>
<td>42</td>
<td>3.45</td>
<td>1.84</td>
</tr>
</tbody>
</table>

Table 10 shows the mean score for the perception of directive leadership style, which was measured in question 1, 5, 9, 14 and 18. Question 9) ‘Your superior asks you to follow standard rules and regulations’ is represented with the highest mean score of 5.64, with question 18) ‘Your superior gives vague explanations of what is expected of you on the job’ rated with the lowest mean score of 3.45. After reversing the score for item 18 the total mean score of directive leadership style is 4.96.

**Participative leadership** refers to the leadership style that involves the decision of the group in the decision making process by trying to use subordinates ideas as much as possible. Participative Leadership is measured in item 3, 4, 7, 12 and 17. Scores were reversed for item 7.
Table 11

*Participative Leadership of the Administrator of Assumption College Bangrak Campus, as perceived by Foreign Teachers*

<table>
<thead>
<tr>
<th>Participative Leadership</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Your superior consults with you when facing a problem</td>
<td>44</td>
<td>4.66</td>
<td>1.78</td>
</tr>
<tr>
<td>4) Your superior listens receptively to your ideas and suggestions</td>
<td>44</td>
<td>5.00</td>
<td>1.90</td>
</tr>
<tr>
<td>7) Your superior acts without consulting you</td>
<td>44</td>
<td>4.32</td>
<td>1.79</td>
</tr>
<tr>
<td>12) Your superior asks for your suggestions concerning how to carry out assignments</td>
<td>43</td>
<td>4.02</td>
<td>1.73</td>
</tr>
<tr>
<td>17) Your superior asks you for suggestions on what assignments should be made</td>
<td>41</td>
<td>4.00</td>
<td>1.72</td>
</tr>
</tbody>
</table>

Table 11 shows the mean score for the perception of participative leadership style, which was measured by question item 3, 4, 7, 12 and 17. Question 4) ‘Your superior listens receptively to your ideas and suggestions’ is represented with the highest mean score of 5.00, with question 17) ‘Your superior asks you for suggestions on what assignments should be made’ rated with the lowest mean score of 4.00. The total mean score of participative leadership style is 4.29.

**Supportive leadership** refers to the leadership style that is concerned with the overall wellbeing of the employees by being caring and understanding and trying to find a way to help. Supportive leadership is measured in item 2, 8, 11, 15 and 20. Scores were reversed for item 11.
Table 12

Supportive Leadership of the Administrator of Assumption College Bangrak Campus, as perceived by Foreign Teachers

<table>
<thead>
<tr>
<th>Supportive Leadership</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Your superior maintains a friendly working relationship with you</td>
<td>44</td>
<td>5.61</td>
<td>1.70</td>
</tr>
<tr>
<td>8) Your superior does little things to make it pleasant for you to be a member of the group</td>
<td>44</td>
<td>4.50</td>
<td>1.73</td>
</tr>
<tr>
<td>11) Your superior says things that hurt your personal feelings</td>
<td>43</td>
<td>1.67</td>
<td>0.99</td>
</tr>
<tr>
<td>15) Your superior helps you to overcome problems that stops you from carrying out your tasks</td>
<td>42</td>
<td>4.62</td>
<td>2.02</td>
</tr>
<tr>
<td>20) Your superior behaves in a manner that is thoughtful of your personal needs</td>
<td>43</td>
<td>5.05</td>
<td>1.86</td>
</tr>
</tbody>
</table>

Table 12 shows the mean score for the perception of supportive leadership style, which was measured by question item 2, 8, 11, 15 and 20. Question 2) ‘Your superior maintains a friendly working relationship with you’ is represented with the highest mean score of 5.61, with question 11) ‘Your superior says things that hurt your personal feelings’ rated with the lowest mean score of 1.67. After reversing the score for item 11 the total mean score of supportive leadership style is 5.20.

Overall based on the data, the leadership style of the administrator at Assumption College Bangrak Campus is perceived to be supportive leadership by the majority of teachers.
Motivation of Teachers

1) What is the foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus?

According to Maslow motivation are needs that are not fulfilled. First the study looked at how much the needs were fulfilled, through the use of 24 different questions with a 1-5 Likert scale for each question item.

**Motivation of teachers** in this study refers to the desire to fulfill one’s need. These needs are based on Maslow’s different need categories and are represented in the teacher motivation survey.

**Physiological needs** refer to the needs to eat, drink or to find shelter, which are measured by survey items 1-4.

**Safety needs** refer to the needs to avoid dangerous situations and are measured in survey item 5-9.

**Social needs** refer to the needs to feel love or belongingness, which are measured in survey item 10-14.

**Esteem needs** refer to the needs for recognition and approval from others and are measured in survey item 15-20.

**Self-actualization needs** refer to the needs to achieve self-fulfillments, a life goal, something that can be reached through continuous self-development. These needs are measured in survey item 21-24.
Table 13 shows the mean score for the satisfaction of physiological needs, which was measured by question items 1-4. Question 2 ‘The salary I receive enables me to buy enough food for myself. I don’t have to starve.’ is represented with the highest mean score of 4.36 whereas question 3 ‘Work related stress does not affect my sleep in a negative way’ is represented with the lowest mean of 3.40.
Table 14

Satisfaction of Foreign Teacher’s Safety Needs at Assumption College Bangrak Campus

<table>
<thead>
<tr>
<th>Teacher’s Satisfaction of Needs</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5) My pay and benefits are fair</td>
<td>44</td>
<td>3.73</td>
<td>1.11</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>6) The school I work for offers me job security</td>
<td>43</td>
<td>3.51</td>
<td>1.18</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>7) The working conditions are very good</td>
<td>44</td>
<td>3.73</td>
<td>1.11</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>8) Your superiors let you know what is expected of you in a clear and understandable way. The communication in your school is very good.</td>
<td>44</td>
<td>3.25</td>
<td>1.24</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>9) The work load is fair and manageable</td>
<td>44</td>
<td>3.93</td>
<td>0.90</td>
<td>High Satisfaction</td>
</tr>
</tbody>
</table>

Table 14 shows the mean score for the satisfaction of safety needs, which was measured by question items 5-9. Question 9 ‘The work load is fair and manageable’ is represented with the highest mean score of 3.93. Question 8) ‘Your superiors let you know what is expected of you in a clear and understandable way. The communication in your school is very good’ is represented with the lowest mean score of 3.25. The total mean score of safety needs is 3.63.
Table 15

Satisfaction of Foreign Teacher’s Social Needs at Assumption College Bangrak Campus

Table 15 shows the mean score for the satisfaction of social needs, which was measured by question items 10-14. Question 14 ‘Most of my co-workers have accepted me as a member of this school’ is represented with the highest mean score of 4.02, with question 12) ‘There is a high degree of trust between the teachers and the administration’ rated as the lowest mean score of 3.26. The total mean score of social needs is 3.49.

<table>
<thead>
<tr>
<th>Teacher’s Satisfaction of Needs</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10) The school gives me a feeling of being involved</td>
<td>43</td>
<td>3.30</td>
<td>1.28</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>11) The administration is very helpful</td>
<td>43</td>
<td>3.44</td>
<td>1.39</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>12) There is a high degree of trust between the teachers and the administration</td>
<td>43</td>
<td>3.26</td>
<td>1.31</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>13) I have the support of the entire staff</td>
<td>41</td>
<td>3.46</td>
<td>1.32</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>14) Most of my co-workers have accepted me as a member of this school</td>
<td>43</td>
<td>4.02</td>
<td>1.08</td>
<td>High Satisfaction</td>
</tr>
</tbody>
</table>
Table 16 shows the mean score for the satisfaction of esteem needs, which was measured by question items 15-20. Question 17) ‘The school offers me a good salary’ is represented with the highest mean score of 3.67, with question 15) ‘Promotion and career development at my organization is excellent’ rated as the lowest mean score of 3.02. The total mean score of esteem needs is 3.40.

### Teacher’s Satisfaction of Needs

<table>
<thead>
<tr>
<th>Esteem Needs</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>15) Promotion and career development at my organization is excellent</td>
<td>43</td>
<td>3.02</td>
<td>1.22</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>16) My work challenges me in a good way. It stretches me without pushing me into stress</td>
<td>43</td>
<td>3.53</td>
<td>1.078</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>17) The school offers me a good salary</td>
<td>43</td>
<td>3.67</td>
<td>1.06</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>18) The people in this school appreciate the work I do</td>
<td>43</td>
<td>3.44</td>
<td>1.24</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>19) For me this is the best of all possible schools to work for</td>
<td>43</td>
<td>3.44</td>
<td>1.24</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>20) This school really inspires the very best in me in the way of performance</td>
<td>43</td>
<td>3.37</td>
<td>1.25</td>
<td>Moderate Satisfaction</td>
</tr>
</tbody>
</table>
Table 17

*Saturation of Foreign Teacher’s Self-Actualization Needs at Assumption College Bangrak Campus*

<table>
<thead>
<tr>
<th>Teacher’s Satisfaction of Needs</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>21) I love teaching. It fulfills me</td>
<td>43</td>
<td>4.42</td>
<td>0.82</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>22) My values and the values of my school are very similar</td>
<td>43</td>
<td>3.47</td>
<td>1.37</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>23) My work is interesting</td>
<td>43</td>
<td>4.07</td>
<td>0.99</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>24) I believe that the work I do is meaningful and makes a difference</td>
<td>43</td>
<td>4.14</td>
<td>1.13</td>
<td>High Satisfaction</td>
</tr>
</tbody>
</table>

Table 17 shows the mean score for the satisfaction of self-actualization needs, which was measured by question items 21-24. Question 21) ‘I love teaching. It fulfills me’ is represented with the highest mean score of 4.42, with question 22) My values and the values of my school are very similar’ rates as the lowest mean score of 3.47. The total mean score of self-actualization needs is 4.02.
**Table 18**

**Summary of Foreign Teacher’s Satisfaction of Needs at Assumption College Bangrak Campus**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction of Physical Needs</td>
<td>44</td>
<td>3.88</td>
<td>0.64</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>Satisfaction of Safety Needs</td>
<td>44</td>
<td>3.63</td>
<td>0.78</td>
<td>High Satisfaction</td>
</tr>
<tr>
<td>Satisfaction of Social Needs</td>
<td>43</td>
<td>3.49</td>
<td>1.06</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>Satisfaction of Esteem Needs</td>
<td>43</td>
<td>3.40</td>
<td>0.98</td>
<td>Moderate Satisfaction</td>
</tr>
<tr>
<td>Satisfaction of Self-actualization Needs</td>
<td>43</td>
<td>4.02</td>
<td>0.92</td>
<td>High Satisfaction</td>
</tr>
</tbody>
</table>

Esteem needs were the least fulfilled needs with a mean of 3.40 whereas self-actualization needs were the ones with the highest mean of 4.02. Taken together the total satisfaction of needs is 3.69 on a scale of 5.

**Table 19**

**The Total Satisfaction of Foreign Teachers at Assumption College Bangrak Campus**

<table>
<thead>
<tr>
<th>Total Satisfaction</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Satisfaction</td>
<td>44</td>
<td>3.69</td>
<td>0.73</td>
<td>High Satisfaction</td>
</tr>
</tbody>
</table>

After the study looked at how much needs were satisfied, the reverse score was taken in order to find out the motivation of teachers. According to Maslow the deficiency of needs are the factors that serve as motivators. In other words, all the
needs that are not fully satisfied. Therefore the satisfaction score was reversed in order to find out the motivation of teachers, which is represented in the table below.

Table 20

*Motivation of Foreign Teacher’s at Assumption College Bangrak Campus after Reversing the Satisfaction Score.*

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation to fulfill</td>
<td>44</td>
<td>2.13</td>
<td>0.64</td>
<td>Low Motivation</td>
</tr>
<tr>
<td>Physiological Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation to fulfill</td>
<td>44</td>
<td>2.37</td>
<td>0.78</td>
<td>Low Motivation</td>
</tr>
<tr>
<td>Security Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation to fulfill</td>
<td>43</td>
<td>2.51</td>
<td>1.06</td>
<td>Moderate Motivation</td>
</tr>
<tr>
<td>Social Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation to fulfill</td>
<td>43</td>
<td>2.60</td>
<td>0.98</td>
<td>Moderate Motivation</td>
</tr>
<tr>
<td>Esteem Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation to fulfill</td>
<td>43</td>
<td>1.98</td>
<td>0.92</td>
<td>Low Motivation</td>
</tr>
<tr>
<td>Self-actualization Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 20 above reveals the means for teacher motivation based on Maslow’s hierarchy of needs. These needs were investigated through 24 different questions with a 1-5 Likert scale for each question item. The motivation to fulfill esteem needs is represented with the highest mean of 2.60 and the motivation to fulfill self-actualization needs with the lowest mean score of 1.98. Taken together the total motivation of foreign teachers at Assumption University College Bangrak Campus amounts to 2.30 on a scale of 5.
Table 21

The Total Motivation of Foreign Teachers at Assumption College Bangrak Campus

<table>
<thead>
<tr>
<th>Total Motivation</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Motivation</td>
<td>44</td>
<td>2.31</td>
<td>0.73</td>
<td>Low Motivation</td>
</tr>
</tbody>
</table>

Leadership & Teacher Motivation

3) Is there a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation?

Table 22

The Relationship between the perceived Leadership Style and the Motivation of Foreign Teachers at Assumption College Bangrak Campus.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive Leadership Style</td>
<td>-.36*</td>
<td>-.73**</td>
<td>-.71**</td>
<td>-.62**</td>
<td>-.55**</td>
</tr>
<tr>
<td>Achievement-Oriented-Leadership Style</td>
<td>-.24</td>
<td>-.75**</td>
<td>-.74**</td>
<td>-.69**</td>
<td>-.53**</td>
</tr>
<tr>
<td>Participative Leadership Style</td>
<td>-.14</td>
<td>-.66**</td>
<td>-.63**</td>
<td>-.60**</td>
<td>-.53**</td>
</tr>
<tr>
<td>Supportive Leadership Style</td>
<td>-.28</td>
<td>-.77**</td>
<td>-.79**</td>
<td>-.71**</td>
<td>-.58**</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level/ *Correlation is significant at the 0.05 level**
**Directive Leadership:** There is a significant negative correlation between directive leadership and the motivation to fulfill physical, safety, social, esteem and self-actualization needs. The smallest association is represented with a score of -.36 between directive leadership and the motivation to fulfill physical needs at a significance level of 0.05. The largest association is represented with a score of -.73 between directive leadership and the motivation to fulfill safety needs at a significance level of 0.01. Overall the relationship between directive leadership and total motivation is represented with a score of -.72 on a significance level of 0.01.

Table 23

*Correlation between Directive Leadership Style and the Total Motivation of Foreign Teachers*

<table>
<thead>
<tr>
<th>Directive Leadership and Total Motivation</th>
<th>Directive Leadership</th>
<th>Total Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive Leadership Pearson Correlation</td>
<td>1</td>
<td>-.72**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level**

**Achievement- oriented leadership:** There is a significant negative correlation between achievement- oriented leadership and the motivation to fulfill safety, social, esteem and self-actualization needs. The smallest association is represented with a score of -.24 between achievement- oriented leadership and the motivation to fulfill physical needs with no statistical significance. The largest association is represented with a score of -.75 between achievement- oriented leadership and the motivation to fulfill safety needs at a significance level of 0.01. Overall the relationship between
achievement-oriented leadership and total motivation is represented with a score of -.73 on a significance level of 0.01.

Table 24

*Correlation between Achievement-Oriented Leadership Style and the Total Motivation of Foreign Teachers*

<table>
<thead>
<tr>
<th>Achievement-Oriented Leadership</th>
<th>Achievement-Oriented Leadership</th>
<th>Total Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>-.73**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level**

**Participative Leadership:** There is a significant negative correlation between participative leadership and the motivation to fulfill safety, social, esteem and self-actualization needs. The smallest association is represented with a score of -.14 between participative leadership and the motivation to fulfill physical needs with no statistical significance. The largest association is represented with a score of -.66 between participative leadership and the motivation to fulfill safety needs at a significance level of 0.01. Overall the relationship between participative leadership and total motivation is represented with a score of -.64 on a significance level of 0.01.
Table 25

*Correlation between Participative Leadership Style and the Total Motivation of Foreign Teachers*

<table>
<thead>
<tr>
<th>Participative Leadership and Total Motivation</th>
<th>Participative Leadership</th>
<th>Total Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participative Leadership</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-.64**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
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<tr>
<td>N</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level

Supportive Leadership: There is a significant negative correlation between supportive leadership and the motivation to fulfill safety, social, esteem and self-actualization needs. The smallest association is represented with a score of -.28 between supportive leadership and the motivation to fulfill physical needs with no statistical significance. The largest association is represented with a score of -.79 between supportive leadership and the motivation to fulfill social needs at a significance level of 0.01. Overall the relationship between supportive leadership and total motivation is represented with a score of -.77 on a significance level of 0.01.

Table 26

*Correlation between Supportive Leadership Style and the Total Motivation of Foreign Teachers*

<table>
<thead>
<tr>
<th>Supportive Leadership and Total Motivation</th>
<th>Supportive Leadership</th>
<th>Total Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Leadership</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-.77**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
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<td>.000</td>
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<tr>
<td>N</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level
CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In this chapter, the researcher presents a brief overview of the entire study, which is followed by the study’s conclusions, discussions and recommendations for future researchers.

Overview of the Study

The purpose of this study was to investigate if a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation exist. It was pointed out that some research studies were conducted to investigate the relationship between motivation and leadership, however the main focus of this study was the investigation of the possible relationship between the motivation of foreign teachers and the perceived leadership by using Maslow’s hierarchy of needs and House’s path-goal theory as conceptual framework.

The research was conducted at Assumption College Bangrak Campus in Bangkok, Thailand, which served as the local context for this quantitative study. Of the 51 foreign teachers working there, 44 returned their questionnaires, which consisted of 20 questions to measure the leadership style of the administrator of Assumption College Bangrak Campus and 24 questions to measure the motivation of foreign teachers. These questions were adapted from Indvik’s pathgoal leadership questionnaire (1988) and Johnson’s employee motivation survey (1997) to investigate three research questions:
1) What is the motivation of foreign teachers at Assumption College Bangrak Campus?

2) What is the leadership style of the administrator of Assumption College Bangrak Campus as perceived by foreign teachers?

3) Is there a significant relationship between the motivation of foreign teachers and the leadership style of the administrator of Assumption College Bangrak Campus as perceived by foreign teachers?

**Main Conclusion & Discussion**

This section uses the data retrieved from chapter 4 and presents the conclusions and discussions from the findings.

**Research Question 1:** What is the foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus?

Research question 1 was answered with the first part of the quantitative questionnaire, consisting of 20 different questions and using a 1-7 point Likert scale. The intervals range from 1 to 1.49 = Never, 1.50 to 2.49= Hardly ever, 2.50 to 3.49= Seldom, 3.50 to 4.49=occasionally, 4.50 to 5.49= Often, 5.50 to 6.49= Usually, 6.50 to 7.00= Always.

Against expectations the results of this study show that supportive leadership is the strongest perceived leadership style (M=5.20), followed by directive leadership (M= 4.96), achievement oriented leadership (M=4.87) and participative leadership
It was assumed that directive leadership would be the most dominant leadership style, due to the hierarchical culture in many Thai schools. Even though this assumption has been proven wrong, possibly due to the influence of a strong international culture at Assumption College Bangrak Campus, directive leadership is still strongly represented at Assumption College, ranked second behind supportive leadership.

When looking at the mean scores in general a variety of things could be implied. First the respondents are not able to perceive a clear, dominant, leadership style, since the scores are very close to each other. This could mean that leadership is undefined or ineffective, because no dominant leadership style has been selected to suit the situation at Assumption College Bangrak Campus.

Or it could mean that almost even weight has been given to supportive, directive, achievement-oriented and participative leadership due to the requirement of the situation, supporting House’s path goal theory that leaders have to choose leadership styles that suit the environment.

By just looking at the mean scores, the only observation that can be made for certain is that based on the Likert scale participative leadership style occurs occasionally, whereas directive leadership, achievement-oriented leadership and supportive leadership occurs often, with supportive leadership (M= 5.20) being the most dominant and participative leadership (M=4.29) the least.

However when investigating both leadership and motivation in detail and their relationship to each other more can be said about the right leadership approach and the pictures becomes clearer.
Research Question 2: What is the foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus?

Research question 2 was answered with the second part of the quantitative questionnaire, consisting of 24 different questions and using a 1-5 point Likert scale. The intervals of the Likert scale range from 1-1.49 = strongly disagree, 1.50- 2.49 = disagree, 2.50- 3.49 = neutral, 3.50- 4.49 agree, 4.50- 5.00 = strongly agree.

According to Maslow (1943), motivation occurs when needs are not fulfilled. Firstly the study looked at how fulfilled the needs were. Self-actualization needs (M=4.02) were the most satisfied, followed by physical needs (M=3.88), safety needs (M= 3.63), social needs (3.49) and esteem needs (3.40). From these results some important conclusions can be drawn.

First it can be said that different needs can occur simultaneously and do not have to be fulfilled first, which strengthens the findings of other research theories, such as Alderfer’s relatedness growth theory (O’Connell, 2014).

Second, the satisfaction score of self-actualization needs confirms the observation other researchers made that many teachers are intrinsically motivated (O’Connell, 2014). Especially when presented with question Nr 21 ‘I love teaching. It fulfills me’ (M=4.42), most respondents indicated to agree with this statement.

Esteem needs were the least fulfilled needs (M= 3.40). When presented with items such as ‘Promotion and career development at my organization is excellent’ (M=3.02) or ‘The people in this school appreciate the work I do’ (M=3.44) most of the respondents indicated a somewhat neutral opinion, with a comparable low score.
These results add further insights to the topic of teachers esteem and the observations made by Ratanaporn’s study (2015) on foreign teachers in Thailand and their problems with the administration.

After adding up all the scores, the results show a total satisfaction score of 3.69 on a scale of 5.

When scores are reversed to find out which needs are not fulfilled the results show that motivation to fulfill esteem needs are represented with the highest score (M= 2.60), followed by the motivation to fulfill social needs (M=2.51), safety needs (M= 2.37), physical needs (M= 2.13) and self-actualization needs (1.98).

Taken together the total motivation of foreign teachers at Assumption College Bangrak Campus is 2.31 on a scale of 5. These findings might raise a couple of questions as to whether the results are good or not. When looking at the motivation of foreign teachers, a score of 2.31 seems pretty low on a scale of 5. However the results must be overall interpreted as positive, when working under Maslow’s concept of motivation. It can be said that foreign teachers at Assumption College Bangrak Campus are more satisfied (M= 3.69) than unsatisfied (M=2.31). The mean score of M=2.31 implies motivation, since according to Maslow, motivation occurs when there is a need deficiency, which creates the desire to satisfy ones need (Maslow, 1943). Therefore the higher the satisfaction score the lower the motivation score, which should be the goal of any type of organization, when working under Maslow’s theoretical framework of motivation.

However different theories use different theoretical frameworks and have different definitions for motivations. Whereas Maslow’s motivation results from needs that are not fulfilled, other researchers came to the conclusion that satisfied needs can also serve as motivators, such as Kocabas (2009) who conducted a study on
the motivation of teachers. The results point out that teachers with high self-esteem, self-realization or a feeling of being safe are among those sources motivating teachers the most, in which the emphasis for motivation is on having a particular feeling rather than not having it.

This idea that both satisfied and unsatisfied needs can serve as motivators is also reflected in a concept well known to teacher, the concept of reward and punishment. It’s not just the reward to fulfill unsatisfied needs that lead to the motivation to do something but also the possible loss of someone’s satisfaction in form of punishment (Skinner, 1953).

Therefore the mean score for satisfaction (M=3.69) and the mean score for motivation (M=2.31) must be interpreted as positive for Assumption Bangrak Campus, when working under Maslow’s theoretical framework of motivation. Furthermore the results confirmed the assumption that the majority of teachers are most motivated by the need to fulfill esteem needs, due to a lack of a clear career path and other problems that have been mentioned in Ratanaporn’s study on foreign teachers in Thailand (2015).

**Research Question 3)** Is there a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation?

After descriptive statistics has been used to find out the motivation of foreign teachers and the leadership style at Assumption College Bangrak Campus, both variables have been looked at, by using Pearson’s product-moment correlation coefficient to answer research question 3.
Evan’s scale (1996) was used to interpret the strength of the correlation r, where -1 represents a total negative correlation, 0 represents no correlation and 1 a total positive correlation. The intervals range from .00-.19=very weak, .20-.39=weak, .40-59= moderate, .60-.79= strong, .80-1.0=very strong. As expected the results show that there is a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Supportive leadership had the strongest negative correlation to motivation (r= -.77), followed by achievement oriented leadership (r= -.73), directive leadership (r= -.72) and participative leadership (r= -.64) on a significance level of 0.01.

According to Evan’s scale these scores all indicate a strong negative correlation throughout the leadership styles and the motivation of foreign teachers. Again, under Maslow’s framework motivation (needs that are not fulfilled) should be kept as low as possible because it indicates high satisfaction (needs that are fulfilled).

When analyzing these findings a variety of conclusion can be drawn.

First the fact that supportive leadership and motivation have the strongest correlation, contributes to an abundance of research studies, attesting the effectiveness of supportive leadership in school settings (Karney, 2007). When looking at the relationship between supportive leadership and each type of motivation, the results show a high correlation for motivation to fulfill safety needs (-.77) and social needs (-.79), indicating that a supportive environment might help teachers to strengthen relationships and feel safe.

This also applies to achievement- oriented leadership. In fact all leadership styles show the highest correlations with the motivation to fulfill safety needs and social needs as opposed to other needs. The reasons for this could be that leadership
styles have an immediate effect on the motivation for safety needs and social needs, since they can be observed immediately within the schools, whereas the other needs might take longer to manifest or might be more prone to external influences outside the school. However more research has to be done to confirm this assumption.

Interestingly directive leadership shows the third strongest correlation to motivation, before participative leadership. It is also the only leadership style that has a correlation with the motivation to fulfill physiological needs. One reason for the strong correlation between directive leadership and motivation might be that directive leadership helps clarifying issues between the administration and the foreign teachers, such as communication problems or the lack of organization, which are problems, found in many schools throughout Thailand.

Of all leadership styles participative leadership shows the weakest correlation with motivation. Overall it was also the leadership style perceived as the least dominant, which might be due to a strong presence of a hierarchical structure in the Thai administration.

Nevertheless, with regard to research question 3, the results show a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

**Implications of the Theory**

The results of this study have a number of theoretical applications, which will be discussed in relation to existing leadership and motivation theories. This study has been the first of its kind to investigate the relationship between different leadership styles and teacher motivation under Maslow’s and House’s
theoretical framework of need hierarchy and path-goal leadership in a Thai educational setting.

With regard to Maslow’s needs theory the study was successful in measuring, analyzing and showing the importance of the needs of foreign teachers at Assumption College Bangrak Campus. Furthermore the study showed, as opposed to Maslow, that different needs can emerge at the same time and don’t have to be fulfilled first, adding upon the findings of other research theories, such as Alderfer’s relatedness growth theory.

However when taken self-actualization out of the results, then some sort of hierarchy can be seen, starting with physical needs being the most satisfied, followed by safety needs, social needs, and esteem needs. These findings add to the body of mixed results concerning, Maslow’s need theory.

The reason why teachers have a high score for self-actualization might be that most go into the teaching profession with a sense of purpose rather than trying to become financially rich.

In spite of the controversy surrounding Maslow’s hierarchy it was possible to show the needs of foreign teachers at Assumption College Bangrak Campus.

With regard to House’s path-goal theory, the study showed that leaders should not choose only one style of leadership. Most likely it is important to utilize a variety of leadership styles to cope with the complex situations that occur within a school organization. All leadership styles in this study showed significant correlations to the motivation of teachers. However it must be stressed that these correlations are all negative, which means that when leadership styles are perceived the strongest, motivation is perceived the weakest.
This might sound counter intuitive, but for this study, it must be pointed out that the decline in motivation is a desirable outcome. In other words it means that the stronger leadership is perceived, needs are observed to be more satisfied (satisfaction), whereas the desire to satisfy ones need (motivation) becomes less. Therefore it is important for schools to increase satisfaction for teachers, make sure unsatisfied needs are taken care of and to, from a need deficiency point of view, reduce motivation.

This study adds upon several research studies, showing that a significant relationship between leadership and motivation exist. It also showed that all leadership styles should be taken into consideration, contributing to House’s path-goal theory that leaders should pick the leadership style that is appropriate for the situation. In fact this study illustrated that all 4 leadership styles have a strong association to motivation.

The highest correlation was observed between supportive leadership and foreign teacher motivation, contributing to the numerous studies about the effectiveness of supportive leadership in schools.

**Recommendation for Administrators & School Leaders**

From past literature it is well known that good leadership in schools and the teachers play an important role for the educational outcomes of schools. The results presented in this study have a lot of practical implications. First as this study showed, the highest correlation was found between the motivation of foreign teachers and supportive leadership. This suggests that administrators and school leaders should:
• Be patient with others and provide the necessary tools for teachers to do their jobs
• Treat teachers with fairness and respect and show appreciation towards their work
• Provide assistance for teachers, when facing difficult tasks, not just at the work place but also with personal problems, when appropriate.

In fact the study showed that all leadership styles showed correlations to the motivation of teachers. Therefore it is recommended that administrators make use of all leadership styles if the situation allows it. When pursuing an achievement-oriented-leadership, leaders should:
• Set goals and provide incentives for the completion of these goals
• Assist teachers with developing action plans to make certain that goals can be reached.
• Make sure that deadlines and objectives are met.
• Cater to the needs of teachers by providing career opportunities for high achievers

Important in implementing these 4 recommendations is whether those goals should be implemented as individual or collective effort to achieve goals. Depending on the environment and culture of the country or school organization, some might follow an individualistic approach in cultures where individualism is preferred, such as the United States or pursue a more collectivistic goal setting approach in countries such as Thailand. Directive leadership on the other side requires leaders to follow a more authoritative approach, in which leaders should:
• Set clear objectives for teachers and every other member of the school

• Set rules that are clearly defined

• Make sure that those objectives and rules are understood

The last of House’s leadership styles that should be implemented is a participative leadership approach, in which leaders should:

• Include all employees in the decision making process

• Get input from the employees

• Implement majority votes to decide the course of action for the school

The question as to how much these leadership styles should be present or what the right mix of leadership style is appropriate depends on the individual situation of the school. Some leadership styles work better in some situations than in others.

For more detailed information on what leadership style to use, House made several propositions, as mentioned in the literature review on page 16. For the scope of this study however the focus is on the relationship between House’s leadership styles and the motivation of foreign teachers. More research has to be done on House’s propositions and what leadership styles are the most appropriate for a particular situation.

Most research on teachers motivation pointed out that many teachers are motivated by internal factors and are therefore more self-actualized, suggesting that many teachers love teaching. However the career opportunities for teachers are still an area with much needed improvement. Therefore when motivating teachers, leaders should:
• Be concerned about the needs of teachers
• Pay close attention to esteem needs
• Provide career opportunities
• Create an environment where teachers can grow with the school
• Support teachers on their way to their goals

**Recommendation for Assumption College Bangrak Campus**

As for Assumption College Bangrak Campus the study showed a positive score in the teacher need satisfaction questionnaire. Teachers score of physical and self-actualization needs show a comparable high satisfaction. However areas that should be focused on are the satisfaction scores of social and esteem needs, which are represented with a comparable low score. Therefore it is the opinion of this research to especially focus on:

• Creating a supportive environment
• Strengthening team building between the administration and teachers
• Creating career paths for teachers
• Give teachers professional feedback

For more information, results on each individual score can be found in chapter 4 in the research findings.

**Recommendations for Teachers**

It is very important that administrators get as much information from the teachers as possible. Therefore the study suggests teachers to:

• Work closely with the administration.
• Be open-minded to suggestions and talk to the administration freely about any concerns, in a professional manner.
• Give administrators feedback in a constructive way, without any attachment of negative emotions.
• Be mindful about different cultures, when working in a foreign environment.

These suggestions will help administrators understand the needs of their teachers, so that adjustments can be made to increase satisfaction.

**Recommendations for Students**

Since students are more likely to benefit from motivated teachers and administrators with the right leadership approach, it is recommended that students:

• Work closely together with teachers and the administrators.
• Give feedback and suggestions.
• Talk with the administrator and teachers, if any problems arise.
• Avoid being confrontational and try to cooperate.

**Recommendation for Future Researchers**

The results of this study suggest a number of applications for future researchers. First similar studies should be made to further validate the research findings of this study. Conducting a qualitative approach to complement the data that was found through this quantitative study would provide a clearer overall picture. This can be done by talking to the teachers directly, conducting interviews and dividing teachers into focus groups to provide additional value that could be useful for the education system of the school.
Additionally more research should pay attention to the relationship between the motivation of teachers and leadership styles in different environments, such as the relationship between motivation of teachers and leadership styles in different cultures, schools and other environmental factors.

With regards to House’s leadership theory, it would prove beneficial to further investigate House’s leadership prepositions and the leadership style that is most appropriate for a particular situation.

Regarding the motivation of teachers, more studies need to investigate motivation across countries, to make sure needs are taken care of. Maslow’s needs hierarchy must be further investigated as to whether such a hierarchy in fact exists or not. It must be further validated in other studies whether esteem needs are the needs that teachers most long for.

Therefore it is recommended that further studies should be made on different leadership styles and teacher motivation.

**Final Words**

In conclusion this research study was able to present important key findings to the 3 research questions, summarized and presented below:

**Research question 1:** What is the foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus?

**Result:** The leadership style of the administration of Assumption College Bangrak Campus is perceived to be supportive leadership by the majority of teachers
Research question 2: What is the foreign teachers’ perception on their own motivation at Assumption College Bangrak Campus?

Result: The motivation at Assumption College Bangrak Campus by the majority of foreign teachers is to fulfill esteem needs (2.60) first, followed by social needs (2.51), security needs (2.37), physical needs (2.13) and self-actualization needs (1.98). The total motivation is 2.31 on a scale of 5.

Research question 3: Is there a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation?

Result: There is a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation. The research was successful in identifying the motivation of foreign teachers at Assumption College Bangrak Campus and the perceived leadership style of the administrator. Furthermore it was successful in showing a significant relationship between foreign teachers’ perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation, by using Maslow’s hierarchy of needs and House’s path-goal model. These insights hopefully inspire and help other researcher in their studies to contribute to the improvement of the education system in Thailand and other countries.
REFERENCES


Retrieved from
https://books.google.co.th/books?id=Pjjknd1HREIC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false


Dear Teachers,

First of all thank you very much for your participation. The purpose of this study is to investigate the possible relationship between different leadership styles and teacher motivation. The first questionnaire is intended to identify the leadership style of your superior, which will be the director of Assumption College Bangrak Campus. The second questionnaire is intended to identify your level of motivation.

The personal information you provide will be anonymous and confidential and is only used with the objective to improve the working conditions of teachers and administrators.

I know that the work of teachers can be sometimes quite challenging. Therefore thank you again for the time cooperating with me to improve the situation of teachers and the leadership of administrators.

Best regards,

Stephan Kistenfeger
Part 1: Information about the demographic profiles of the respondents

Directions: Please tick ☐ according to what is true to you.

1) Your gender
   ☐ Male
   ☐ Female

2) Your age
   ☐ Below 40
   ☐ 51 years and above
   ☐ 40-50 years

3) Please specify your years of teaching experience
   ☐ 15 years and below
   ☐ 16-25 years
   ☐ 26-30 years
   ☐ 30 years and above
Path-Goal Leadership Questionnaire

Instructions: This questionnaire contains questions about different styles of path-goal leadership. Indicate how often each statement applies to the behavior of your superiors and tick ☑️ the most appropriate level of description that describes the leadership style of your superiors.

Example:

<table>
<thead>
<tr>
<th></th>
<th>1 Never</th>
<th>2 Hardly ever</th>
<th>3 Seldom</th>
<th>4 Occasionally</th>
<th>5 Often</th>
<th>6 Usually</th>
<th>7 Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Path-Goal Leadership Questionnaire

1) Your superiors let subordinates know what is expected of them
2) Your superiors maintain a friendly working relationship with subordinates
3) Your superiors consult with subordinates when facing a problem
4) Your superiors listen receptively to subordinates’ ideas and suggestions
5) Your superiors inform subordinates about what needs to be done and how it needs to be done
6) Your superiors let subordinates know that they expect them to perform at their highest levels
7) Your superiors act without consulting their subordinates
<table>
<thead>
<tr>
<th>Path-Goal Leadership Questionnaire</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>8) Your superiors do little things to make it pleasant to be a member of the group</td>
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<tr>
<td>9) Your superiors ask subordinates to follow standard rules and regulation</td>
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<td>10) Your superiors set goals for subordinates’ performance that are quite challenging</td>
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<td>11) Your superiors say things that hurt subordinates’ personal feelings</td>
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<tr>
<td>12) Your superiors ask for suggestions from subordinates’ concerning how to carry out assignments</td>
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<td>13) Your superiors encourage continual improvement in subordinates’ performance</td>
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<td>14) Your superiors explain the level of performance that is expected of subordinates</td>
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<tr>
<td>15) Your superiors help subordinates overcome problems that stop them from carrying out their tasks</td>
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<td>16) Your superiors show that they have doubts about subordinates’ ability to meet most objectives</td>
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<tr>
<td>17) Your superiors ask subordinates for suggestions on what assignments should be made</td>
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<tr>
<td>Path- Goal Leadership Questionnaire</td>
<td>1</td>
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<td>6</td>
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<tr>
<td>18) Your superiors give vague explanations of what is expected of subordinates on the job</td>
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<tr>
<td>19) Your superiors consistently set challenging goals for subordinates to attain</td>
<td></td>
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<tr>
<td>20) Your superiors behave in a manner that is thoughtful of subordinates’ personal needs</td>
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</tbody>
</table>
Teacher Motivation Questionnaire

Instructions: This questionnaire contains questions intended to measure your level of motivation. Please read each statement carefully and indicate the extent to which you agree or disagree. Tick the most appropriate answer that applies to you and your organization.

Example:

<table>
<thead>
<tr>
<th></th>
<th>1 Strongly Disagree</th>
<th>2 Disagree</th>
<th>3 Neutral</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Teacher Motivation Survey

1) The salary I receive enables me to pay for my rent. I don’t need to borrow money from someone else to be able to pay for my accommodation.

2) The salary I receive enables me to buy enough food for myself. I don’t have to starve.

3) Work related stress does not affect my sleep in a negative way.

4) I feel that the salary, social security etc. that I receive from my school can cover most of my medical expenses, when sick, injured etc. I’m not worried.

5) My pay and benefits are fair.
<table>
<thead>
<tr>
<th></th>
<th><strong>Teacher Motivation Survey</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The school I work for offers me job security</td>
</tr>
<tr>
<td>7</td>
<td>The working conditions are very good</td>
</tr>
<tr>
<td>8</td>
<td>Your superiors let you know what is expected of you in a clear and understandable way. The communication in your school is very good.</td>
</tr>
<tr>
<td>9</td>
<td>The work load is fair and manageable</td>
</tr>
<tr>
<td>10</td>
<td>The organization gives me a feeling of being involved</td>
</tr>
<tr>
<td>11</td>
<td>The administration is very helpful</td>
</tr>
<tr>
<td>12</td>
<td>There is a high degree of trust between the teachers and the administration</td>
</tr>
<tr>
<td>13</td>
<td>I have the support of the entire stuff</td>
</tr>
<tr>
<td>14</td>
<td>Most of my co-workers have accepted me as a member of this school</td>
</tr>
<tr>
<td>15</td>
<td>Promotion and career development at my organization is excellent</td>
</tr>
<tr>
<td>16</td>
<td>My work challenges me in a good way. It stretches me without pushing me into stress.</td>
</tr>
<tr>
<td>17</td>
<td>The school offers me a good salary</td>
</tr>
<tr>
<td>18</td>
<td>The people in this school appreciate the work I do</td>
</tr>
<tr>
<td>19</td>
<td>For me this the best of all possible schools to work for</td>
</tr>
<tr>
<td>20</td>
<td>My work is interesting</td>
</tr>
<tr>
<td>21</td>
<td>I love teaching. It fulfills me</td>
</tr>
<tr>
<td>Teacher Motivation Survey</td>
<td>1</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---</td>
</tr>
<tr>
<td>22) My values and the values of my school are very similar</td>
<td></td>
</tr>
<tr>
<td>23) This school really inspires the very best in me in the way of performance</td>
<td></td>
</tr>
<tr>
<td>24) I believe that the work I do is meaningful and makes a difference</td>
<td></td>
</tr>
</tbody>
</table>
Biography
Personal Profile

Name                                                                        Stephan
Surname                                                                   Kistenfeger
Date of Birth                                                            29.10. 1987
Gender                                                                      Male

Education Background

BBA Business Administration (2011)
(Ramkhamhaeng University, Bangkok, Thailand)

A Level Exam (2007)
(Georg- Christoph- Lichtenberg- Schule, Germany)

Current Study

MEd. EA Master of Educational Administration (2016)

Professional Experience as a Teacher


- Currently working full time at Siam Computers External Program, teaching English to Students in MEP Classes for a variety of schools.
- Also taught English in the internal program of Siam Computers Language Schools, teaching English to students of all ages
- Worked in teams to teach at several summer camps and universities such as North Bangkok University, organized by Siam Computers.
Additional Skills and Interests

Languages: German (Mother Tongue), English (Fluent), Thai (Advanced)

Interests: Self-development/ education books, chess, movies, public speaking, having a nice debate with friends.