A CORRELATION STUDY ON TEACHERS' PERCEPTION OF THE SCHOOL

CLIMATE AND THEIR DEGREE OF WORK MOTIVATION AT ASSUMPTION

COLLEGE SAMUTPRAKARN, THAILAND

VANESSA KAY LOREMIA MELECIO

I.D. No. 6129559

A Thesis Submitted in Partial Fulfillment of the
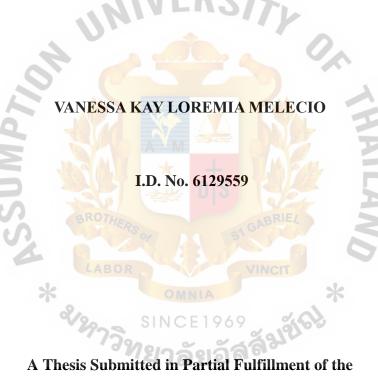
Requirements for the Degree of

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IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Graduate School of Human Sciences

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ASSUMPTION COLLEGE SAMUTPRAKARN, THAILAND

By: VANESSA KAY LOREMIA MELECIO

Field of Study: M.ED. (EDUCATIONAL ADMINISTRATION AND LEADERSHIP)

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ABSTRACT

This study sought to examine the relationship between teachers' perceptions of the school climate and their degree of work motivation at Assumption College Samutprakarn, Thailand. To do so, the study evaluated the teachers' perception on the school's climate as well as their degree of work motivation in which Means and Standard Deviations were used for descriptive and quantitative analysis. Finally, the relationship between these two variables were analyzed and assessed through Pearson Product Moment Correlation Coefficient analysis. The basis for the school climate concept of this study was founded from Open and Closed School Climate Theory (Halpin & Croft, 1962) together with the Healthy School Climate Theory (Miles, 1969). Moreover, Self-determination Theory (Ryan & Deci, 2000) was the foundation to support the researcher's concept of motivation. It was conducted in the academic year of 2020 where 160 Thai teachers participated with the return rate of 91 percent out of the total target population of 175 teachers. The result revealed that the teachers at Assumption College Samutprakarn had a relatively high perception and positive attitude towards the school climate. It also revealed that the teachers degree of motivation on the basis

of regulatory styles were relatively high on intrinsic, identified, and introjected regulated types of motivation. Furthermore, among the three recognized regulatory styles of motivation which had a high level of perception, introjected regulated type resulted to the highest mean score. However, they are moderately extrinsically motivated as the data had shown. With regard to the study's main purpose which was to examine the relationship between the teachers' perception on the school climate and their work motivation, it was found that there was a moderately positive correlation between these two variables as the statistical data had revealed that the Pearson correlation coefficient had a significance value of .000 and r value of .559. The present study provided the researcher with enough knowledge and valuable information as well as extensive confirmation as shown by the statistical data with regard to the significance between school climate and work motivation. It also provides as a substantial evidence to attest on the significant relationship between these two variables that other researchers must further explore.

Field of Study: M.Ed. (Educational Administration)   **Student's Signature ....**

Graduate School of Human Sciences   **Advisor's Signature ………….**

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CHAPTER I

INTRODUCTION

This chapter gives emphasis to the background of the study, the statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, definition of terms and the significance of the study.

Background of the Study

Organization in its broadest sense pertains to an environment with people working together systematically and harmoniously. Every organization has its identity which is unique and vividly differentiates it from other organizations known as its organizational climate (Forehand & Von Haller, 1964). A school is an example of an organizational environment with its own climate and identity. It is a social organization which involves people with a common goal of cultivating students to become productive members of the community. Moreover, it integrates administrators, teachers, and students who all takes part in all the educational activities and teaching-learning process in a systematic manner (Musgrave, 2017).

The school as an educational organization has a huge responsibility in imparting knowledge, strengthening the ability, and enhancing the attitude of the students in line with the principles of the educational system (Turkkahraman, 2015). This responsibility is accompanied by many aspects existing in the school for it to be conducive for learning. It involves maintaining good social environment for all the stakeholders as well as other factors

like exceptional leadership and resilience against external pressure while at the same time being able to maintain, adapt, and develop in achieving its goals (W. K. Hoy, Smith, & Sweetland, 2002). It is vital for the school to have positive climate in which there is a spirit of collegiality and collaboration among the people within it in reaching the goals as well as where teaching and learning is at the core value and is satisfied (Pashiardis, 2000). In order to assess whether its function and objectives are being fulfilled and accomplished, the relationship between these people can be analyzed as a whole (Turkkahraman, 2015).

Several studies have been conducted which aims at understanding school climate however, each study focuses on separate levels of education which are elementary, middle or secondary schools, and college or university level. With the widely proven influence and importance of school climate in determining the effectiveness of a school, it has been a subject in many researches leading to an extensive introduction of various variables, models, methodologies, and theories making it a challenge to define school climate with a singular notion (Anderson, 1982). However, in most studies, they had suggested that a unified definition of school climate could be conceptualized. School climate pertains to the lasting quality of school environment as perceived and experienced by the people within it including the administrators, teachers, and students which directly influences their behavior towards instruction and achievement of the goals of the institution.

Halpin and Croft (1962) articulated that school climate can be classified as either open or close. They enunciated that in an open school climate, a principal demonstrates a democratic type of leadership whereas in a close school climate a principal utilizes a more authoritarian type of leadership. In another study conducted by Miles (1969), he defined school climate as healthy or unhealthy where he described a healthy school climate as one

that thrives and strives despite the changes and challenges in its environment while on the other hand, an unhealthy school climate is one where turmoil is evident.

Likewise, motivation is also a vital concern for those working or has the desire to work as administrators in different sectors of the society including education which involves managing and influencing others to attain a certain goal (Ryan & Deci, 2000). In general, motivation may be considered as a singular paradigm however, many studies suggests that motivation is affected by varying factors which are directly dependent on situations. When teachers are motivated, it is reflected into their practice making teaching-learning process effective. In addition, it was found that students whose teachers' exhibits autonomous motivation had shown relatively high intrinsic motivation, are more confident, and enjoys the learning process compared to students whose teachers' motivation are extrinsically controlled (Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Direct motivating factors such as intrinsic and extrinsic motivation as well as indirect motivating factors which includes social relationships, institutional support, sense of autonomy, and self-realization are just some factors which greatly influences teacher motivation (Praver & Oga-Baldwin, 2008).

In general terms, both school climate and teacher motivation are vital factors to be studied in the educational context because of their influence in attaining the school's effectiveness. Both factors need necessary attention and improvement for a school to prosper in the long-run. An excellent school climate benefits the students in a lot of ways in terms of both social and emotional development (McGiboney, 2016) as well as academic achievement (Goddard, Sweetland, & Hoy, 2000). Aside from the students, school climate also affects teachers in terms of retention (Cohen, McCabe, Michelli, & Pickeral, 2009), work motivation (Neves & Coimbra, 2018), and commitment (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). It was found that teachers have significantly higher intrinsic motivation

and self-efficacy in safe and supportive schools (Reaves & Cozzens, 2018). School climate also influences teachers' work motivation with great significance on collegial leadership and school community interrelationships (Ladyong, 2014) and that teachers working on a school which they perceive as having open climate have high motivation and high level of self-esteem than those who perceive their school climate as being closed (Anees-ul-Husnain, 2011). With this, it has been concluded that motivation of teachers and school climate goes together simultaneously (Nebiyu, 2015) and requires in-depth discussion to achieve the school's efficacy.

Assumption College Samutprakarn is one of the most established school institutions in Samutprakarn Province. It is notable for producing successful and quality students in terms of academics and sports. Together with this established name in the academe world is a pressure to maintain and sustain its quality with the increasing competition of school institutions and demands from the society. It is vital to make educational reforms which aims at unceasingly producing excellent and responsible members of the society. For this reason, maintaining a positive school climate where the administrators, teachers, and students are in harmony is significant. To continuously achieve academic excellence for the students, a school must maintain a positive school climate for the teachers as their performance influences their students. A motivated teacher will be more passionate in teaching and will show better performance which then reflects to the students' achievement. It is with this reason that this study was conducted.

Statement of the Problem

Assumption College Samutprakarn (ACSP) is a school in the Samutprakarn Province which is highly valued in terms of quality and consistency in students' achievement. It had made and is continuously making great efforts in maintaining its reputation and to cater the changing needs of the new generation in terms of linguistics and technological advancement and to cope up with the increasing competition and global demands. To make this happen, consolidated efforts among its stakeholders is necessary in maintaining a positive school climate with quality teaching-learning process as well as keeping teachers motivated to maintain and improve students' academic achievement is crucial and is deemed worthy of in-depth analysis.

With this regard, this study's purpose was to determine the school climate at Assumption College Samutprakarn (ACSP) as perceived by the teachers and its relationship to their degree of work motivation. Specifically, no previous study has been conducted regarding teachers' perception of school climate in relation to their work motivation at Assumption College Samutprakarn which is why the researcher was passionate to pursue this study.

This research was be carried out to explore the individual perception of the teachers on the school climate at Assumption College Samutprakarn and how it is related to their job motivation. Also with the main purpose of helping the administrators and school leaders to determine the possible school climate factors or dimensions that positively motivates teachers as well as those that least motivates them in order to consider a development or upgrade to one of these domains through professional trainings which will eventually improve the school climate in which all identified factors in this study are vital for better job motivation and satisfaction of their teachers.

Research Questions

The following were the research questions for this study:

1. What is the teachers' perception of the school's climate at Assumption College

Samutprakarn?

2. What is the degree of teachers' work motivation at Assumption College Samutprakarn?

3. Is there any significant relationship between the teachers' perceptions on the school

climate and their work motivation at Assumption College Samutprakarn?

Research Objectives

This research was conducted for the following research objectives:

1. To determine the teachers' perception of the school climate at Assumption College

Samutprakarn.

2. To determine the degree of teachers' work motivation at Assumption College

Samutprakarn.

3. To examine the relationship between the teachers' perceptions on the school climate and

their work motivation at Assumption College Samutprakarn.

Research Hypothesis

There is a significant relationship between the teachers' perception of the school

climate and their work motivation at Assumption College Samutprakarn, Thailand.

Theoretical Framework

This study is primarily based from three specific theories. The Open and Closed

School Climate Theory (Halpin & Croft, 1962) together with the Healthy School Climate

Theory (Miles, 1969) are the basis for the school climate concept. Additionally, Self-determination Theory (Ryan & Deci, 2000) was the foundation to support the researcher's concept of motivation.

School Climate

This concept is consists of two main theories which are the Open and Closed School Climate Theory (Halpin & Croft, 1962) and the Healthy School Climate Theory (Miles, 1969) in which the key concepts from these two theories were put together by Hoy, Tarter and Kottkamp (1991) in their study on school climate where they proposed four dimensions which were adapted and used in this research to provide the constructs that will measure both openness and closeness as well as health of the school climate which are as follows:

- *Collegial leadership* which pertains mainly to the leadership style of the principal. It refers to the leadership style that establishes a clear goal, expectation, and performance among the teachers in order to achieve the school's goal while at the same time sets a democratic, open, and positive social interaction within the working environment.

- *Professional teacher behavior* pertains to teachers having professional treatment and respect among their peers and colleagues, maintains a healthy competition and shows support and collaboration among them, possess ability to make decisions independently, as well as shows commitment to the students.

- *Achievement press* refers to a school that sets high but attainable educational quality and goals. Consequently, school stakeholders including the principal, teachers and parents puts great determination to reach or maintain high standards and are highly

motivated to pursue constant development of the school. As a result, students who shows perseverance and works hard for their academic achievement are given respect by their peers and teachers.

- *Institutional vulnerability* is the degree of vulnerability of the school from external environment and pressure such as prominent and outspoken parents and groups. In this kind of situations, when both the principal and teachers are on the defensive state, it means that they are unprotected and suggests that the school has a high institutional vulnerability.

Self-determination Theory of Motivation

The theoretical basis for the motivation construct of this study was the Self-determination theory of Ryan and Deci (2000) where motivation has been categorized into three broad categories which are amotivation, intrinsic motivation, and extrinsic motivation. Since extrinsic motivation could vary depending on what regulates the motivation, SDT have further divided this type into various classes depending on internalization which are external regulation, introjected regulation, and identified regulation. This theory puts the different types of motivation along a continuum and provides the construct for the dependent variable of the recent study which aimed at measuring the teachers' degree of work motivation.

Amotivation is the absence of motivation in a task or activity. The source of motivation is believed to be insignificant.

Extrinsic motivation is when an action is done due to external motivation which includes receiving rewards in different forms or recognitions, due to ego and increased self-esteem, achieving a personal goal, or avoidance of punishments or criticism.

- *External regulation* is a type of extrinsic motivation which is mainly driven by gaining rewards or avoiding punishments from others or due to compliance.

- *Introjected regulation* is somewhat an extrinsic motivation as the action is driven by internal pressure such as ego, guilt, or humiliation as well as internal rewards and punishments.

- *Identified regulation* is a type of controlled motivation that is somewhat internal because the action was due to the conscious value of the motivator to the person. Decision to accept the value of the action was influenced but willfully driven as it is personally important to them and is therefore considered as volitional.
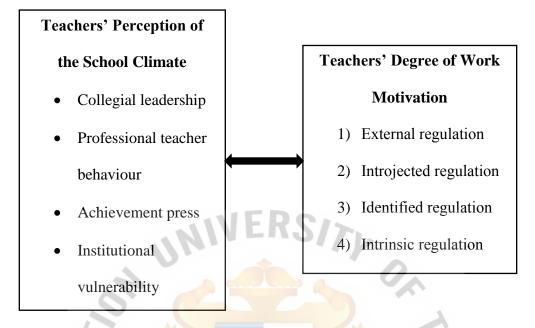
Intrinsic motivation is exhibited when an action is done due to interest and enjoyment the individual gets from it. *Integrated regulation* in the SDT continuum is considered as internally regulated because the source of motivation is self-awareness.

Conceptual Framework

In this study, the researcher strived to assess and determine the relationship between the teachers' perception of the school climate and their level of work motivation at Assumption College Samutprakarn, Thailand. There are two main variables in this research which are the teachers' perception of the school climate and their level of work motivation. The researcher adopted the same dimensions identified by Hoy, Smith, and Sweetland (2002) in order to measure the teachers' perception in all areas of the school climate such as collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability which was measured by OCI developed and designed by W. K. Hoy et al. (2002). Teachers' level of work motivation on the other hand was evaluated in four dimensions known as regulatory styles based from the Self-determination Theory of Ryan and Deci (2000) namely external regulation, introjected regulation, identified regulation, and intrinsic regulation. Figure 1 illustrates the conceptual framework of this study.

Figure 1

Conceptual Framework of the Study

Teachers' Perception of the School Climate	Teachers' Degree of Work Motivation
• Collegial leadership • Professional teacher behaviour • Achievement press • Institutional vulnerability	1) External regulation 2) Introjected regulation 3) Identified regulation 4) Intrinsic regulation

Scope of the Study

This study was conducted at Assumption College Samutprakarn, Thailand during the academic year 2020. This study mainly focused on the four dimensions of school climate (collegial leadership, professional teacher behavior, achievement press, institutional vulnerability) and four dimensions of work motivation (external regulation, introjected regulation, identified regulation, and intrinsic regulation) as stated on its conceptual framework.

The target respondents of this study were all the full-time Thai teaching staff in the primary and secondary levels of both the Modern Language Program (MLP) and English Program (EP) from the target school. Foreign teaching staff on both programs were excluded as their history of employment had shown a pattern of inconsistency in terms of job tenure and many have appeared to stay only for a short period of time hence, their perception of the school climate may only be at the surface level. The non-teaching personnel and other non-

teaching departments such as human resource administration, evaluation department, student guidance and discipline department, and maintenance and utility departments were also excluded in data gathering. Furthermore, the data from the teachers' perception alone does not represent the entire perception of all stakeholders within the organization. In addition, the data that will be gathered from this study may not be valid for other schools established by the Saint Gabriel's Foundation of Thailand as each school have their own identity and unique climate.

Definition of Terms

The researcher defined the following terminologies in the context of this study.

Teachers – refers to the full-time Thai teachers who teach students at Assumption College Samutprakarn, Thailand. They include subject teachers and homeroom teachers of all levels in both the MLP and EP programs of the target school.

Teachers' perception – refers to the Thai teachers of Assumption College Samutprakarn's view or the way they feel about the school climate and their own evaluation of their work motivation**.**

School Climate – refers to the result of the collective social relationship among ACSP's administration, teaching and non-teaching staff, students, and the community that creates the school's qualities based from the four dimensions adapted in this study which are; 1) collegial leadership 2) professional teacher behavior 3) achievement press and 4) institutional vulnerability.

1) **Collegial leadership –** refers to ACSP administration's leadership style as to whether they establish a clear goal, expectation, and performance among the teachers in order to achieve the school's goal while at the same time sets a democratic, open, and positive social interaction within the working environment. This dimension was measured by survey question numbers 1, 3, 5, 10, 13, 20, and 27 of school climate.

2) **Professional teacher behaviour -** pertains to the teacher's capability to retain professional treatment and respect among their peers and colleagues, maintains a healthy competition and shows support and collaboration among them, possess ability to make decisions independently, as well as shows commitment to the students. This dimension was measured by survey question numbers 8, 18, 21, 23, 25, 28, and 29 of school climate.

3) **Achievement press -** refers to whether ACSP sets high but attainable educational quality and goals. High achievement press means that administrators, teachers and parents puts great determination to reach or maintain high standard and are highly motivated to pursue constant development on the school. As a result, students who shows perseverance and works hard for their academic achievement are given respect by their peers and teachers. This dimensions was measured by survey question numbers 7, 11, 15, 16, 17, 19, 22, and 24 of school climate.

4) **Institutional vulnerability –** refers to whether ACSP is vulnerable from external environment and pressure such as prominent and outspoken parents and groups. When both the administration and teachers are on the defensive state, it means that they are unprotected and suggests that the school has a high institutional vulnerability. This dimension was measured by survey question numbers 2, 6, 9, 12, and 26 of school climate.

Work motivation – pertains to the teacher's drive at work which directly influences their performance. It could be intrinsic or extrinsic depending on the factors that motivates them. This drive can be categorized into levels ranging from; 1) external regulation 2) introjected regulation 3) identified regulation and 4) intrinsic motivation which would describe the teachers' level of motivation at ACSP.

1) **External Regulation -** is a non-internalized type of extrinsic motivation which is mainly driven by gaining rewards or avoiding punishments from others or due to compliance. This type of motivation was measured by survey question numbers 1, 2, 3, 4, 5, and 6 about work motivation.

2) **Introjected Regulation -** refers to a controlled motivation where the action taken to do an activity or the type of behavior shown is due to internal pressure of an individual such as ego, guilt, or humiliation as well as internal rewards and punishments. This type of motivation was measured by survey question numbers 7, 8, 9, and 10 about work motivation.

3) **Identified Regulation -** is a type of controlled motivation that is shown when an action is deemed as something that is valuable or meaningful by others and therefore considers it as their own. Decision to accept the value of the action was influenced but willfully driven as it is personally important to them and is therefore considered as volitional. This type of motivation was measured by survey question numbers 11, 12, and 13 about work motivation.

4) **Intrinsic Regulation** - is exhibited when an action is done due to interest and enjoyment the individual gets from it as well as when the motivation is regulated by self-awareness. This type of motivation was measured by survey question numbers 14, 15, and 16 about work motivation.

Assumption College Samutprakarn, Thailand (ACSP) – is a private bilingual catholic school strategically located in the province of Samutprakarn, Thailand and is one of the schools established by the Saint Gabriel's Foundation of Thailand.

Significance of the Study

This research was proposed with the aim of providing ideas for the improvement of school climate in terms of teacher motivation. Specifically, it pointed out the school organizational climate dimensions that best motivates and least motivates teachers at Assumption College Samutprakarn as well as at what degree of motivation does each dimension influences them.

The result of this study will benefit the target school firsthand including its administrators, teachers, and students. For the school administrators of ACSP, this research aimed to help them recognize the school climate dimensions that best and least motivates their teachers in order for them to develop and improve the identified dimensions in this study that will further improve the camaraderie, cooperation, and sense of belongingness of all stakeholders within the organization. Furthermore, the result from this study would also help the school to have insights on how to keep their teachers motivated and have a relatively high function and quality thus, yields to a positive effect on the learning and heightened academic outcomes of the students which is the school's main goal. For the teachers, it sought to help them recognize the school climate dimensions that are inclusive in the maintenance of a positive school climate as well as the dimensions which motivates them the most and the least. It will also help them adjust to some of the identified dimensions so that everybody in the organization can meet in between and create a comfortable, harmonious, collaborative, and stable school climate. It will also make them aware with regards to their

significance in keeping a positive school climate and keeping their motivation at a high level so as for the students to achieve academic excellence.

This research also desires to help other school institutions that are dealing with issues regarding teachers' lack of motivation and are having a negative and ineffective school climate. This study may give them some insights and firsthand information on the possible whys and wherefores and perhaps discover the core of the problem as well as give them idea on how to unravel the solutions.

Finally, for other researchers both internationally and locally, this study intends to provide information that they may use if they conduct a related study in the future. To serve as a benchmark for future school climate studies in relation to motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the overview of the related literature on the study of the school climate and its influence on the degree of job motivation of teachers. In-depth literature of the central issues were made on the framework of the following key concepts:

- Development of Organizational Climate

- School as an Organization

- Concept of School Climate

- Concept of Motivation

- Related Studies on School Climate and Motivation

- Background of Assumption College Samutprakarn, Thailand

Development of Organizational Climate

Organizational climate has long and widely been studied in different areas in psychology and business. Many of which had identified different constructs and dimensions depending on the foci of their study. Organizational climate may be defined as the shared perceptions of and the meaning attached to the policies, practices, and procedures employees experience and the behaviors they observe in getting rewarded and that are supported and expected (Schneider, Ehrhart, & Macey, 2012).

Argyris (1958) first introduced the concept of organizational climate in his paper which he comprehensively defined in terms of formal organizational policies as well as the needs, values and personalities of employees. However, other researchers have a different

view regarding organizational climate. In a book entitled 'The Human side of Enterprise' (McGregor, 1960), he argued that an organization's climate is mainly based from managerial assumptions and primarily from the relationship between the managers and their subordinates giving rise to a managerial climate concept of organizational climate. However, other researchers have pointed out some drawbacks on Mc Gregor's concept of organizational climate. They argued that his interpretation merely points out to culture and not climate as organizational culture are measured by assumptions whilst climate is more on perceptions. On a study led by Forehand and Von Haller (1964), they described climate as a set of characteristics that describes an organization distinctive from other organizations, relatively enduring over time, and directly influences the behavior of people within it.

Likewise, on a prior and extensive study conducted by Litwin and Stringer Jr (1968), they have identified six dimensions of organizational climate namely structure, responsibility, reward, risk, warmth, and support. However, as studies became in depth, Litwin and Stringer (1968) have added three more dimensions which are standards, conflict, and identity and have designed the Litwin and Stringer Organizational Climate Questionnaire (LSCOQ) so as to measure their identified organizational climate dimensions.

In another investigation of Schneider and Bartlett (1968), they attempted to develop a measure of organizational climate where they developed two separate dimensions; managerial level and subordinate level. The researchers had conducted a pragmatic study among employees of life insurance companies where they had established that climate can be measured through shared perceptions of the employees within the organization. And in their updated study entitled 'managerial behavior, performance and effectiveness', they proposed four dimensions of organizational climate such as managerial supportiveness, managerial structure, concern for new employees, conflict independent, and general satisfaction

(Yashwanth, 2016). However in a separate study of Taguiri (1968), he described organizational climate as a certain framework of enduring characteristics that makes up an organization. In his study, he cited four dimensions that makes up an organization's climate such as ecology, milieu, social system, and culture. Thus, according to him, we can say that if personality is to an individual, climate is to organization (Hoy, Hannum, & Tschannen-Moran, 1998). As more researches on organizational climate and its assessment arises, so as various dimensions which led to confusion and dawdling theoretical progress (Jeswani & Dave, 2012).

In general terms, the study and complexity of organizational climate is evident and there are numerous factors ranging from the leadership style, physical structure and settings, organizational processes, and work attitude are just some of them. With this, Litwin and Stringer's (1968) model recommends that with the multifaceted concept of organizational climate, its integration to organizational behavior theories like motivation is essential. With the integration of both organizational climate and organizational behavior theories, it will reveal the relationship between the two concepts and the variety of organizational climate dimensions' significance on the development of climate will be identified (Jeswani & Dave, 2012).

School as an Organization

A social association consisting of two or more people which aim is to achieve a common goal is an organization. An educational system is a type of administrative organization on a sociological point of view because of the many factors and forces within it. According to Kornblum, Julian, and Smith (1992), a school can be considered as a bureaucratic organization as a sub-institution of an educational system. As stated by Weber

(1947) on his theory of bureaucracy, a bureaucratic organization is embodied with a highly structured, organized, formalized, and impersonal organization as well as having characteristics such as vivid and formal rules and regulations, impersonal implementation of rules, formal organizational hierarchical structure, and work specialization among employees which all are possessed by a school. In a school, division of labor is reflected among the presence of both administrative and teaching levels and other personnel who are assigned to positions appropriate for them. Administrative hierarchy is also present which guides both the command scheme and communication networks. Moreover, it has certain rules and regulations which are adapted from educational system pertaining to subjects and topics that must be taught and a formal nonetheless neutral role relationships among students and teachers as well as between teachers and administrators could be observed. Furthermore, it possesses rationality of the total organization in all decision-making phase as it achieves greater efficiency to deliver its goals and finally, in a school, the granting of legitimacy and authority depends on the expertise and positions in the school hierarchy (Ballantine, 1997).

Since the school in considered as an educational organization, it is expected to impart knowledge, strengthen the ability, and enhance the attitude of the students in line with the principles of the educational system (Turkkahraman, 2015). A school consistently integrates people such as students, teachers, and administrators who contributes to both the instructional and educational activities in a systematic and organized way (Musgrave, 2017). In order to meet the society's educational needs and continually be able to produce educational activities, the society has established schools as one of many social organizations (Hunt, 2012).

According to Berner (2013), even though a school can act as an independent organization and has a structure of its own, in can be influenced by various relations within

the society such as political parties and associations, groups of economy, religious communities, science and scientific organizations out of the school affects the school and the education in a direct or indirect way. As a part of the society, schools are expected to develop the students and be able to adapt. With this, educational sociology investigates the school as a social system because of the adjacent affiliation between the school's goals in relation to the expectations and values of the society. Both body are interrelated and affect each other. Lastly, the school can be considered as an organization for it is comprise of stakeholders working together in order to fulfill its function and achieve its goals and the relationship between these people can be analyzed as a whole (Turkkahraman, 2015).

Concept of School Climate

Organizational climate has long been studied in the educational context. However, studies are separately conducted on different levels such as primary (Halpin & Croft, 1962) middle schools (Hoy, Hannum, & Tschannen-Moran, 1998), high schools (Hoy, Tarter, & Kottkamp, 1991) and universities and colleges (Pace & Stern, 1958).

School climate was described by Daryanto and Tarno (2015) as set of qualities that gives rise to the atmosphere of each school. It includes different factors that are present in the school environment such as its structures, the curriculum, principal leadership, the social interaction within the school, and the learning environment within it. It also may involve the implementation of traditions and work conduct and morale in the organization (Pidarta, 1995). Moreover, school climate was defined by Freinerg (1999, p.11) as "the heart and soul of the school, that the essence of a school leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day". And as described by Hoy et al. (1998), it refers to the long-term quality of the entire school as experienced by its

stakeholders, it is described by the sum of their individual perceptions of routine behavior, and which affects their attitudes and conduct in the school. Further, they suggested two perspectives on school climate which they described as openness and health.

In a research conducted by Hoy et al. (1998), they proved the link between school organizational climate and student achievement while the study of Syahril and Hadiyanto (2018) claimed that school climate is a key element in determining the survival of educational management. They also attest that school stakeholders (principal, teachers, staff and students) functions best in a conducive school climate that displays support and reinforcement.

Studies have revealed that the emotional and social development of students are directly influenced by the quality and effectiveness of a school climate and that students develop resiliency and copes best with social-emotional concerns in a positive school climate (McGiboney, 2016). In contrary, a negative school climate affects and may worsen the students' social-emotional and psychological welfare which may lead to mental health problems (McGiboney, 2016) in which some may have a long-term effect (Somersalo, Solantaus, & Almqvist, 2002). A direct influence of school climate has also been proven in student achievement. Some of the school climate aspects that have been studied which results to high academic achievement among students are teachers' characteristics such as commitment and trust to students, setting high but achievable goals (Goddard, Sweetland, & Hoy, 2000), teachers efficacy, effective leadership, and positive interrelationships among students, teachers and administrators, school resource allocation (Wang & Degol, 2016), and finally is the school's structural features (Simons, Hwang, Fitzgerald, Kielb, & Lin, 2010). Aside from the students, school climate also affects teachers. Unsupportive administration, discipline difficulties among students, and decision-making issues are school climate factors associated with reduced retention among teachers (Cohen, McCabe, Michelli, & Pickeral,

2009). Furthermore, the feeling of belongingness in the institution is significant in order to boost their commitment (Thapa, Cohen, Guffrey, & Higgins-D' Alessandro, 2013).

Open and Closed School Climate

The theory of an open school climate was founded from the study originally conducted by Halpin and Croft (1962) where they described organizational climate as the "*personality* of the school" which they viewed along a continuum from open to close. Their study's focus was on the social interaction between teacher-teachers and teacher-principal interaction inside the school. To measure the said interrelationship, they have developed the Organizational Climate Description Questionnaire (OCDQ) with six climates drawn along their previously proposed continuum ranging from open to close climate. The six identified climates were open, autonomous, controlled, familiar, paternal, and closed. This six types of climate were drawn from a factor analysis of the empirical testing that they have conducted. The pilot testing of the instrument was implemented in 71 elementary schools in the United States with 1,151 teachers in which 1,000-item questionnaire was used. With further analysis and deliberation, the final OCDQ version was designed to contain 64 questions allocated along eight subtests serving two behavioral characteristics in particularly the principal's behavioral characteristics and the teachers' behavioral characteristics. Consideration, production emphasis, aloofness, and thrust were subtests under the principal's behavior whereas hindrance, intimacy, disengagement, and esprit were the subtests for the teachers' behavior. With the empirical testing conducted, Halpin and Croft found that among the six types of climates that they have drawn, open and closed school climate where the most prominent which then became the basis for the future researches.

In an open school climate, a high degree of authenticity is a distinguishing characteristic in which the principal and the faculty members shows a genuine behavior. In this climate, there is a free and open interrelationship between the principal-teachers and teachers-teachers within the organization. There is commitment in the faculty and principal leads as an example, provides proper support and consideration as well as appropriate structure and direction amongst the subordinates. Because of these relationship between the principal and the faculty, a more relaxed atmosphere within the organization can be observed and profound leadership and supervision are utilized only when there is a need and when it is appropriate. Finally, in an open school, there is no exclusivity on task achievement nor social-needs satisfaction since both are achieved naturally in this free environment (Hoy et al., 1998).

A closed school climate is viewed as the opposite of the open school climate. In this climate, genuine relationship between the principal and the teachers are not evident. The principal's leadership style is focused on a more routinely work lifestyle and unnecessary busywork and teachers therefore responds at minimal level with little satisfaction. The principal's leadership style is seen as ineffective which results to frustration and lethargy in teachers. In conclusion, the atmosphere in a closed climate is regarded as inauthentic and unfree (Hoy et al., 1998).

Concept of Healthy School Climate

The concept of a school health is also a significant and was elaborately studied to explain the organizational climate of schools. Organizational health in schools was examined due to the lack of success in explaining student achievement in the study of open and close schools. Organizational health was first introduced by Miles (1969) where he defined a

healthy organization as "not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and expands its coping abilities" (Miles, 1969; p.378). He identified ten imperative properties that a school must have which reflects task, maintenance, and growth and development needs. This properties are optimal power equalization, goal focus, communication adequacy, cohesiveness and morale, utilization of resources, autonomy, innovativeness, problem-solving adequacy, and adaptation. In order to measure the ten dimensions that were proposed by Miles (1969), Kimpston and Sonnabend (1975) attempted to create an instrument that would measure the model presented by Miles but eventually failed as their instrument was very short and only measured six of ten dimensions of school health from Miles model.

When the attempt to measure Mile's ten school health dimensions have failed, research considered another school health theoretical framework which was proposed by Parsons, Bales, and Shils (1953) and Etzioni (1975) to further conceptualize and provide an instrument that would be more effective in measuring school health. They have considered that in order for any social system to prosper for instance is a school, they must be able to survive and thrive once faced with these vital factors which are; preserving and maintaining collaboration within the school, a strengthened adaptation and strategic plan in acquiring and utilizing resources in a changing environment, setting goal achievement and its implementation, and establishment and preservation of their sole value system. After a more profound and elaborate study, Parsons (1967) suggested that healthy organization is said to be imbued with a harmonious technical, managerial, and institutional levels and one that meets both instrumental and expressive needs as well as effectively manages external disruptions by leading its energies towards attaining its vision and goals. It also reflects a positive interrelationship between its students, teachers and administrators and are all driven by

academic excellence. In this organization, principals set high expectations towards the teachers but is supportive towards their needs as well as exhibits a friendly and open behavior. Teachers on the other hand shows confidence in themselves and their students and sets high but attainable goals for their students while the students work hard and shows respect towards academically inclined peers (Hoy et al., 1998).

On the other hand, an unhealthy school climate is one in which nobody would enjoy to be in. In this climate, there is no harmonious relationship between the teachers, students, and the administrators. Because of these, the school is seen as a manifestation of a climate with conflict and disorder. The principal is controlling and shows close supervision among the teachers which is opposite of how the teachers view the students. Teachers see students as disruptive and takes their academic achievement from little to no significance whilst students give no priority to learning and academic excellence. They do not try very hard in their studies and those who are academically inclined are not given respect. As a result, intervention and demand from parents and the community are experienced. In general, an unhealthy school climate is one in which participants are forced to be rather than want to be (Hoy et al., 1998).

Organizational Health Inventory (OHI) is a questionnaire which was developed by Hoy and Fedman (1987) and measures seven identified organizational health climate dimensions founded from Parsons' concept of the school health framework. The instrument initially was consisted of 95 questions which was administered to teachers on a random sampling basis on 72 secondary schools. After data analysis and deliberation and evaluation of the results, the questionnaire was amended and trimmed down to 44 item-questions which measuring seven dimensions of school health such as institutional integrity, principal

influence, consideration, initiating structure, resource support, influence with superiors,

morale and cohesiveness, and academic emphasis (Hoy & Fedman, 1987).

The Organizational Climate Index (OCI)

The Organizational Climate Index (OCI) is a questionnaire that was generated by

Hoy, Smith, and Sweetland (2002) from the combination of the Organizational Health

Inventory (OHI) which was created from the healthy school climate theory and the

Organizational Climate Description Questionnaire (OCDQ) which is the basis for the open

school climate theory. Although both OCDQ and OHI are widely utilized as measures for

school climate, profound studies have shown that there are overlapping parts on both healthy

and open school climates. It was discovered that an open school climate is often healthy

whilst a close school climate is frequently unhealthy (Dan Y., 2018).

This questionnaire has been originally validated by the authors and was

administered on 97 high schools and from the original 95-item questions, it was reduced to a

brief organizational climate measure with 30-item questions which could be utilized to

measure the teachers' perception on the both the openness and health of the school climate.

Hoy et al. (2002) has identified four dimensions of school climate which could be

measured by the OCI which are collegial leadership, professional teacher behavior,

achievement press, and institutional vulnerability.

Collegial leadership pertains mainly to the leadership style of the principal. It

refers to the leadership style that establishes a clear goal, expectation, and performance

among the teachers in order to achieve the school's goal while at the same time sets a

democratic, open, and positive social interaction within the working environment.

Professional teacher behavior pertains to teachers having professional treatment and respect among their peers and colleagues, maintains a healthy competition and shows support and collaboration among them, possess ability to make decisions independently, as well as shows commitment to the students.

Achievement press refers to a school that sets high but attainable educational quality and goals. Consequently, school stakeholders including the principal, teachers and parents puts great determination to reach or maintain high standards and are highly motivated to pursue constant development of the school. As a result, students who shows perseverance and works hard for their academic achievement are given respect by their peers and teachers.

Institutional vulnerability is the degree of vulnerability of the school from external environment and pressure such as prominent and outspoken parents and groups. In this kind of situations, when both the principal and teachers are on the defensive state, it means that they are unprotected and suggests that the school has a high institutional vulnerability.

Concept of Motivation

Motivation has long been studied in particularly in the field of psychology for it is at the core of biological, cognitive, and social regulation. It is also considered vital in our conscious reality because of its consequences which mainly pertains to production. This makes motivation a foremost concern to those dealing with managing people and influencing them to act (Ryan & Deci, 2000). In every culture, it was also determined that the subject regarding the explanations as to what motivates a person, may it be behavior and values which they are interested in or for external motives are a matter of significance (Johnson, 1993).

Many researches has proved that people are motivated in various factors depending on their experiences as well as in different situations. Some of these factors may include their passion or interest into their task or a bribe. It could also be an activity that they highly value or an external coercion. They might be motivated into action simply because of their personal interest on the task or because of external pressure from the managers or the workplace. The response of an individual into certain action depends on their degree of motivation as well as the reason behind the motivation.

Theories of Motivation Associated with Teacher Motivation

On a comprehensive literature review written by Han and Yin (2016) they claimed that the two prominent social-cognitive motivation theories that aroused based from different pre-service and in-service teacher motivation studies were expectancy-value theory, achievement goal theory, and the self-determination theory. However, no exceptional motivation theory was identified to be applicable on teacher motivation research as there are abundant theories and methods which describes motivation (Dörnyei, 1996).

Expectancy-value theory was developed by Atkinson (1957) and further elaborated and was applied in the educational field by Eccles, Wigfield, Harold, and Blumenfeld (1993). This model has been used and applied widely in the educational context. This theory states that achievement and choices associated to it exhibited by students are recognized by two factors namely expectancy and subjective task values. Expectancy refers to the student's confidence in achieving success in the future. The expectancy that an individual sets to himself or herself affects their behavior and their sense of choice. Self-efficacy and self-concept are two other ideas that can be used to describe the concept of expectancy. On the contrary, subjective task values concerns the perception of the students on the significance,

pleasure, and worth of the task (Eccles et al., 1993). This sub construct is defined by four separate dimensions which are attainment value, intrinsic value, utility value, and cost.

Achievement Goal Theory is one of the widely-accepted theories in educational psychology which provides framework employed to understand academic motivation (Elliot, 1999; Martin L. Maehr & Zusho, 2009). Since the adaptation of the theory in many empirical studies, it has evolved and developed in a remarkable extent and had flourished into vigorous theoretical framework however, still with the adaptation of the original goal orientations such as mastery which mainly focuses on personal goal improvement, and performance which concentrates on beating others (Anderman & Patrick, 2012). Some noted researchers who had conceptualized the Achievement Goal Theory are Martin L Maehr (1984) where he introduced his own version of mastery goals as "task goals" which he referred to as a person's participation and view of his/her competence on the task, "ego goals" pertaining to the person's goal of exceeding others' performance as his version of the performance goals, and presented "extrinsic goals" as a new class of goal orientation. Alternatively, Nicholls (1989) suggested motivational orientations as an alternative to students' goals where he identified two goal orientations which are "task orientation" and "ego orientation". According to him, students with high task orientation are those who feels satisfied when a specific task is achieved and effort was exerted to achieve the task whereas students with high ego orientation are those who feels satisfied when they feel superior over others (J. Nicholls, Cobb, Wood, Yackel, & Patashnick, 1990). Ames (1992) instead described goal orientations based from Maehr and Nichols' perceptions where she stated that ego-oriented students are students who desires to show their ability whilst task-oriented students are students who has intrinsic desire to cultivate their ability to acquire mastery. On another theoretical view regarding goal orientations, Dweck and Leggett (1988) classified goals into learning and

performance goals. They argued that learning goals are when the response is to increase their competence but performance goals are after the respect and recognition that they would gain of their competence.
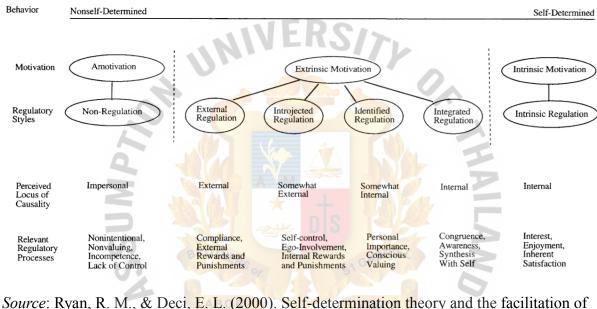
Despite the fact that there are various methods on how researchers have named and described mastery and performance goals, all of them revolves around the common and broad classification of goals which are mastery and performance. All descriptions suggested that student's pursuance of mastery goals shows that their motivation focuses on mastering the task so they thrive and strive to achieve mastery. Conversely, if the students motivation is on the pursuance of performance goals, their interests is focused on competition and outperforming others on the task (Anderman & Patrick, 2012).

Self-determination Theory of Motivation

The researcher adopted Self-determination Theory of Motivation as the major theory of motivation for this research. According to a study conducted by Gagné, Forest, Vansteenkiste, Crevier-Braud, Van den Broeck, Aspeli, & Westbye (2015), SDT is a theory of motivation that is widely accepted and has been widely recognized to be cross culturally valid in numerous life dominions. SDT focuses on investigating an individual's innate growth tendencies and innate psychological needs which are the foundation of self-motivation and personality amalgamation in addition to all other circumstances that fosters those positive processes (Ryan & Deci, 2000). Based from empirical studies conducted by the authors of SDT, they have identified three dimensions of needs that are needed to be satisfied in order to achieve optimal functioning of the natural tendencies for growth and integration, for productive social growth and for their personal welfare. Such needs are the needs for competence, relatedness, and autonomy (Ryan & Deci, 2000). This theory also doesn't rely

merely on describing the positive developmental tendencies of motivation but also scrutinizes the social environments that are opposed towards these tendencies. His theory was simplified by the figure shown below.

Figure 2

The Self-Determination Continuum Showing Types of Motivation with their Regulatory Styles, Loci of Causality, and Corresponding Processes Ryan & Deci (2000).

Source: Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, 55(72). Copyright 2000 by American Psychologist.

In general terms, SDT pertains to a multidimensional view on motivation and identifies ways on how to stimulate and discourage these various types of motivation. In this theory, motivation has been categorized into three which are amotivation, intrinsic motivation, and finally, extrinsic motivation. Amotivation in simple terms is described as the absence of motivation in an activity. Intrinsic motivation is exhibited when an action is done

due to interest and enjoyment the individual gets from it. On the other hand, extrinsic

motivation is when an individual does an action or an activity due to external motivation

which includes receiving rewards in different forms or recognitions, due to ego and increased

self-esteem, achieving a personal goal, or avoidance of punishments or criticism. Since

extrinsic motivation is diverse, SDT have divided these into various categories depending on

internalization. Internalization is when a person takes a previously considered external

motivation such as rewards or punishments as something of value or is a goal and acts on it

and in turn that motivation becomes internally regulated. Externally regulated motivation is a

non-internalized type of extrinsic motivation which is mainly driven by gaining rewards or

avoiding punishments from others or due to compliance. Then, introjected regulation refers to

an action taken to do an activity or the type of behavior shown due to internal pressure of an

individual such as ego, guilt, or humiliation as well as internal rewards and punishments.

Both externally regulated and introjected regulated behaviors are deemed controlling (Ryan

& Connell, 1989). Finally, identified regulation is a type of controlled motivation that is

somewhat internal and is shown when an action is deemed as something that is valuable or

meaningful by others and therefore considers it as their own. Decision to accept the value of

the action was influenced but willfully driven as it is personally important to them and is

therefore considered as volitional. However, identified regulation is different from intrinsic

motivation as the action is not genuinely done out of innate satisfaction but due to its

conscious value to the person. Lastly is the integrated regulation which is considered as

internally regulated type of motivation as the source of motivation is self-awareness.

The Multidimensional Work Motivation Scale (MWMS)

In order to measure an individual's degree of motivation, Ryan and Deci (2000) created the Multidimensional Work Motivation Scale (MWMS) which measures the level of motivation along the self-determination theory continuum. The initial testing of the instrument was conducted by Gagné, Forest, Vansteenkiste, Crevier-Braud, Van den Broeck, Aspeli, & Westbye (2015) among 500 employees in Canada (in French and English language) and in Belgium (in Dutch language). The original questionnaire contains 55-items and after exploratory factor analysis were made, 32 out of the 55 questions were retained.

After the initial testing, a second round of validation was conducted on nine countries which includes Canada, France, Senegal, United Kingdom, Belgium, Norway, Switzerland, China, and Indonesia and seven languages French, Dutch, German, Indonesian, English, Norwegian, and Chinese to further evaluate the structure of MWMS along the subscales of amotivation, external regulation, introjected regulation, identified, regulation, and intrinsic motivation. This validation was conducted in order to test the validity and reliability of MWMS to obtain a concise and consistent measure of the mentioned subscales as well as its validity in a varied cultural value, economic systems, and diverse organizations and professions. After the exploratory factor analyses on the French, English, and Dutch samples, the scale was condensed to a final 19 questions with three to six items per subscale. Confirmatory factor analyses were then conducted to authenticate the appropriateness of the items in English, Dutch, and French, examine the suitability of the subscale structure in other languages and finally, examine its correlations between the subscales (Ryan & Connell, 1989).

This instrument can be used to measure the four subscales distinctly to examine their effects or can combine them into autonomous and controlled types of motivation for a collective and simplified analysis depending on the research question (Gagné et al., 2015).

Although some of the respondents in the comprehensive validation of MWMS conducted by Gagné et al. (2015) includes students, instructors, and other people in the field of education, another validation of the MWMS was done purely in the educational context in Portuguese language by Neves and Coimbra (2018). It was implemented in 30 schools in the North and South of Portugal and to 419 randomly selected teachers. From the result of the testing and through factor analysis of the data accumulated, it had proved that the 19-item scale has similar subscale structure from the original validation and they were accurately individualized which means that the MWMS and its subscales are good indicators of constructs to be measured in an educational context.

Related Studies on School Climate and Motivation

So far, a number of studies have discovered the correlation between school climate and motivation. Though most of the studies measures teachers' perception of the school climate and its relationship to other organizational behaviors which includes performance, retention, and satisfaction, some focuses on the students' perceptions of their school climate in relation to their performance and achievement (Fan & Williams, 2018).

On a study conducted by Anees-ul-Husnain, (2011), it revealed that teachers working on a school which they perceive as having open climate have high motivation and high level of self-esteem than those who perceive their school climate as being closed. While another study which aimed at determining the significance between the Korean students' perception of the school climate and their achievement motivation at a selected international school in

Bangkok, Thailand, it revealed that the students' perception of the school climate was average while their achievement motivation was at a relatively high level. It was found out that the school climate and their achievement motivation has a significant difference as they perceived them. This study had measured school climate in four different dimensions namely, safety, teaching and learning, interpersonal relationship, and institutional environment whereas the other variable which is achievement motivation was measured with the utilization of Mc Clleland's (1987) theory of motivation focusing on the need for achievement (Han, 2013). Additionally, on a separate study regarding the relationship between teacher perceptions of climate, motivation, and self-efficacy conducted by Reaves and Cozzens (2018), it had shown that safe and supportive school climate results to teachers having high intrinsic motivation and self-efficacy. In order to enthuse and expedite autonomous motivation on students, autonomous motivation must also be stimulated among teachers since motivated teachers equates students who are motivated in learning (Ahn, 2014). Furthermore, it was described that in a positive school climate, it fosters teachers who are compassionate and supportive which in turn makes students intrinsically motivated towards learning and academic achievement as proposed by Ryan and Deci (2000) in their comprehensive study on intrinsic motivation.

On separate studies conducted regarding collegial leadership, professional teacher behavior, and achievement press, it was mentioned that high perceptions on these factors leads to highly motivated teachers. As cited by Darling-Hammond & McLaughlin (1995) in their research on policies that support professional development, collegiality and positive school culture provides teachers the professional growth that they need in order to achieve goals. Collegiality and strong relationship is also a vital factor in school effectiveness and teacher professional development, job satisfaction, commitment, as well as directly

influences school quality, organizational effectiveness, and student performance (Shah, 2012). As mentioned by Abdallah (2009) & Nias (1999) on their separate studies concerning collegiality and teachers' moral purposes, it was proven that collegiality is a significant factor in decreasing the emotional stress and burnout among teachers.

On the subject of collegial leadership, this dimension was considered significant in school climate as the leadership styles of school leaders is vital to teacher motivation and well-being. It was also found that the leadership type implemented towards the educational staff facilitates that type of motivation (Eyal & Roth, 2011).

Izhar Ahmad et al. (2013), in their research pointed out that teachers are more enthusiastic at work and their profession as well as collaboration with the organizational activities are augmented in a school where there is positive professional teacher behavior. It also reflects in their relationship and performance with their colleagues and students.

Achievement press is also considered to be an essential aspect in school climate. It significantly and independently contributes to school success (Smith and Kearny, 2013) and the recognition and implementation of such had shown to hugely improve the quality and effectiveness of education (Van Houtte, 2005). Sia-ed (2016), also cited that sufficient level of achievement press from the school increases motivation on teachers for they contemplate on findings ways and make effort in order to support the school's desired outcome by eventually improving themselves and their professional field. Furthermore, Hoy et al. (1998) propounded that high perception on achievement press among teachers equates to high level of autonomy, and self-confidence as well as intensified support, respect, trust, and commitment to the students' capability in achieving what they perceive as high but attainable goals. In return, students demonstrates confidence in learning, respect towards each other, and academic potential are improved. Moreover, the support given by the teachers and peers

had resulted to positive changes and amplified confidence towards personal academic capabilities among the students (Roeser & Eccles, 1998). On a final note, on a study led by Yao et al (2015) regarding the influence of school climate towards teachers' emotional exhaustion, they concluded that in order to reinforce teachers' sense of commitment towards their profession, it is the responsibility of school administrators to constantly find ways in order to preserve a high-quality working atmosphere.

Background of Assumption College Samutprakarn, Thailand

The school understudy known as Assumption College Samutprakarn is a private bilingual catholic school strategically located in the province of Samutprakarn, Thailand. It was founded on the 17th of May 1979 and is formerly known as Assumption Samrong. It is the 13th educational institution established and managed by the Saint Gabriel's Foundation of Thailand. At present, the school is open to students from the first grade up to the twelfth grade. Since the past, the school is known as an all-boys school however, it has recently opened its doors and admitted female students in its senior high school (Grades 10 to 12) in its MLP program. The EP program which was recently established, has been accommodating both female and male students in a limited number. The school implements two separate programs namely Modern Language Program (MLP) and English Program (EP). The Modern Language Program makes up about 70 percent of the total school population whereas English Program comprise about 30 percent of the total school population. The Modern Language Program implements a combination of curriculums manifested from the Thailand National Curriculum which is instructed in Thai language by Thai teachers as well as adaptations from its own Foundation of Saint Gabriel (FSG) curriculum, IPSLE curriculum for primary level adapted from Singapore, and ICSE curriculum for secondary level adapted from India which

are taught in English by foreign teachers in coordination with their Thai subject teachers. On the other hand, English Program implements the Cambridge Assessment International Education curriculum and most subjects uses English as the major language of instruction.

With the nationwide increase in competition of reaching international standards among schools as well as aiming to produce globally competitive students, a high demand in English and Chinese as the mode of instruction has been a priority of the school. Its administrators with the guidance of the Saint Gabriel's Foundation, have thought of ways to improve the school and be able to retain the trust given by the parents and the community which is why it is continuously and gradually making educational reforms in order to produce students who are academically and physically competent imbued with moral values.

The school's vision is to be a school with international education standards which is why it has been recently adapting international curriculums and applying them into its syllabus and instruction. Together with this process, teachers are given opportunity to grow and develop their abilities through professional development trainings and seminars both internationally and locally as supplement to internal evaluations and trainings. Students are given equal opportunity of learning and growth through international and local excursions which aims at improving their curiosity and conscious values regarding other cultures and traditions as well as adapting to the way of learning of schools worldwide. With the aim of achieving excellence, the school and its teachers trains students in depth both in academics and sports making them prominent in both of these aspects and gaining awards. The involvement of the community is also apparent in a series of school activities where both parents and other people from the outside are invited to participate whether to watch shows or install shops where they can gain extra income during some events.

With the school's priority which is achieving and maintaining excellence, they believe that in order to do so, cooperation and respect among its stakeholders must be upheld and broaden. Their participation in activities as well as the education reform planning process are acknowledged before any changes are implemented and agreed upon by the administration. With this considerations and direct involvement of stakeholders, the organizational climate of the school is believed to be open and democratic. In addition, teachers and other staff members' efforts are consistently recognized and awarded. Their professional needs are developed and they are free to design and follow through lessons as they plan it. Any materials and equipment needed by the teacher in order to deliver a good teaching-learning process are provided when necessary. Therefore, work motivation of teachers is currently assumed to be at a relatively high level. An open and respectful atmosphere is evident and administrative support is provided while at the same time general rules and regulations within the school are obeyed. Decisions are made according to the hierarchal position and authority and control are used when relevant and required. With all these mentioned characteristics, the school climate is believed to be democratic, authentic, supportive, and has a high academic standards.

Summary of Reviewed Literature and Studies

This chapter gathered and piece together previous researches in order to provide a comprehensive and substantial information with regard to the concepts understudy. It highlighted evidences and described the core of the present study beginning from previous researchers' ideology on the development of organizational climate, school as an organization, the extensive concepts of school climate and motivation based from a number of theories, a thorough overview on the main theories founding the recent study, other

renowned theories and past studies supporting the paradigm of this study, as well as an outline of the target school. It also helped to determine various ways of maintaining and developing school climate to further improve teacher motivation, commitment, and support as well as its effect on student achievement and learning motivation. This study is divided into two major constructs namely school climate and motivation and sought to determine the relationship between these two. The school climate concept was adopted from Open and Closed Climate Theory and Healthy School Climate Theory which were put together to form four different dimensions which are collegial leadership, professional teacher behavior, achievement press and institutional vulnerability whereas the concept of motivation was based from Self-determination theory which was categorized into levels ranging from; 1) external regulation 2) introjected regulation 3) identified regulation and 4) intrinsic motivation.

      As presented by the review of related literature, several researches have proved that school climate greatly impacts the teachers, the students and the school's success as a whole in addition to their motivation towards the teaching and learning process. Additionally, teacher motivation relies on several factors which are all inclusive in a school's climate. Condition of school climate determines the degree of motivation among teachers. Intrinsically motivated teachers leads to intrinsically motivated students which equates to school's achievement and its quality. Furthermore, it shows the crucial role of administrators in maintaining a positive school climate in order to keep teachers and students motivated and achieve the school's objectives. For this reason, an examination of these two concepts is of significance especially in the teachers view for they are one of the important resources in achieving a school's success.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines and discusses the research methodology that was employed in the study. It provides information regarding the research design which elaborated the reasons for the purpose of the study, the population on which data were gathered from, and the research instruments that were utilized in data gathering and data analysis. This chapter also reflects the validity and reliability adapted from previous empirical researches which served as the foundation of legitimacy of the instruments that were used in the study.

Research Design

In this study, the researcher aimed to determine the teachers' perception on the school climate as well as their level of work motivation at Assumption College Samutprakarn (ACSP). It also intended to examine the correlation between the teachers' perceptions of the school climate and their work motivation.

This study employed descriptive and correlational methods. The teachers' perception on the school climate as well as their level of work motivation were collected through questionnaires adapted and rephrased from previous researches. The correlation between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn were examined using descriptive analysis and the Pearson Moment Correlation Coefficient analysis.

Population

   This study was conducted at Assumption College Samutprakarn, Thailand during the academic year 2020. The target respondents of the study were all the Thai teachers in all levels starting from primary to secondary levels of both programs which are Modern Language Program (MLP) and English Program (EP) which is comprised of 175 full time Thai teachers as per information requested and provided by Ms. Ratchanee Burasatitnon from the academic administration office on the 10th of June, 2020.

Research Instrument

   This study utilized a questionnaire to gather data for quantitative analysis. The survey is a three-part questionnaire. The first part refers to the teachers' demographic profile consisting of five items, the second part is 30 questions with 5-point Likert-type scale to measure the teachers' perception of the school climate, and lastly is the third part which contains 16 questions with also 5-point Likert-type scale to measure the teachers' degree of work motivation.

Survey for Teachers' Perception of the School Climate

   To measure the teachers' perception of the school climate, the research instrument that was adapted in this study is the Organizational Climate Index (OCI) which is a short organizational climate measure for schools developed by Hoy, Smith, and Sweetland (2002). In their original study, Hoy et al. (2002) had identified four dimensions of school organizational climate which are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. It consists of 30 questions with Likert-type scales that range from "rarely occurs" (1) to "very frequently occurs" (4). The questionnaire that was used in surveying the school climate of this study was be adapted from the original

30 questions which was originally used by the author of the questionnaire with a modified Likert-type scale ranging from *"never occurs" (1)* to *"always occurs" (5)*. Moreover, some of the adapted questions were rephrased and all questions pertaining to the "principal" were asked not from principal measure but from the administration's measure. The questions that were asked used the following style of *"The administration…."* such as *"The administration explores all sides of topics and admits that other opinions exist"*. The questions were arranged in a nonsystematic order to avoid the respondents from answering in a patterned manner. Collegial leadership was measured by items 1, 3, 5, 10, 13, 20, and 27; professional teacher behavior was measured by questions 1, 18, 21, 23, 25, 28, and 29; achievement press was measured by items 7, 11, 15, 16, 17, 19, 22, and 24; and items 2, 6, 9, 12, and 26 surveyed the institutional vulnerability. Items 4, 14, and 30 are filler item questions and were not scored. Details of the distribution of survey questions is shown in table 1.

Table 1

Breakdown of Survey Questions on School Climate

School Climate Dimensions	Survey Question Item Analysis	Total No. of Items
Collegial Leadership	1, 3, 5, 10, 13, 20, 27	7
Professional Teacher Behavior	8, 18, 21, 23, 25, 28, 29	7
Achievement Press	7, 11, 15, 16, 17, 19, 22, 24	8
Institutional Vulnerability	2, 6, 9, 12, 26	5

This second part of the survey used 5-point Likert-type scale with 1 to 5 signifying the degree from *never occurs* to *always occurs*. The lowest score corresponds to1

and represented the lowest index perception of school climate and 5 as the highest index of

perception.

Table 2

Scale and Interpretation for Survey Questions on School Climate

Interpretation	Score	Scale
Very High	5	4.51 – 5.00
High	4	3.51 – 4.50
Moderate	3	2.51 – 3.50
Low	2	1.51 – 2.50
Very Low	1	1.00 – 1.50

Source: Norman, G. (2010). *Likert scales, levels of measurement and the "laws" of statistics.*

Advances in Health Sciences Education, 15(5), 625-632.

Survey for Teachers' Work Motivation

In order to evaluate the second variable of this study which is the teacher's

perception of their degree of work motivation, the research instrument that was utilized to

survey the teachers' work motivation was adapted from the Multidimensional Work

Motivation Scale (MWMS) originally developed by (Ryan & Deci, 2000) and has been

validated in nine countries and seven languages as well as in the educational context. It is

consists of a 19-item measure of work motivation theoretically grounded in self-

determination theory (SDT). The original 19-item work motivation scale questions consists

with seven Likert-scales that ranges from "not at all" (1) to "completely" (7). In the adapted

survey questionnaire, the measure for amotivation from the original source was not included

as it is antagonistic to motivation and would yield to a negative and no significant difference on the study. Details of the distribution of survey questions for this part is shown in table 3.

Table 3

Breakdown of Survey Questions on Teachers' Level of Work Motivation

Work Motivation Dimensions	Survey Question Item Analysis	Total No. of Items
Extrinsic regulation	1, 2, 3, 4, 5, 6	6
Introjected regulation	7, 8, 9, 10	4
Identified regulation	11, 12, 13	3
Intrinsic regulation	14, 15, 16	3

This part of the survey applied a 5-point Likert-type scale with 1 to 5 signifying the level from *not at all (1)* to *very strongly (5)*. The lowest score corresponds to1 and represents the lowest index of motivation and 5 is the highest score and represents the highest index of motivation.

Table 4

Scale and Interpretation for Survey Questions on Teachers' Level of Work Motivation

Interpretation	Score	Scale
Very High	5	4.51 – 5.00
High	4	3.51 – 4.50
Moderate	3	2.51 – 3.50
Low	2	1.51 – 2.50
Very Low	1	1.00 – 1.50

Source: Norman, G. (2010). *Likert scales, levels of measurement and the "laws" of statistics.*

Advances in Health Sciences Education, 15(5), 625-632.

Validity and Reliability of the Research Instrument

As discussed in the earlier part of this chapter, the survey questionnaire is comprised of three parts in which both part two and part three were adapted from previous studies. Part two is the OCI which was originally designed by Hoy, Smith, and Sweetland (2002) to determine the teachers' perception of the school climate containing 30 questions where questions 4, 14, and 30 are filler questions and which validity was fully tested and substantiated by the authors. The details on the reliability and alpha coefficients of the OCI as verified by Hoy et al. (2002) and adapted by the current study can be seen on table 5.

Table 5

Reliability of the Organizational Climate Index (OCI)

School Climate Dimensions	Alpha Coefficients
Collegial Leadership	.94
Professional Teacher Behavior	.88
Achievement Press	.92
Institutional Vulnerability	.87

Source: Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). *The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. The High School Journal, 86(2), 38-49.*

Part three of the survey questionnaire was adapted from MWMS which was originally designed by Ryan and Deci (2000) and validated by Gagné et al. (2015). This questionnaire is consist of nineteen questions which measures an individual's degree of motivation. The original questionnaire has been validated in seven languages and in nine countries (Gagné et al., 2015) as well as in the educational context that was implemented in Portuguese (Neves &

Coimbra, 2018). Table 6 shows the reliability and alpha coefficients on the validation of the MWMS in the English language as verified by Gagné et al. (2015) and adapted by the current study.

Table 6

Reliability of the Multidimensional Work Motivation Scale (MWMS) in the English Language

Motivation Dimensions	Cronbach's Alpha for the Validation of MWMS in English Language
Intrinsic regulation	.90
Identified regulation	.75
Introjected regulation	.70
Extrinsic regulation	.76

Source: Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., Van den Broeck, A.,

Aspeli, A., Westbye, C. (2015). *The Multidimensional Work Motivation Scale:*

Validation evidence in seven languages and nine Countries.

Collection of Data

The processes employed in data collection are as follows:

1. **May 2020** - Request for permission from the School Director and Head of Academic Department of Assumption College Samutprakarn, Thailand for the conduct of the research study.

2. **June 2020** – translation and approval of the adapted questionnaires in Thai language for data gathering and for comprehension of each items in the questionnaire for the respondents.

3. **July 2020** - Distribution of the translated and validated questionnaires to the teachers at Assumption College Samutprakarn, Thailand.

4. **August 2020** – Collection of completed survey questionnaires for data gathering and analysis.

Data Analysis

For the analysis of the data that were gathered, the researcher had employed the following statistical methods to analyze and interpret the results.

Research Objective One:

For the first objective of the study which aimed to determine the teachers' perceptions on the school climate at Assumption College Samutprakarn, Thailand, Mean and Standard Deviation were used.

Research Objective Two:

For the second objective of the study which aimed to determine the teachers' degree of work motivation at Assumption College Samutprakarn, Thailand, the researcher still used the Mean and Standard Deviation analysis.

Research Objective Three:

For the last objective of this study, which aimed to examine the correlation between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn, Thailand, Pearson's Product-Moment Correlation Coefficient was used by the researcher.

Table 7

Summary of the Research Process

Research objectives	Source of Data	Data Collection Method or Research Instrument	Method of Data Analysis
1. To determine the Teacher's Perception of the School Climate Dimensions: • Collegial Leadership • Professional Teacher Behaviour • Achievement Press • Institutional Vulnerability	175 full-time primary and secondary teachers at Assumption College Samutprakarn, Thailand	Survey Questionnaire (Organizational Climate Index) Questionnaire items: OCI questions 1, 3, 5, 10, 13, 20, 27 OCI questions 8, 18, 21, 23, 25, 28, 29 OCI questions 7, 11, 15, 16, 17, 19, 22, 24 OCI questions 2, 6, 9, 12, 26	Mean and Standard Deviation
2. To determine the Teacher's degree of Work Motivation Dimensions: • Extrinsic regulation • Introjected Regulation • Identified Regulation • Intrinsic Regulation		Survey Questionnaire (Multi-dimensional Work Motivation Scale) Questionnaire items: MWMS questions 1 to 6 MWMS questions 7 to 10 MWMS questions 11 to 13 MWMS questions 14 to 16	Mean and Standard Deviation
3. To determine if there is a relationship between the Teachers' Perception of the School Climate and their work motivation.		Survey Questionnaire (Combination of OCI and MWMS questionnaires)	Pearson's product-moment correlation coefficient

CHAPTER IV

RESEARCH FINDINGS

The previous chapter discusses the quantitative methods that were adapted and implemented in order to shed light to the research objectives of the study as well as the instruments that were used together with its validity and reliability.

This chapter examines and verifies the results gathered from the accumulated questionnaires as well as provide further assessments and firm evidence of the analysis of results and quantitative findings of the study. It was mentioned in the previous chapter that all full-time Thai teachers will be invited to participate in data gathering therefore, a total of 175 survey questionnaires were distributed. From the target total population of 175, 160 survey questionnaires were successfully returned with 91 percent return rate. The study focused on three main research objectives to which the researcher has deemed to investigate and answer. The research objectives were as follows:

1. To determine the Teachers' Perception on the School's Climate at Assumption College Samutprakarn.

2. To determine the degree of Teachers' work motivation at Assumption College Samutprakarn.

3. To examine the relationship between the Teachers' Perceptions of the School's Climate and their work motivation at Assumption College Samutprakarn.

In order to shed light on the above objectives, the analysis, results, and interpretation of the data consisted of four parts, namely:

1. Demographic data of respondents including their gender, age, educational level, job tenure, and teaching level as mentioned in the survey questionnaire;

2. Analysis of the school climate as perceived by the teachers;

3. Analysis of degree of motivation as perceived by the teachers;

4. Analysis of the relationship between the school climate and motivation of the teachers.

Demographic Profile of the Respondents

The following data and tables represents the demographic profiles of the research participants from the target school, Assumption College Samutprakarn in Samutprakarn Province, Thailand. Each item of the teachers' demographic factors were collected and are described, analyzed and summarized below. As previously mentioned on the summary of this chapter, a total of 160 survey questionnaires were gathered but as it shows on the figures regarding the demographic profile of the participants, the total number of data collected shows varied results as this measure was optional and participants has the right to withdraw their information on this part of the survey. Nevertheless, this does not affect the result for the research objectives in which statistics were based from the total of 160 accumulated surveys.

Table 8

Frequency and Percentage of Teachers' Gender Distribution

Gender	Number	Percentage
Male	52	32.5
Female	99	61.9
Total	151	94.4

Table 8 presents the gender distribution of the teachers who have participated in the study. It shows that majority of the Thai teachers' population were comprised of female teachers at 61.9% while male teachers are at 32.5%. Nine entry data were missing which gender are unknown and comprised of about 5.6% of the total population.

Table 9

Frequency and Percentage of Teachers' Age Range

Age Range (in years)	Number	Percentage
24 – 30	31	19.4
31 – 36	25	15.6
37 – 42	32	20.0
43 – 49	29	18.1
50 above	37	23.1
Total	154	96.3

Table 9 illustrates that to some extent, there is an even distribution of age range among the teachers who participated in the research. The majority of the respondents were 50 years old and above which represented 23.1 %, followed by 37 to 42 years old at 20%, then 24 to 30 years old at 19.4%, next is 43 to 49 years old comprising 18.1 %, and finally is 31 to 36 years old at 15.6%.

Table 10

Frequency and Percentage of Teachers' Educational Qualification

Educational Level	Number	Percentage
Bachelor's Degree	109	68.1
Master's Degree	45	28.1
Doctor's Degree	2	1.3
Others	0	0
Total	156	97.5

Table 10 reveals that the respondents' mainly holds a bachelor's degree which constitute to 68.1% of the population followed by master's degree holders at 28.1% while 1.3% of them has a doctor's degree. For some reasons, four entry data were missing accounting for 2.5% of the total accumulated statistics and which educational qualification is unknown.

Table 11

Frequency and Percentage of Teachers' Job Tenure

Job Tenure (in years)	Number	Percentage
Less than 1 year	6	3.8
1 – 3	25	15.6
4 – 6	24	15.0
7 – 9	16	10.0
10 and above	86	53.8
Total	157	98.1

Table 11 indicates that more than half of the teachers at Assumption College Samutprakarn have been rendering its service at the school for more than ten years already, followed by those who have been working between one to three years which represented 15.6% of the respondents, another 15% of the respondents were working between 4 to 6 years while 10% have been working at the school between 7 to 9 years now. Only 3.8% of the total population were determined as new teachers who has been teaching at the school for less than a year. For some reason, three entry data were missing accounting for 1.9% of the total accumulated statistics and which job tenure was undetermined.

Table 12

Frequency and Percentage of Teachers' Teaching Level

Teaching Level	Number	Percentage
Primary	72	45.0
Secondary	84	52.5
Total	156	97.5

Table 12 indicates that among the Thai teachers who participated in the survey, 84 of them are secondary teachers accounting for 52.5% while 72 were primary teachers comprising 45%. For some reason, four entry data were missing accounting for 2.55% of the total accumulated statistics.

School Climate Data Analysis

As stated previously, the first objective of this study was to *determine the teachers'*
perception on the school climate at Assumption College Samutprakarn, Thailand. It was also
iterated that school climate was consisted of four dimensions namely; collegial leadership
which was measured by questions 1, 3, 5, 10, 13, 20 and 27, professional teacher behavior
measured by items 8, 18, 21, 23, 25, 28 and 29, achievement press measured by items 7, 11,
15, 16, 17, 19, 22 and 24, and institutional vulnerability which was measured by questions 2,
6, 9, 12 and 26. The survey to which self-perception of the school climate as defined by these
four dimensions were gathered from 160 teachers who took part in the data collection where
they had to choose from the following range of indicators: (1) "never occurs", (2) "rarely
occurs", (3) "sometimes occurs", (4) "often occurs", and (5) "always occurs". To answer this
objective, mean and standard deviation of each dimensions as well as each item comprising
them were calculated and analyzed as shown on the tables that follows.

Table 13

Means and Standard Deviations of School Climate in terms of Collegial Leadership (n=160)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	1	The administration explores all sides of topics and admits that other opinions exist.	3.52	.81	High
2	3	The administration treats all faculty members as his or her equal.	3.26	1.01	Moderate
3	5	The administration is friendly and approachable.	3.76	.85	High

Number	Survey Items	Item Questions	Mean	SD	Interpretation
4	10	The administration lets faculty know what is expected of them.	4.13	.71	High
5	13	The administration maintains definite standards of performance.	3.97	.83	High
6	20	The administration puts suggestions made by the faculty into operation.	3.63	.81	High
7	27	The administration is willing to make changes.	3.82	.83	High
		Overall	3.74	.55	High

From table 13 it shows that the total mean score of teachers' perception of the school climate in terms of collegial leadership was 3.74 in the scale of 3.51 – 4.50. This mean score was interpreted as **high** which means that the teachers' perception towards school climate in terms of collegial leadership at Assumption College Samutprakarn was at a **high level**. Out of all the seven items under this dimension, item 10; "*The administration lets faculty know what is expected of them*" gained the highest mean score at 4.13 while the lowest was item 3; "*The administration treats all faculty members as his or her equal*" with mean of 3.26 and was at a moderate level.

Table 14

Means and Standard Deviations of School Climate in terms of Professional Teacher Behavior

(n=160)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	8	Teachers help and support each other.	4.15	.73	High
2	18	Teachers accomplish their jobs with enthusiasm.	4.17	.64	High
3	21	Teachers respect the professional competence of their colleagues.	4.14	.70	High
4	23	The interactions between faculty members are cooperative.	4.17	.73	High
5	25	Teachers in this school exercise professional judgment.	4.01	.77	High
6	28	Teachers "go extra mile" with their students.	4.36	.71	High
7	29	Teachers provide strong social support for colleagues.	4.12	.71	High
		Overall	4.17	.52	High

On table 14, it illustrates that the total mean score of teachers' perception of the school climate in terms of professional teacher behavior was 4.17 in the scale of $3.51 - 4.50$. This mean score was interpreted as **high** which means that the teachers' perception towards school climate in terms of professional teacher behavior at Assumption College Samutprakarn was at a **high level**. Among these seven items under this dimension, item 28; "*Teachers go 'extra mile' with their students*" had the highest mean score at 4.36 whereas the lowest was item 25; "*Teachers in this school exercise professional judgment*" having a mean score of 4.01.

Table 15

Means and Standard Deviations of School Climate in terms of Achievement Press (n=160)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	7	The school sets high standards for academic performance.	4.34	.66	High
2	11	Students respect others who get good grades.	3.61	.74	High
3	15	Students seek extra work so they can get good grades.	3.93	.87	High
4	16	Parents exert pressure to maintain high standards.	3.73	.81	High
5	17	Students try hard to improve on previous work.	3.73	.72	High
6	19	Academic achievement is recognized and acknowledged by the school.	4.27	.64	High
7	22	Parents press for school improvement.	3.99	.74	High
8	24	Students in this school can achieve the goas that have been set for them.	4.02	.68	High
		Overall	3.95	.44	High

With regard to teachers' perception of the school climate in terms of achievement press, from table 15, it indicates that the total mean score for this dimension was 3.95 in the scale of 3.51 – 4.50 which was interpreted as **high** which means that the teachers' perception towards school climate in terms of achievement press at Assumption College Samutprakarn was at a **high level**. Among the eight items on this dimension, item 7; *"The school sets high standards for academic performance"* gained the highest mean score (4.34) while the lowest was item 11; *"Students respect others who get good grades"* with a mean score of 3.61.

Table 16

Means and Standard Deviations of School Climate in terms of Institutional Vulnerability

(n=160)

Number	Survey Items	Item Questions	Mean	SD	Interpretation
1	2	A few vocal parents can change school policy.	3.39	.88	Moderate
2	6	Select citizen groups are influential with the board.	3.69	.93	High
3	9	The administration responds to pressure from parents.	3.79	.72	High
4	12	Teachers feel pressure from the community.	3.11	1.04	Moderate
5	26	The school is vulnerable to outside pressures.	3.44	.88	Moderate
		Overall	3.48	.56	Moderate

From table 16, it illustrates that the teachers' perception of the school climate in terms of institutional vulnerability gained a mean score of 3.48 in the scale of 2.51 - 3.50. It was interpreted as **moderate** which means that the teachers' perception towards school climate in terms of institutional vulnerability at Assumption College Samutprakarn was at a **moderate level**. Among its five items, the respondents scored item 9; *"The administration responds to pressure from parents"* with the highest mean score of 3.79. On the other hand, they scored item 12; *"Teachers feel pressure from the community"* with the lowest mean score of 3.11.

Table 17

Summary of Means and Standard Deviations of Teachers' Perceptions of School Climate at Assumption College Samutprakarn (n = 160)

School Climate	Mean	SD	Interpretation
Collegial Leadership	3.74	.55	High
Professional Teacher Behavior	4.17	.52	High
Achievement Press	3.95	.44	High
Institutional Vulnerability	3.48	.56	Moderate
Overall	3.84	.38	High

Table 17 shows that the overall mean score of the teachers' perceptions of the school climate at Assumption College Samutprakarn based on the four dimensions was 3.84 which is in the range of 3.51 – 4.50. The research finding showed the total mean scores of school climate for each dimensions were; the mean score of collegial leadership received 3.74, the mean score of professional teacher behavior had 4.17, the mean score of achievement press resulted to 3.95 and the mean score of institutional vulnerability was 3.48. Based on the criteria of interpretation, the overall perception of teachers towards school climate comprising with the four components as stated was deemed as at a **high level**.

Teacher Motivation Data Analysis

The second objective of this study was to *determine the degree of teachers' work motivation at Assumption College Samutprakarn, Thailand*. As mentioned previously, the data were collected from 160 accumulated survey questionnaires and in order to analyze the teachers' degree of work motivation, they were asked to indicate their level of perception by

choosing from the following range of indicators: (1) "not at all", (2) "a little", (3) "moderately", (4) "strongly", (5) "very strongly". In order to understand and recognize the teachers' level of work motivation, the mean score and standard deviation of their perception regarding their degree of motivation were quantitatively examined as presented on the tables that follows.

Table 18

Means and Standard Deviations of Teachers' Perception on their Degree of Work Motivation in terms of Extrinsic Regulation (n = 160)

No.	Survey Items	Item Questions	Mean	SD	Interpretation
1	1	To get others' approval (e.g. supervisor, colleagues, family, clients…).	3.85	.77	High
2	2	Because others will respect me more (e.g. supervisor, colleagues, family, clients…).	3.54	.73	High
3	3	To avoid being criticized by others (e.g. supervisor, colleagues, family, clients…).	3.58	.95	High
4	4	Because others will reward me financially only if I put enough effort in my job (e.g. employer, supervisor …).	2.73	1.14	Moderate
5	5	Because others offer me greater job security if I out enough effort in my job (e.g. employer, supervisor …).	3.42	.84	Moderate
6	6	Because I risk losing my job if I don't put enough effort in it.	3.40	1.10	Moderate
		Overall	3.42	.65	Moderate

Table 18, shows that the teachers' perception on their degree of motivation in terms of extrinsic regulation garnered a mean score of 3.42 in the scale of 2.51 - 3.50. This is interpreted as **moderate** which means that the teachers' perception towards their degree of motivation in terms of extrinsic regulation at Assumption College Samutprakarn was at a **moderate level**. Among its six items, the respondents scored item 1; *"To get others' approval (e.g. supervisor, colleagues, family, clients…)."* with the highest mean score of 3.85. On the other hand, they scored item 4; *"Because others will reward me financially only if I put enough effort in my job (e.g. employer, supervisor ...)."* with the lowest mean score of 2.73.

Table 19

Means and Standard Deviations of Teachers' Perception on their Degree of Work Motivation in terms of Introjected Regulation (n = 160)

No.	Survey Items	Item Questions	Mean	SD	Interpretation
1	7	Because I have to prove to myself that I can.	4.16	.88	High
2	8	Because it makes me feel proud of myself.	4.35	.75	High
3	9	Because otherwise I will feel ashamed of myself.	4.13	.95	High
4	10	Because otherwise I will feel bad about myself.	4.17	.90	High
		Overall	4.20	.73	High

With regard to teachers' perception on their degree of motivation in terms of introjected regulation as shown on table 19, it gained a mean score of 4.20 in the scale of 3.51

– 4.50 which was interpreted as **high**. It pertains to the teachers' perception towards their degree of motivation in terms of introjected regulation at Assumption College Samutprakarn as being at a **high level**. On the four items it consists, item 8; "*Because it makes me feel proud of myself.*" had the highest mean score of 4.35 while item 9; "*Because otherwise I will feel ashamed of myself.*" got the lowest mean score of 4.13.

Table 20

Means and Standard Deviations of Teachers' Perception on their Degree of Work Motivation in terms of Identified Regulation (n = 160)

No.	Survey Items	Item Questions	Mean	SD	Interpretation
1	11	Because I personally consider it important to put efforts in this job.	4.31	.75	High
2	12	Because putting efforts in this job aligns with my personal values.	4.13	.74	High
3	13	Because putting efforts in this job has personal significance to me.	4.01	.77	High
		Overall	4.15	.67	High

On table 20, it demonstrates that the teachers' perception on their degree of motivation in terms of identified regulation acquired a mean score of 4.15 in the scale of 3.51 – 4.50 which was interpreted as **high**. It means that the teachers' perception towards their degree of motivation in terms of identified regulation at Assumption College Samutprakarn was at **high level**. Amongst the three items under this dimension, the respondents scored item 11; *"Because I personally consider it important to put efforts in this job."* with the highest

mean score of 4.31 however, item 13; *"Because putting efforts in this job has personal significance to me."* had the lowest score of 4.01.

Table 21

Means and Standard Deviations of Teachers' Perception on their Degree of Work Motivation in terms of Intrinsic Regulation (n = 160)

No.	Survey Items	Item Questions	Mean	SD	Interpretation
1	14	Because I have fun doing my job.	4.16	.79	High
2	15	Because what I do in my work is exciting.	3.99	.85	High
3	16	Because the work I do is interesting.	4.03	.85	High
		Overall	4.06	.77	High

From table 21, it shows that in terms of intrinsic regulation, the teachers' perception on their degree of motivation scored of 4.06 within the scale of 3.51 – 4.50. This was interpreted as **high** meaning that the teachers' perception towards their degree of motivation in terms of intrinsic regulation at Assumption College Samutprakarn was at a **high level**. The respondents scored item 14; *"Because I have fun doing my job."* the highest mean score which was 4.16 among the three items on this dimension whereas item 15; *"Because what I do in my work is exciting."* was scored the lowest mean score of 3.99.

Table 22

Summary of Means and Standard Deviations of Teachers' Perceptions on their Degree of

Work Motivation at Assumption College Samutprakarn (n = 160)

Degree of Work Motivation (based on Regulatory styles)	Mean	SD	Interpretation
Extrinsic regulation	3.42	.65	Moderate
Introjected regulation	4.20	.73	High
Identified regulation	4.15	.67	High
Intrinsic regulation	4.06	.77	High
Overall	3.87	.55	High

Based from the result as shown on table 22, it revealed that the overall mean score of

the teachers' perceptions of their work motivation at Assumption College Samutprakarn was

3.87 which is in the range of 3.51 – 4.50. This mean score was interpreted as **high**. In

addition, the data can be interpreted as introjected regulated motivation being the type of

motivation that mostly drives them at work as they gave it with the highest mean score of

4.20, followed by identified regulated motivation which mean score was 4.15, next was

intrinsic regulated motivation with mean score 4.06. Finally, extrinsic regulated motivation

still drives them at work but only at a moderate level.

School Climate and Motivation Correlation Data Analysis

The research's third objective was to *examine the relationship between the teachers'*

perceptions of the school climate and their work motivation at Assumption College

Samutprakarn, Thailand. It focuses on the accumulated result from the 160 returned survey

questionnaires from full-time Thai teachers which eventually resulted to a 91 percent return rate from the target total population of 175. For data analysis of the determined variables, a statistical software program known as Statistical Package for the Social Sciences (SPSS) was utilized and the Pearson Product Moment Correlation Coefficient was used to analyze the relationship between the teachers' perceptions of the school climate and their work motivation at the chosen institution.

Table 23

Pearson Correlation between the Teachers' Perceptions of the School Climate and their Work Motivation at Assumption College Samutprakarn (n = 160)

		Work Motivation	Conclusion
School Climate Perception	Pearson Correlation	.559**	There is a significant relationship between the two variables
	Sig. (2-tailed)	.000	

**.Correlation is significant at the 0.01 level (2-tailed).

Table 23 above illustrates the correlation between the teachers' perceptions of the school climate and their work motivation. The relationship between these two constructs were found to be moderately positively correlated, r = .559, p < .05. This meant that there is a significant relationship between the teachers' perceptions of the school climate and their degree of work motivation at Assumption College Samutprakarn, Thailand and therefore, the research hypothesis was accepted and the null hypothesis has been rejected.

Table 24

Summary of Statistical Method used for Data Analysis of the Research Objectives

Research Objective	Research Hypothesis	Variables	Statistical Methods	Results
Research Objective One	None	School Climate	Means and Standard Deviations	The teachers' perception of the school climate was at a high level.
Research Objective Two	None	Work Motivation	Means and Standard Deviations	The teachers' degree of work motivation was at a high level.
Research Objective Three	There is a significant relationship between the teachers' perceptions of the school climate and their work motivation	School Climate and Work Motivation	Pearson Product Moment Correlation Coefficient	H1. There was a significant relationship between the teachers' perceptions of the school climate and their work motivation

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter briefly summarizes and discusses the result and interpretation of the data collected. It enlightens information regarding the study which includes a brief summary of the objectives, hypothesis and research methodology, an intricate clarification of the research findings, conclusion and discussion, as well as the research recommendations for the target school, its stakeholders, and for future researchers.

Summary of the Study

As stated in the previous chapters, this study's main objective is to determine whether there is a correlation between the teachers' perception of the school climate and their degree of motivation at Assumption College Samutprakarn, Thailand. It focuses on quantitatively explaining the result and analysis of the research data and in order to do such, a scale-type questionnaire was implemented where respondents need to express their perception according to a range of indicators. Furthermore, to analyze the data gathered from the survey questionnaires, a statistical software program known as Statistical Package for the Social Sciences (SPSS) was used for both the descriptive and quantitative statistical analysis of the data. Moreover, researches from other countries focusing on the relationship between school climate and motivation as mentioned in the review of literature and studies of this study have been learnt however, no previous research has been conducted for Assumption College Samutprakarn, Thailand.

This study focused on the 175 full-time Thai teachers who were currently rendering service at Assumption College Samutprakarn, Thailand in the academic year 2020-2021. Nevertheless, from the target total population of 175, 160 survey questionnaires were successfully returned with 91 percent return rate. In addition, it gives emphasis on three main research objectives to which the researcher has deemed to investigate and answer. The research objectives were as follows;

1. To determine the teachers' perception on the school climate at Assumption College Samutprakarn.

2. To determine the degree of teachers' work motivation at Assumption College Samutprakarn.

3. To examine the relationship between the teachers' perceptions of the school's climate and their work motivation Assumption College Samutprakarn.

Likewise, the research hypothesis of the study was that there is a significant relationship between the teachers' perceptions of the school climate and their work motivation Assumption College Samutprakarn, Thailand.

Summary of Findings

1. Teachers' Demographic Profiles

The demographic profiles collected in the study consists of the Thai teachers' gender, age range, educational qualification, job tenure, and teaching level which were collected from 160 fulltime primary and secondary teachers at Assumption College Samutprakarn, Thailand. This chapter sums up the research findings of the demographic profiles collected from the returned survey.

According to gender distribution, findings showed that from the accumulated data of the Thai teachers at Assumption College Samutprakarn, majority of the teachers were female accounting for 61.9% while 32.5% were male. Regarding the age distribution, it revealed that 23.1% were 50 years old and above, followed by those aged 37 to 42 (20%), next are those in 24 to 30 years old at 19.4%, then 18.1% are from those at age of 43 to 49 years old and finally are the 31 to 36 years at 15.6%. With respect to educational qualification of the teachers, it showed that majority of them holds a bachelor's degree constituting to 68.1% followed by those who holds master's degree at 28.1% while those that holds doctor's degree comprised 1.3% of the total gathered statistics. According to job tenure, data analysis illustrated that more than half of the teachers (53.8%) have rendered service for 10 years and more followed by the teachers working between 1 to 3 years at 15.6%. Next are those who have been teaching between 4 to 6 years comprising 15.0% then, those who have rendered service between 7 to 9 years consisting of 10% and finally are those considered new teachers which accounted for 3.8% and have been teaching at Assumption College Samutprakarn for less than one year. With the majority of the teachers rendering service at the school for more than 10 years now, it shows that the teachers are committed to the school which could be a result of good leadership and administrative support as well as good relationship and collaboration among their colleagues and students. Lastly, the result on teaching level stated that 84 of the respondents were secondary teachers which are teaching grades 7 to 12 and accounted for 52.5% while 72 were primary teachers who are teaching grades 1 to 6 and comprised 45%.

2. Teachers' perceptions of the School Climate

On the subject of school climate at Assumption College Samutprakarn, the teachers' perception were gathered through survey questionnaires in four different dimensions which are collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. The result from these collected survey questionnaires were quantitatively and statistically analyzed in order to represent a general perception of the Thai teachers' perception of the school climate.

Regarding the teachers' perception on the school climate in terms of collegial leadership, the result showed that the total mean score was 3.74 which was interpreted as being at a high level. The result also showed that the teachers' perception on *the administrator lets faculty know what is expected of them* had the highest mean score of 4.13. This is due to the regular meetings employed by the school which provides information to the teachers as to what is expected of them and the goals to be achieved together as well as the planning process in which teachers are directly involved. With these reasons, the teachers illustrated that the administration lets them be aware of what are to be achieved by them, by the students, as well as the school in general. On the other hand, *the administration treats all faculty members as his or her equal* gained the lowest mean score of 3.26 which was at a moderate level due to the fact that even though the school implements a democratic type of organization, it follows a bureaucratic system within the organization. This hierarchical type of organization may have affected how other teachers view their stand and role in the school.

On the subject of teachers' perception of the school climate in terms of professional teacher behavior, the teachers perceived themselves as *going 'extra mile' with their students* since they gave it the highest mean score which is 4.36. One possible reason for this is that the school's vision of providing the best quality education at an international level so teachers

are quite pressured to provide the best teaching pedagogies and learning methodologies they could cater for the students to achieve their utmost capability in accordance to the schools' expectation. This outcome is aligned with the result from another school climate dimension which is similarly at a high level which is achievement press. On the other hand, their perception on the *teachers in this school exercise professional judgment* had the lowest mean score of 4.01. Nevertheless, it is still interpreted as high. Over-all, the teachers' perception of the school climate in terms of professional teacher behavior was 4.17 and was at a high level.

On the subject of the teachers' perception of the school climate based on achievement press, its total mean score was 3.95. The data gathered also revealed that the teachers perceived that *the school sets high standards for academic performance* as it gained the highest mean score (4.34). It is supported by the regular academic meetings set by the school, the continuous study programs abroad both for the students and teachers, the uncountable professional development trainings and programs, as well as the numerous MOU's and affiliations with other school institutions overseas to ensure that quality of education will be provided for the students. On the other hand, their perception on *students respect others who get good grades* gained the lowest score of 3.61. Nevertheless, this item still generally had a high perception outcome.

For the teachers' perception of the school climate in terms of institutional vulnerability, it had a mean score of 3.48. Overall their perception towards institutional vulnerability was at a moderate level. It implies that the school doesn't just simply ignore external pressure coming from the parents and the community. They are entertained to some extent to be able to make fair judgment and keep all stakeholders at a harmonious relationship while at the same time, keeps its integrity and supports its teacher at all cost. Research findings also showed that the teachers perceived that *the administration responds to*

pressure from parents as it gained the highest mean score of 3.79. This was consistent with their perception of the school climate towards achievement press as being high which eventually could also be due to the pressure coming from parents in ensuring that their children are given the best learning opportunity that they could get which eventually leads them from having high expectation from the teachers. Conversely, the teachers perceived that *the feeling of pressure from the community* was at the moderate level as it has the lowest mean score of 3.11. Pressure coming from within the community could arise especially with the physical location of the school. The school is located in a residential area which could bring both advantages and disadvantages to the community. It generates income for the residents yet, it causes traffic, noise pollution, and improper waste disposal to some degree. As much as the administrators are pressured, the teachers may also feel this pressure not just from the community but also from the parents with high expectation from their child and the teachers.

The overall findings with regard to the teachers' perception of the school climate at Assumption College Samutprakarn, Thailand was 3.84 which is in the range of 3.51 – 4.50 and having an interpretation of **high**. This means that the teachers' perception towards the school climate was at a **high level** and ranking the school climate dimensions that were analyzed, the one with the highly positive result was professional teacher behavior at 4.17, followed by achievement press at 3.95, next is collegial leadership at 3.74, and lastly at a moderate level is institutional vulnerability at 3.48.

3. Teachers' perception on their degree of Work Motivation

To be able to quantitatively analyze the teachers' perception on their degree of work motivation, they were asked to give their insight on a range of indicators which categorized

their motivation to different levels according to their regulatory styles such as extrinsic regulation, introjected regulation, identified regulation and intrinsic regulation.

According to the findings regarding teachers' perception on their degree of motivation in terms of extrinsic regulation, it resulted to a mean score of 3.42 which was interpreted as **moderate**. The teachers recognized that it is significant *to get others' approval (e.g. supervisor, colleagues, family, clients…)* as it was given the highest mean score (3.85) while they viewed financial reward as something that motivates them the least as they had given the item *"Because others will reward me financially only if I put enough effort in my job (e.g. employer, supervisor ...)."* with the lowest mean score of 2.73. Teachers in this school believes that aside from the financial support they receive from their job, they are mostly motivated with the approval and support that they get from the school and its administration. They think that getting others approval and being recognized for their accomplishment gave them the confidence to work better.

The total mean score for the teachers' perception on their degree of motivation in terms of introjected regulation was 4.20 which was interpreted as at a **high level**. It had also shown that teachers were motivated *because it makes them feel proud of themselves* as it had the highest mean score of 4.35. In contrary, the *feeling of being ashamed of themselves* had the lowest mean score of 4.13. Teachers were more motivated when they feel satisfied and proud of the outcome of the work that they've done or any achievement that they have attained. Not being able to achieve their highest potential affects their self-confidence. They are motivated to always do the best they can in order to satisfy their self-worth.

For the teachers' perception on their degree of motivation in terms of identified regulation, the total mean score was 4.15 which was interpreted as **high**. The teachers were motivated at work mostly *because they personally consider it important to put efforts in their*

job with the highest mean score of 4.31 however, the *significance of putting efforts in their job because it has personal significance to them* had the lowest score of 4.01 yet it was still in the scale of high which means than they still recognize it as something that motivates them. Teachers at the target school were personally motivated at work because they personally believe that exerting effort in their work is significant as its significance is related or aligned with their personal values. Working on something personally important to them motivates them to work harder and put more effort in their work.

Finally, based on intrinsic regulation, the teachers' perception of their degree of motivation attained the scored of 4.06 which was deemed as being at a **high level**. The teachers are motivated to work *because they have fun doing the job* with the highest mean score (4.16) and also *because what they do at work is exciting* although it was scored the lowest mean (3.99) yet, it is still at a high level. Generally, the teachers at Assumption College Samutprakarn were intrinsically motivated to work. The school provides them with the opportunity and freedom on their job which made them enjoy working and that they personally believe that what they do is enjoyable and stimulating.

To sum up the overall data regarding the teachers' perception on their work motivation at Assumption College Samutprakarn, Thailand, the total mean score for this variable was 3.87 which is in the range of 3.51 – 4.50. This meant that the teachers' perception on their degree of work motivation was at a **high level**. It had also shown that based from the mean scores in each category of motivation along a continuum, the highest mean score was gained by introjected regulation (4.20), followed by identified regulation (4.15), next was intrinsic regulation (4.06), and lastly extrinsic regulation (3.42).

4. Correlation between the teachers' perceptions of the School Climate and their Work Motivation

For the correlation between the teachers' perceptions of the school climate and their work motivation, it was examined and described using the Pearson Product Moment Correlation Coefficient. The statistical data revealed that the correlation between the two variables was 0.000 which was less than .05 of significant level and therefore suggests that there is a significant relationship between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn, Thailand. The statistical result also revealed that the Pearson correlation r was .559 which implies that the correlation between the two variables examined was positive at a moderate level.

Furthermore, it also showed that the teachers' perception of the school climate in all its dimensions had a positive relationship with their work motivation. Specifically, all factors (collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability) had a correlation with work motivation at 0.00 level which was less than .05 level of significance. This meant that all the dimensions understudy which comprised the school climate variable had a significant relationship with work motivation.

Conclusion

During the conduct of the recent study, the mean score of the teachers' perception of the school climate at Assumption College Samutprakarn in the academic year 2020-2021was at a high level as it gained an over-all mean score of *3.84*. Examining the components in detail, it was discovered that there were differences in the higher-level occurrences of its four dimensions where *Professional Teacher Behavior* gained the highest level of the teachers' perception *(4.17)*, followed by *Achievement Press (3.95)*, next is *Collegial leadership (3.74)*,

and lastly is *Institutional vulnerability (3.48).* All findings with regards to the three components namely, *Professional Teacher Behavior*, *Achievement Press*, and *Collegial leadership* resulted to a high level of perception whilst *Institutional vulnerability*'s outcome was viewed and interpreted at a moderate level.

As regards to the teachers' perception on their degree of motivation at Assumption College Samutprakarn, Thailand in the academic year 2020-2021, its mean score was *3.87* which therefore meant that the teachers' motivation was at a high level. The data gathered also showed that there were differences in the higher-level occurrences among its degree of motivation based on regulatory styles. In detail, it was discovered that the teachers motivation were highly *introjected (4.20)*, *identified (4.15)* and *intrinsically regulated (4.06)*. However their *extrinsic regulated (3.42)* motivation was interpreted as being at a moderate level.

On the correlation between the teachers' perception of the school climate and their work motivation, data analysis have shown that at .05 level of significance, the significant value between the relationship of the two variables was 0.00 which was less than .05. It meant that there was a significant relationship between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn, Thailand. It also showed that the Pearson correlation *r* was .559 which implied that the correlation between the teachers' perception of the school climate and work motivation was positive.

Discussion

Based from the statistical result of this study and as supported by other previous researches of similar concepts discussed in the review of related literature, it revealed that the teachers at Assumption College Samutprakarn, Thailand had a positive perception of the school climate. Their perception was also determined as being at a high level in which

therefore the target school must be able to retain among their teachers. As stated by Freinerg (1999), school climate represents the heart and soul of the school in which its essence leads all stakeholders to appreciate it. It embodies the lasting quality of the school as described and experienced by its stakeholders which directly affects their behavior within it (Hoy et al., 1998). Hence, school climate is a significant factor both on the administrative and educational process within the school as a whole and must not be disregarded. The data also illustrates that three of the school climate components; *professional teacher behavior, achievement press,* and *collegial leadership* gained a *high* mean score suggesting that there is a good and professional relationship among the teachers, students, and administrators at Assumption College Samutprakarn, Thailand. It also demonstrates that the teachers respect, support, and trust the leadership of the school administration and that they are given the opportunity and autonomy at work. The school also was deemed to have high but achievable goals which the teachers are aware of and collaborates together in order to achieve them. However, in the area of *institutional vulnerability*, the result had shown that it is at a *moderate* level.

It also revealed that among the four components of the school climate investigated, the teachers were most satisfied with professional teacher behavior as it gained the highest mean score. This indicates that the teachers at the target school have virtuous and professional relationship among each other. There is a healthy and respectful work competition, high commitment to students' achievement, autonomy at work, and shared collaboration, camaraderie and support among colleagues and with the administration. As stated by Ahmad, Said, Zeb, and ur Rehman (2013) teachers with positive professional teacher behavior is significantly related to their performance in the instructional process as they are more enthusiastic in their profession itself and this reflects to the respect they share

with their colleagues and students in addition to their enthusiasm and active participation in school activities.

Likewise, the teachers also had a positive perception of the school climate based on achievement press. This implies that despite the school's high standards and goals, the teachers had a positive stance on it and believes that it is attainable. As mentioned by Hoy et al. (1998) in his in-depth research on school climate, teachers who have a high perception on achievement press shows confidence in themselves and their students and sets high but attainable goals for their students while the students work hard and shows respect towards academically inclined peers. The teachers also displays support and commitment to the students in achieving their utmost academic potential. Academic pressure among parents, colleagues and administration are recognized by the teachers so, students who meet the school's standards are respected by other students and teachers in addition to the mutual respect given among all. Moreover, according to a study conducted by Smith and Kearney (2013), achievement press significantly and independently contributes to school success. Van Houtte (2005) also stated that the acknowledgment and application of achievement press had shown to augment opportunity for quality and effective education.

The teachers also had a positive insight regarding collegial leadership since it was also at a high level. It indicated that they have a clear understanding of their role within the institution and the goals set for them which they must achieve. This also reflects that the leadership was viewed positively and the administration satisfy the teachers' social needs and is cooperative to them in achieving the established goals. Many studies have proven that the principal's leadership style is significantly related to teacher's motivation. On a study conducted by Eyal and Roth (2011), it was cited that collegial leadership is a vital factor in school climate since the leadership styles of school leaders play an important role in teacher

motivation and welfare. They also found out that the type of leadership implemented towards the educational staff facilitates that type of motivation. An autonomous type of leadership will promote autonomous motivation, satisfaction, and well-being. Since the result showed a positive outcome, it suggests that the administration at Assumption College Samutprakarn demonstrated a democratic type of leadership which in turn conveyed a high degree of independence, relatedness, and competence among the teachers.

However, the teachers' perceived the school's institutional vulnerability as being at a moderate level which was slightly lower, different from their perception towards the other three components of school climate. However, this does not pertain negatively towards the school as having this factor at moderate level means that the school entertains external stress and pressure at a reasonable value but at the same time retains its honor and equally supports its teachers and other stakeholders. It may entertain some external concerns but weighs in its importance and accordance towards the school in order to make justifiable, harmonious, and rational judgments.

In the subject of work motivation, the study had shown that the teachers at Assumption College Samutprakarn, Thailand were positively and highly motivated. In depth analysis of the result regarding the teachers degree of motivation indicated that their degree of motivation were highly introjected regulated, identified regulated, and intrinsic regulated whereas their extrinsic regulated motivation was at a moderate level. By category, they had the highest mean score for introjected regulated motivation followed by identified regulated motivation and then by intrinsic regulated motivation. This meant that the teachers at Assumption College Samutprakarn's degree of motivation were highly controlled by internal pressure such as ego and humiliation as well as internal rewards and internal punishments. In addition, they are also highly motivated by the personal value of their work and their passion

for their profession along with finding their work interesting and enjoyable. As suggested by Reaves and Cozzens (2018), teachers have higher intrinsic motivation and self-efficacy in safe and supportive schools which the target school must possess with this study outcome. Additionally, Ahn (2014), from her research, advised that autonomous motivation, support, and structure must be stimulated among teachers in order to facilitate students' autonomous motivation which infers that intrinsically motivated teachers correspondingly motivates students learning intrinsically.

As a final point, based from the statistical outcome of the study, it was evident that the research hypothesis was correct and thus was accepted as the result revealed that there was a significant relationship between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn, Thailand. Furthermore, as the end result have shown, the researcher believe that Assumption College Samutprakarn has an open and healthy school climate where teachers are highly motivated. Moreover, as the study suggests, school climate dimensions understudy; collegial leadership, professional teacher behaviour, achievement press, and institutional vulnerability are important aspects that affects teachers' degree of work motivation. High perceptions and satisfaction on collegial leadership, professional teacher behaviour, and achievement press results to highly motivated teachers. These factors are deemed vital to maintain in a school climate as collegiality among teachers provides teachers the professional growth that they need (Darling-Hammond & McLaughlin, 1995) and which has the ability to modify their teaching pedagogy (Martin, 2008). Besides, it is significant for it is proven that it decreases the emotional stress and burnout among teachers (Abdallah, 2009; Nias, 1999). It has also a great impact on teachers' motivation and job commitment and greatly influences their willingness to amend their instruction (McLaughlin & Talbert, 2001). As to the result where teachers deemed

themselves as going 'extra mile' for the students, studies have revealed that teachers who had shown confidence and supported their students' capabilities made the students display positive changes and strengthen their beliefs towards their own academic capabilities (Roeser & Eccles, 1998). Further, Ryan & Deci (200) also cited that students were found to be more intrinsically motivated towards learning when the teachers are compassionate and supportive.

Subsequently, sufficient level of achievement pressure from the school either student or teacher centered is a source of motivation for they strive for a variety of ways to help the school accomplish the set goals may it be through professional development, advance studies, expert consultations, and collaboratively working together (Sia-ed, 2016). Additionally, on a study led by Yao et al. (2015), they concluded that school leaders must unceasingly work on maintaining a high-quality working atmosphere so teachers will toughen their sense of obligation in dedicating themselves to their profession.

Recommendations

Based from the findings of this research, the following recommendations are proposed by the researcher to the respondent school, its administrators and its teachers, as well as to other future researchers.

Recommendations for the School and School Administrators of Assumption College Samutprakarn, Thailand

As cited on this study, the school climate variable focused on four components in which one gives emphasis on the administrators' leadership therefore, the administrators must recognize the significance of school climate as a major factor in keeping the relationship

among the school's stakeholders strong, intact, and in harmony in order to preserve not only the teachers, but the entire stakeholders' motivation at a high level. In addition, based from the findings of this study, it had shown that the overall mean score for school climate was at a high level and although overall means for collegial leadership, professional teacher behavior, and achievement press were high, there were certain items that received lower scores, which in the researcher's opinion merits attention which includes the lowest mean score on the question *"The administration treats all faculty members as his or her equal"* under collegial leadership. With its result, it is suggested that the administrators must work on making the teachers feel that there is equality among them regardless of the job roles. There are certain ways to which this can be improved such as clarifying their role and its importance without the input of building a gap due to hierarchal position but instead bridge this gap between them to foster comfortability, harmony, and a more democratic atmosphere. It can also be improved by opening more opportunities for growth like putting them in charge of some responsibilities and events to discover more potential among the pool of teachers.

An increase in professional development programs among stakeholders could also strengthen and deepen their understanding as well as further maximize professional teacher behavior. The school must provide a variety of internal professional development programs and activities in which individual or small groups of teachers will be given the opportunity to share their teaching pedagogy and techniques to other teachers to fill in gaps and shortcomings that other teachers encounter in their lessons. This will not only help and provide more knowledge among them, but also develop collaboration. It will also offer privileged towards the teachers for their potentials to be recognize which will eventually intensify their self-esteem and motivation. Finally, the school must also discover ways on how to develop the intrinsically regulated controlled motivation among teachers as it is the

highest degree of motivation and will surely benefit them and the students in all ways possible.

Recommendations for the teachers of Assumption College Samutprakarn, Thailand

With regard to the teachers, it is strongly recommended for them to work on developing their work motivation at the intrinsic level so as to appreciate their profession more and be able to transmit this positivity to the students. Many studies have stated the direct relation between teacher motivation and students' motivation and achievement hence, to be able to inspire students to further achieve their utmost potential, in addition to standard academic pressure on a certain level, the teachers' motivation must transcend beyond themselves and reflect it on their teaching style so students will have in depth understanding of every lesson. They can also provide students with activities that would further develop their intrinsic motivation towards academic achievement. The teacher must also develop tolerance beyond pressure and also help to preserve the school's integrity to prevent it from being vulnerable from external pressure.

Moreover, since the data had shown that they had a high mean score for introjected regulated motivation which meant that their motivation is driven by internal pressure such as ego, guilt, or humiliation as well as internal rewards and punishments, they can openly suggest ways to show their potential to further be recognized by the school. They can suggest activities where they can showcase their capacity but with students' achievement as the main priority and not self-interest.

Since the teachers had the lowest mean score on the question *"The administration treats all faculty members as his or her equal"* under collegial leadership, it is recommended that they must have liberal understanding and thoughts on bureaucratic types of organization

and the importance of hierarchal structure in an organization and that this does not equate to a biased organization. They must learn how to share their expertise with others so as to fill-in gaps and strengthen the capability among all and preserve the quality of the school in general.

Recommendations for future researchers

The main objective of this study was to investigate the correlation between the teachers' perception of the school climate and their of work motivation at Assumption College Samutprakarn, Thailand. As the study doesn't generalize all schools established by Saint Gabriel's Foundation, the same study can be conducted in various branches so as to be able to determine and associate each school's climate and their teachers' degree of work motivation as well as enlighten them with the strengths and weaknesses of these other schools. The study can also be adapted and employed in other schools nationwide or internationally, private and international or public schools, and/or in other multifaceted foci for a more diverse scope and well-founded evidence as to the relationship between these mentioned variables. As the current research focused on four school climate dimensions alone such as collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability and its relationship to work motivation founded from Self-determination Theory of Motivation, it is advised that future researchers must consider other theories of school climate and motivation in the future for a more extensive and varied scope on this topic.

In relation to the scope of this study, it was mentioned that the foreign teachers' were not included in data collection which is why it is recommended to feasibly conduct a study with foreign teachers as the respondents in order to have an idea on their perception with school climate in Thailand in comparison to their own country as well as in relation towards

their work motivation to further understand their preferences as well as cultural differences. Furthermore, it was also stated that the data gathered from this study focuses on the teachers' perception and doesn't represent other stakeholders' (i.e.; administrators, principals, students, parents, non-teaching staff) view so it is advised for future researchers to consider taking other stakeholders' viewpoint of the school climate and their work motivation for it may have a different result as well as for a more generalized perception of the variables.

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APPENDICES

APPENDIX I

Letter of Request to Conduct a Survey

29ᵗʰ April 2020

Bro. Pisutr Vapiso Ph.D.
School Director
Assumption College Samut Prakarn, Thailand

Dear Bro. Pisutr,

I hope this letter finds you well.

I am Ms. Vanessa Kay Melecio, a secondary teacher at your re putable institution who is currently taking up M.Ed. Educational Administration and Leadership at the Graduate School of Human Sciences, Assumption University of Thailand. At the moment, I am conducting my post-graduate thesis entitled *"A Correlation Study on Teachers' Perception of the School Climate and their Degree of Work Motivation at Assumption College Samut Prakarn, Thailand"* which aims at investigating the relationship between the teachers' perception of the school climate in four dimensions particularly collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability relative to the perception of their degree of work motivation under the supervision of Dr. Watana Vinitwatanakhun, Program Director of Educational Administration, Graduate School of Human Sciences, Assumption University of Thailand. In this regard, it is my utmost desire to be permitted to conduct surveys for data gathering among full-time Thai teachers in your respected school.

Therefore, may I request for your kind consideration in granting my permission to conduct the survey among your full-time Thai teachers to collect the necessary data I need. All information that will be gathered in this research will be exclusively used for thesis completion and academic publications. Attached is a copy of the survey questionnaire that will be implemented in the study and will be translated in Thai language once request has been approved.

Thank you and with warm regards.

Yours sincerely,

Vanessa Kay Melecio

Master's student, M.Ed. EAL

(Dr. Watana Vinitwatanakhun)

Adviser

Program Director, Educational Administration

Graduate School of Human Sciences

Graduate Studies, Assumption University of Thailand

permission granted as requested

18 May 2020

APPENDIX II

Survey Questionnaire

School Climate and Work Motivation (English Version)

June _____, 2020

     Good morning/ afternoon!

     I am Ms. Vanessa Kay L. Melecio, a post-graduate student who is currently taking up M.Ed. Educational Administration and Leadership at the Graduate School of Human Sciences, Assumption University of Thailand. I am kindly inviting you to take part in my thesis project which investigates the correlation between the teachers' perception of the school climate and their degree of work motivation.

     All information that will be gathered in this investigation will be exclusively used for thesis completion and academic publications. Your personal information will be kept private during the dissemination process as well as after the completion of the study.

     All you need to do is complete this questionnaire which is consist of three parts namely, Demographic Information, School Climate Survey, and Work Motivation Survey which takes approximately 15 minutes to complete.

     Your participation in this research is completely voluntary however, choosing to participate will be highly appreciated.

Sincerely,

Vanessa Kay L. Melecio

Master's student, Educational Administration and Leadership, Human Sciences Department,

Graduate Studies Assumption University of Thailand

If you have read and understood the information on the previous page and is willing to participate in the research project described above, please follow the instructions below to proceed.

Part I. Demographic Information.

Please shade the circle according to your personal information.

1. Gender: ○ Male ○ Female

2. Age Range: ○ 24 – 30 ○ 37 – 42 ○ 50 up
○ 31 – 36 ○ 43 – 49

3. Educational Level: ○ Vocational Training ○ Master's
○ University ○ Doctorate / PhD
○ Others, please specify _____

4. Job Tenure: ○ Less than 1 year ○ 4 – 6 years ○ 10 or more years
○ 1 – 3 years ○ 7 – 9 years

5. Job position/role: ○ Primary teacher ○ Secondary teacher

Part II. School Climate Survey

The following are the questions and scale system used. Please read each item carefully and completely. Tick in the box that best describes your perception of the current school climate as a whole.

School Climate Questions	Never Occurs	Rarely Occurs	Sometimes Occurs	Often Occurs	Always Occurs
	1	2	3	4	5
1. The administration explores all sides of topics and admits that other opinions exist.					
2. A few vocal parents can change school policy.					

3. The administration treats all faculty members as his or her equal.					
4. The learning environment is orderly and serious.					
5. The administration is friendly and approachable.					
6. Select citizen groups are influential with the board.					
7. The school sets high standards for academic performance.					
8. Teachers help and support each other.					
9. The administration responds to pressure from parents.					
10. The administration lets faculty know what is expected of them.					
11. Students respect others who get good grades.					
12. Teachers feel pressure from the community.					
13. The administration maintains definite standards of performance.					
14. Teachers in this school believe that their students have the ability to achieve academically.					
15. Students seek extra work so they can get good grades.					
16. Parents exert pressure to maintain high standards.					
17. Students try hard to improve on previous work.					
18. Teachers accomplish their jobs with enthusiasm.					
19. Academic achievement is recognized and acknowledged by the school.					
20. The administration puts suggestions made by the faculty into operation.					
21. Teachers respect the professional competence of their colleagues.					
22. Parents press for school improvement.					
23. The interactions between faculty members are cooperative.					
24. Students in this school can achieve the goals that have been set for them.					

	Not at all	A little	Moderately	Strongly	Very strongly
25. Teachers in this school exercise professional judgment.					
26. The school is vulnerable to outside pressures.					
27. The administration is willing to make changes.					
28. Teachers "go extra mile" with their students.					
29. Teachers provide strong social support for colleagues.					
30. Teachers are committed to their students.					

Part III. Work Motivation Survey

The items below describes your perception of the level of your work motivation. Please read each item carefully and completely and tick the box that best describes your work motivation as you perceive it.

Stem: *"Why do you or would you put efforts into your current job?"*	Not at all	A little	Moderately	Strongly	Very strongly
	1	2	3	4	5
1. To get others' approval (e.g., supervisor, colleagues, family, clients …).					
2. Because others will respect me more (e.g., supervisor, colleagues, family, clients …).					
3. To avoid being criticized by others (e.g., supervisor, colleagues, family, clients …).					
4. Because others will reward me financially only if I put enough effort in my job (e.g. employer, supervisor …).					
5. Because others offer me greater job security if I put enough effort in my job (e.g. employer, supervisor …).					
6. Because I risk losing my job if I don't put enough effort in it.					
7. Because I have to prove to myself that I can.					
8. Because it makes me feel proud of myself.					
9. Because otherwise I will feel ashamed of myself.					

10. Because otherwise I will feel bad about myself.					
11. Because I personally consider it important to put efforts in this job.					
12. Because putting efforts in this job aligns with my personal values.					
13. Because putting efforts in this job has personal significance to me.					
14. Because I have fun doing my job.					
15. Because what I do in my work is exciting.					
16. Because the work I do is interesting.					

APPENDIX III

Survey Questionnaire

School Climate and Work Motivation (Validated Thai Version)

(ฉบับแปล)

_____ มิถุนายน พ.ศ. 2563

สวัสดีค่ะ

ข้าพเจ้าชื่อนางสาววาเนสชา เคย์ แอล. เมเลซิโอ นักศึกษาระดับปริญญาโทสาขาการบริหารการศึกษาและผู้นำ ทางการศึกษา บัณฑิตวิทยาลัยคณะมนุษยศึกษา มหาวิทยาลัยอัสสัมชัญ ประเทศไทย ข้าพเจ้าใคร่ขอเชิญชวนให้ท่านเข้า ร่วมในโครงการวิทยานิพนธ์ของข้าพเจ้า ซึ่งศึกษาความสัมพันธ์ระหว่างการรับรู้ของครูต่อบรรยากาศในโรงเรียนและระดับ ของแรงจูงใจในการปฏิบัติงานของครู

ข้อมูลทั้งหมดที่รวบรวมได้ในการศึกษาชิ้นนี้จะถูกนำมาใช้ในการทำวิทยานิพนธ์และการตีพิมพ์ทางวิชาการ เท่านั้น ข้อมูลส่วนตัวของท่านจะถูกเก็บรักษาไว้เป็นความลับระหว่างกระบวนการเผยแพร่และหลังจากเสร็จสิ้นการศึกษา แล้ว

สิ่งที่ท่านต้องทำคือตอบแบบสอบถามซึ่งประกอบด้วยสามส่วน ได้แก่ ข้อมูลทั่วไป การสำรวจเกี่ยวกับบรรยากาศ ในโรงเรียน และการสำรวจเกี่ยวกับแรงจูงใจในการปฏิบัติงานซึ่งจะใช้เวลาในการตอบแบบสอบถามประมาณ 15 นาที

ท่านสามารถเลือกเข้าร่วมในงานวิจัยชิ้นนี้ได้ตามความสมัครใจ แต่จะเป็นพระคุณยิ่งหากท่านตัดสินใจเข้าร่วม

ขอแสดงความนับถือ

วาเนสชา เคย์ แอล. เมเลซิโอ

นักศึกษาปริญญาโทสาขาการบริหารการศึกษาและผู้นำทางการศึกษา

บัณฑิตวิทยาลัยคณะมนุษยศึกษา มหาวิทยาลัยอัสสัมชัญ ประเทศไทย

หากท่านอ่านและเข้าใจข้อมูลในหน้าก่อนและประสงค์ที่จะเข้าร่วมในโครงการวิจัยข้างต้น โปรดปฏิบัติตามคำสั่ง ด้านล่างเพื่อดำเนินการต่อ

รับรองคำแปลถูกต้อง

กนกพร วงศ์สันติสุข
ผู้แปล

บริษัท จี เวิลด์ ฮอลิเดย์ จำกัด
โทร 081 640 7412 / 02 746 3117

(ฉบับแปล)

ตอนที่ 1 ข้อมูลทั่วไป

โปรดระบายวงกลมที่สอดคล้องกับข้อมูลส่วนตัวของท่าน

1. **เพศ:** ⭘ ชาย ⭘ หญิง

2. **ช่วงอายุ:** ⭘ 24 – 30 ⭘ 37 – 42 ⭘ 50 ขึ้นไป
⭘ 31 – 36 ⭘ 43 – 49

3. **ระดับการศึกษา:** ⭘ อาชีวศึกษา ⭘ ปริญญาโท
⭘ ปริญญาตรี ⭘ ปริญญาเอก
⭘ อื่น ๆ (โปรดระบุ) _____

4. **อายุงาน:** ⭘ ต่ำกว่า 1 ปี ⭘ 4 – 6 ปี ⭘ 10 ปีขึ้นไป
⭘ 1 – 3 ปี ⭘ 7 – 9 ปี

5. **ตำแหน่ง/หน้าที่ในการปฏิบัติงาน:** ⭘ ครูระดับประถมศึกษา ⭘ ครูระดับมัธยมศึกษา

ตอนที่ 2 การสำรวจบรรยากาศในโรงเรียน

ด้านล่างคือคำถามและระบบคะแนนที่นำมาใช้ โปรดอ่านแต่ละข้อโดยละเอียดและครบถ้วน ให้กาถูกในช่องที่บรรยายการ
รับรู้ของท่านต่อบรรยากาศในโรงเรียนโดยรวมได้ดีที่สุด

คำถามเกี่ยวกับบรรยากาศในโรงเรียน	ไม่เลย	ค่อนข้างน้อย	บางครั้ง	บ่อย	ประจำทุกครั้ง
	1	2	3	4	5
1. ผู้บริหารตรวจสอบประเด็นต่าง ๆ ในทุกด้าน และยอมรับว่ามีความเห็นที่แตกต่าง					
2. ผู้ปกครองบางคนที่เป็นกระบอกเสียงสามารถเปลี่ยนแปลงนโยบายของโรงเรียนได้					
3. ผู้บริหารปฏิบัติต่อคณาจารย์ทุกคนเสมือนอยู่ในฐานะทัดเทียมกับตนเอง					
4. สภาพแวดล้อมในการเรียนเป็นระเบียบและจริงจัง					
5. ผู้บริหารมีอัธยาศัยดีและสามารถเข้าถึงได้					
6. กลุ่มคนที่ได้รับคัดเลือกมีอิทธิพลต่อคณะกรรมการบริหารของโรงเรียน					
7. โรงเรียนกำหนดมาตรฐานผลสัมฤทธิ์ทางการเรียนไว้ในระดับสูง					
8. ครูให้การช่วยเหลือและสนับสนุนซึ่งกันและกัน					
9. ผู้บริหารตอบสนองต่อแรงกดดันจากผู้ปกครอง					
10. ผู้บริหารแจ้งคณาจารย์ให้รับทราบถึงความคาดหวังที่มีต่อคณาจารย์					
11. นักเรียนเคารพผู้อื่นที่สอบได้คะแนนดี					
12. ครูรู้สึกถึงแรงกดดันจากชุมชน					
13. ผู้บริหารรักษาไว้ซึ่งมาตรฐานผลการปฏิบัติงานที่ชัดเจน					

รับรองคำแปลถูกต้อง
คมกฤช วรงค์กันติสุข
ผู้แปล
บริษัท จี เวิลด์ ฮอลิเดย์ จำกัด
โทร 081 640 7412 / 02 746 3117

(ฉบับแปล)

14. ครูในโรงเรียนนี้เชื่อว่านักเรียนของตนมีความสามารถในการบรรลุผลสัมฤทธิ์ทางการเรียน				
15. นักเรียนฝึกฝนเพิ่มเติมเพื่อให้ได้คะแนนดี				
16. ผู้ปกครองสร้างแรงกดดันเพื่อรักษาไว้ซึ่งมาตรฐานระดับสูง				
17. นักเรียนพยายามอย่างเต็มที่ในการพัฒนางานเดิมของตน				
18. ครูปฏิบัติงานลุล่วงด้วยความกระตือรือร้น				
19.โรงเรียนให้การยอมรับและชื่นชมต่อผลสัมฤทธิ์ทางการเรียน				
20. ผู้บริหารนำข้อเสนอแนะจากคณาจารย์มาใช้ในการดำเนินงาน				
21. ครูเคารพในสมรรถนะทางวิชาชีพของเพื่อนร่วมงาน				
22. ผู้ปกครองผลักดันให้โรงเรียนเกิดการพัฒนา				
23. คณาจารย์ปฏิสัมพันธ์กันด้วยความร่วมมือ				
24. นักเรียนในโรงเรียนแห่งนี้สามารถบรรลุเป้าหมายที่ถูกกำหนดไว้ให้ได้				
25. ครูในโรงเรียนนี้ใช้การตัดสินอย่างเป็นมืออาชีพ				
26. โรงเรียนมีความเสี่ยงต่อแรงกดดันจากภายนอก				
27. ผู้บริหารประสงค์ที่จะสร้างการเปลี่ยนแปลง				
28. ครู "ทุ่มสุดตัว" ให้กับนักเรียน				
29. ครูให้การสนับสนุนทางสังคมอย่างเต็มที่แก่เพื่อนร่วมงาน				
30. ครูรู้สึกถึงพันธะสัญญาต่อนักเรียน				

ตอนที่ 3 การสำรวจเกี่ยวกับแรงจูงใจ

รายการด้านล่างบรรยายการรับรู้ของท่านต่อระดับของแรงจูงใจในการทำงาน โปรดอ่านแต่ละข้อโดยละเอียดและครบถ้วน และกาถูกในช่องที่บรรยายแรงจูงใจที่ท่านรับรู้ได้ดีที่สุด

รายการ:	ไม่เลย	ค่อนข้าง	ปานกลาง	มาก	เพิ่มมาก
"เหตุใดท่านจึงต้องหรือจะต้องทุ่มเทให้กับงานปัจจุบัน"	1	2	3	4	5
1. เพื่อให้ได้รับการยอมรับจากผู้อื่น (เช่น ผู้บังคับบัญชา เพื่อนร่วมงาน ครอบครัว ลูกค้า...)					
2. เนื่องจากผู้อื่นจะเคารพฉันมากขึ้น (เช่น ผู้บังคับบัญชา เพื่อนร่วมงาน ครอบครัว ลูกค้า...)					
3. เพื่อหลีกเลี่ยงการถูกผู้อื่นวิพากษ์วิจารณ์ (เช่น ผู้บังคับบัญชา เพื่อนร่วมงาน ครอบครัว ลูกค้า...)					
4. เนื่องจากผู้อื่นจะให้รางวัลทางการเงินแก่ฉันเพียงแค่ฉันทุ่มเทให้กับงานอย่าง					

(ฉบับแปล)

เพียงพอ (เช่น นายจ้าง ผู้บังคับบัญชา...)				
5. เนื่องจากผู้อื่นจะให้ความมั่นคงในงานแก่ฉันมากขึ้นหากฉันทุ่มเทให้กับงาน อย่างเพียงพอ (เช่น นายจ้าง ผู้บังคับบัญชา...)				
6. เนื่องจากฉันต้องเสี่ยงสูญเสียงานหากไม่ทุ่มเทอย่างเพียงพอ				
7. เนื่องจากฉันต้องพิสูจน์ตัวเองว่าทำได้				
8. เนื่องจากทำให้ฉันภาคภูมิใจในตัวเอง				
9. เนื่องจากหากไม่ทำ ฉันคงละอายต่อตนเอง				
10. เนื่องจากหากไม่ทำ ฉันคงรู้สึกไม่ดีต่อตนเอง				
11. เนื่องจากส่วนตัวแล้วฉันคิดว่าการทุ่มเทให้กับงานเป็นสิ่งสำคัญ				
12. เนื่องจากการทุ่มเทให้กับงานนี้สอดคล้องกับค่านิยมส่วนตัวของฉัน				
13. เนื่องจากการทุ่มเทให้กับงานนี้มีความสำคัญต่อฉันเป็นการส่วนตัว				
14. เนื่องจากฉันสนุกที่ได้ทำงาน				
15. เนื่องจากงานที่ฉันทำน่าตื่นเต้น				
16. เนื่องจากงานที่ฉันทำน่าสนใจ				

BIOGRAPHY

Personal Profile

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2010 – 2011 Full time Science Teacher at University of Santo Tomas – Legazpi

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2011 – 2015 Full time Science Teacher at Assumption College Sriracha, Thailand

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