



THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS THE
DIVISION HEAD'S TRANSFORMATIONAL LEADERSHIP STYLE AND
TEACHERS' MOTIVATION AT PHUKET THAIHUA ASEAN WITTAYA SCHOOL,
THAILAND

Chang Liu

I.D. No. 6319549

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Education Administration and Leadership
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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By: CHANG LIU

Field of Study: EDUCATION ADMINISTRATION AND LEADERSHIP

Thesis Advisor: ASST. PROF. DR. POONSRI VATE-U-LAN

**Accepted by the Graduate School of Human Sciences, Assumption University in Partial
Fulfillment of the Requirements for the Master Degree in Education**


.....


(Assoc. Prof. Dr. Suwattana Eamoraphan)

Dean of the Graduate School of Human Sciences


Thesis Examination Committee


..... **Chair**

(Assoc. Prof. Dr. Suwattana Eamoraphan)


..... **Advisor**

(Asst. Prof. Dr. Poonsri Vate-U-Lan)


..... **Faculty Member**

(Asst. Prof. Dr. Poonpilas Asavisanu)


..... **External Expert**

(Asst. Prof. Dr. Yan Ye)

ABSTRACT

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Name: CHANG LIU

Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS THE DIVISION HEAD'S TRANSFORMATIONAL LEADERSHIP STYLE AND TEACHERS' MOTIVATION AT PHUKET THAIHUA ASEAN WITTAYA SCHOOL, THAILAND

Thesis Advisor: ASST. PROF. DR. POONSRI VATE-U-LAN

The purpose of this study was to determine the relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. The theories used in this study were transformational leadership style and Herzberg's Motivation- Hygiene Theory. The research instrument was an online questionnaire including 1) Demographic information, 2) Multifactor Leadership Questionnaire (MLQ) 5X Short, 3) the Teacher Motivation Questionnaire (TMQ). Statistics used in this study included Frequency and Percentage, Mean and Standard Deviation of Descriptive statistics, and Pearson Product Moment Correlation Coefficient. By analyzing the research results, the level of teachers' perception towards the division head's transformational leadership style was moderate (3.05), while the level of teachers' motivation was high (4.05). Moreover, teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand were found to be moderately positively correlated, $r(129)$

=.466**, $p = .001$. The recommendation was the division head should consider improving more transformational leadership style to influence teachers' motivation.



Field of Study: Educational Administration and Leadership

Student's Signature *Chang Liu*

Graduate School of Human Sciences

Academic Year 2021

Advisor's Signature

Poonari Vate-U-Lan

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This was a challenging academic research journey. When I attended the course for the first time, my English was not very good. I often did not understand what the teacher was saying in class, so I always felt inferior and dared not answer questions. During this period, I was full of sadness and pressure that I only understood by myself. But with the help of teachers and classmates, my English skills had gradually improved, and I had become more and more confident throughout the process, and my learning ability and thesis writing ability had also been continuously improved. Therefore, I would like to express my gratitude to all those who had helped me in the process of studying and writing the thesis. It was because of your help and support that I could complete my thesis.

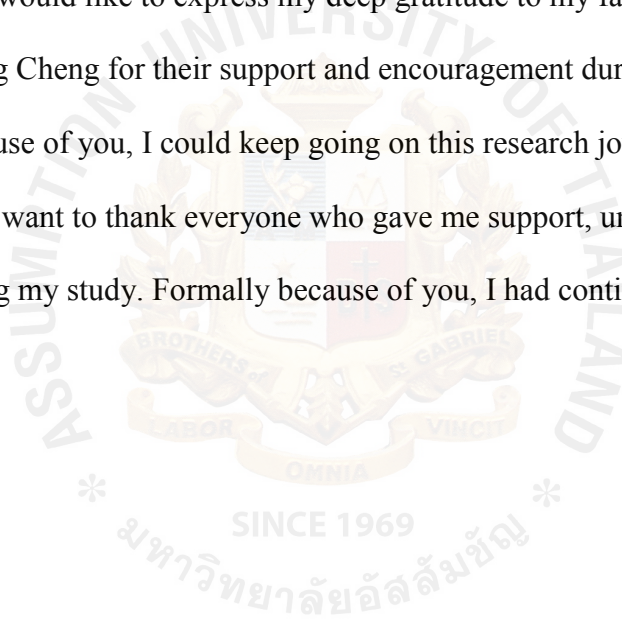
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CHAPTER I

INTRODUCTION

This chapter introduces an overview of the study in the following sections: background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, the scope of the study, the definition of terms, and significance of the study.

Background of the Study

Leaders are not merely concerned about the vision, mission, and goal of the organization but focus on a professional position, responsible for training, selecting, and influencing the employees who follow them (Winston & Patterson, 2006). An influential relationship between leaders and employees is leadership, under which the team becomes more cohesive and passionate, and works together to achieve the goals set by the organization (Rosari, 2019). In other words, the leadership style not only affects the employee's work passion and team cohesion but also has a certain impact on the accomplishment of organizational goals.

Leadership demonstrates personal style through job characteristics and interpersonal interactions with employees, and allows employees to follow, gradually forming a leadership style with personal characteristics. In brief, every leader is different, so the leadership style of each leader is also different. Through research, it was found that the formation of leadership style was affected by many factors, for example, organizational culture, goals, environment, and other background factors (Perera et al., 2021). Accordingly, leaders influenced by different factors will form different leadership styles. There are many leadership styles, for instance, democratic, affiliative, commanding, visionary, coaching, etc. In this study, the researcher focuses on the transformational leadership style.

A leader is an outstanding individual who can inspire others to follow them and do great things (Cristina, 2012). Because of this, it can be stated that another important aspect that leaders care about changes. Transformational means change, the transformative leader actively helps and encourages followers to develop and explore new goals through vision incentives, ethics, leadership charisma, and personalized care. In this way, the transformational leadership style transforms followers' beliefs, attitudes, and behaviors into higher areas of motivation (Anderson, 2017). In short, when the organization sets goals, transformational leaders prioritize organizational interests, encourage following, improve morale, and do their best to accomplish the goals.

Leithwood (1993) was an early proposal to apply transformational leadership style to the field of education. He said that in this era of the 21st century, everything was changing. Therefore, schools also needed to change. Transformational leadership played a positive role in promoting school reform. Because the transformational leader emphasized breaking old conventions and re-establishing new norms and management methods when adapting to the school environment. Sector (2016) also stated that transformational leadership characteristics studied were also applicable to schools and other educational institutions. The influence exerted by school leaders (principal, manager, division head, director, etc.) on teachers played a central role in achieving school goals. The transformational leader was used to activate and guide teachers to increase their enthusiasm for work and let them work willingly, thereby effectively achieving the goals set by the school.

Employee motivation is that the leader meets the requirements of the employees so that the employees are willing to work following the organizational goals and increase productivity (Yalçinkaya et al., 2021). In other words, leaders need to communicate with employees frequently, understand their real needs, know what they want in their work, and provide timely support and help, so that employees can better improve work efficiency.

Not only do employees need something in the organization to motivate them and keep them working, but teachers in the school also need the motivation to keep them working. Parveen (2011) said that teachers' motivation and retention rate were issues that the government had paid great attention to when formulating policies since the colonial era. Owusu-Acheaw and Bakker-Edoh (2020) also said that if teachers had good motivation, their performance would be more professional.

Teachers continue to grow and become more professional in the process of being respected, recognized, and appreciated by leaders. Therefore, the leader should give the teacher motivation at the right time. Othman and Wanlabeh (2012) in their research found that the transformational leadership style of the principal affected the motivation of teachers in the school, especially when the principal's idealized attitudes and behaviors and inspiring motivations were particularly prominent. Andriani et al. (2018) showed that the transformational leadership style of the principal increased the motivation of teachers by encouraging and changing the way teachers understand, thereby achieving more professional performance.

Statement of the Problem

In 2020, the arrival of COVID-19 had changed the way people communicate. Thai people detained themselves at home, did not attend meetings, worked at home, did not participate in group activities, and avoided all social gatherings to prevent the spread of the disease between individuals and groups. Education at all levels in Thailand has to be transformed to be conducted online to meet the Thai government's policy on self-quarantine or quarantine at home (Chayomchai et al., 2020). Therefore, in line with the changing policies, school attendance policies have also changed, making traditional and online education alternated. In this case, teachers are required to learn new computer knowledge and online teaching skills, because traditional teaching methods and skills are not suitable for

online education. It requires teachers to apply new technology to the new normal teaching method within a limited time.

To research the relationship between transformational leadership style and teachers' motivation during the COVID-19 pandemic, the researcher chooses Phuket Thaihua Asean Wittaya School to do this research. To know the detailed information about the selected school, the researcher interviewed Mr. Nijaret Chongbutdee (Liu, 2021) who is in charge of the school academic division head of the selected school. When conducting interviews, he said that in his work, he observed that teachers always said the workload during the COVID-19 pandemic was greater than before, and the student's class performance was not as good as before, and their grades dropped. He also said that the most important thing was that while teachers were complaining about their work, their motivation and work completion was also declining. Therefore, the researcher inferred that due to the increase in the workload and work pressure of school teachers during the school's epidemic policy, the motivation and professionalism of the school's teachers had decreased significantly at the selected school.

During the COVID-19 pandemic, the working style, working pressure, and working environment of school teachers were different from those in the past. As teachers were facing a lot of pressure, they needed more understanding and guidance from leaders and supervisors to make teachers more motivated in their work.

The relationship between transformational leadership style and teachers' motivation had been studied in a relatively wide range of fields. This study which focused on the relationship between the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was limited. The researcher was interested in finding out the relationship between the division head's transformational leadership style and teachers' motivation in the selected school. It was important to help

teachers understand the characteristics of the transformational leadership style of the division head. For the division head, it helped him to know what was related to the teacher motivation at the selected school.

Research Questions

The research questions that guided this research were presented.

1. What is the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand?
2. What is the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand?
3. Is there a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand?

Research Objectives

1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.
2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.
3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Research Hypothesis

There is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Theoretical Framework

This research had two theoretical foundations, namely 1) Transformational Leadership Theory (Bass, 1985); 2) Herzberg's Motivation-Hygiene Theory (Herzberg, 2005).

Transformational Leadership Theory (Bass, 1985)

Bass's (1985) transformational leadership theory is based on the concept of transformational leadership put forward by Burns (1978). Bass (1985) said that transformational leadership was the "leaders and followers helped each other to improve morale and motivation" process. It is a leadership style that changes the way employees work, prompting them to consider the interests of the organization instead of their interests, improving their morale, encouraging them to check how their values are aligned with the values of the organization, and attracting their ideas and feelings about the organization and encourage them to do their best for the greater good. Bass and Avolio (1990) published in the "Developing transformational leadership: 1992 and beyond", saying that they divided the transformational leadership style into five elements, for instance, idealized influence attributes (IA), idealized influence behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), individual consideration (IC).

Herzberg's Motivation-Hygiene Theory (Herzberg, 2005)

Teacher motivation theory is Herzberg's Motivation-Hygiene Theory (Herzberg, 2005). It means that the motivation of employees is that leaders meet their requirements, and employees will be willing to work following organizational goals and improve production

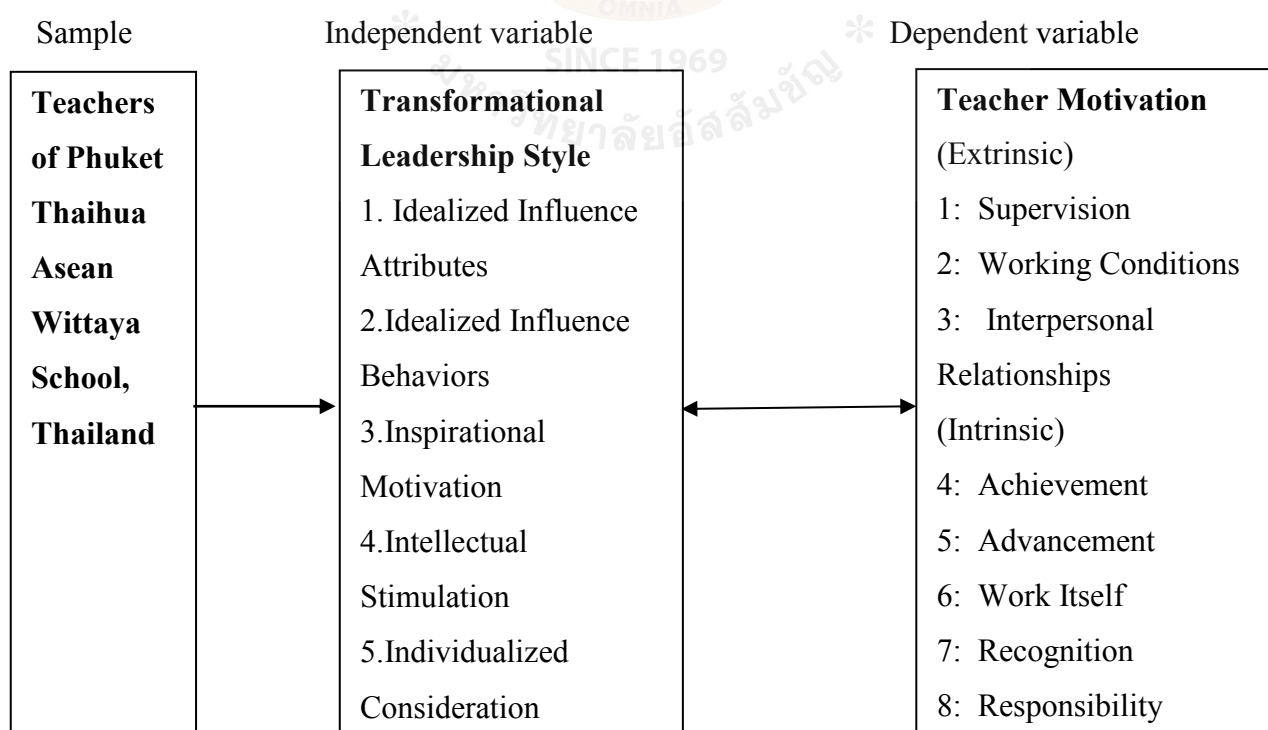
efficiency. Motivational factors include eight elements: Supervision; Working Conditions; Interpersonal Relationships; Achievement; Recognition, Work Itself; Responsibility; and Advancement.

Conceptual Framework

This research aimed to determine the relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. Figure 1 showed the conceptual framework of this research design. The independent variable was the division head's transformational leadership style. The independent variable survey was conducted by using the transformational part of The Multi-Factor Leadership Questionnaire (MLQ-5X) developed by Bass and Avolio (1996). The dependent variable was teachers' motivation. The dependent variable used The Teacher Motivation Questionnaire which was designed by Ghanbahadur (2014). The instrument's taxonomy was based on Herzberg's Motivation-Hygiene Theory.

Figure 1

Conceptual Framework for this study



Scope of the Study

This study investigated the connection between the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. This study was a survey of 143 full-time teachers at the selected school.

The researcher distributed questionnaires to teachers in September 2021. Because the school had a lot of Thai, Chinese, and foreign teachers, the questionnaire used three languages, namely Thai, English, and Chinese. The limitation of the study was that the study only tested the transformational leadership style. The questionnaires were distributed and collected using online survey tools.

This research was conducted only at Phuket Thaihua Asean Wittaya School, Thailand, the findings might not apply to other schools and organizations.

Definitions of Terms

Teacher -referred to Phuket Thaihua Asean Wittaya School's teachers.

Perceptions -referred to the way of teacher understanding.

Teachers' perceptions - refer to the attitude or opinion of teachers towards the division head's leadership style.

The Division head -referred to the academic division head at Phuket Thaihua Asean Wittaya School.

Transformational leadership style - referred to as transformational leadership mainly used vision incentives, ethics, leadership charm, personalized care, etc., to better set an example for employees, care about employees, and transform employees' beliefs, attitudes, and behaviors into higher motivation areas.

Idealized influence attributes(IA) – referred to leaders who led by example attitude to win the followers and support. This trust ultimately led to dedication to the leader.

It was assessed through questionnaire items 1 to 4 in section II of the questionnaire.

Idealized Influence Behaviors(IB)- referred to the daily behavior of the leader that attracted subordinates to devote and follow. It was assessed through questionnaire items 5 to 8 in section II of the questionnaire.

Inspirational Motivation(IM) – referred to the leader’s expression of confidence and respect for his followers, and encourages them to maintain an optimistic mood, thereby increasing their enthusiasm for work. It was assessed through questionnaire items 9 to 12 in section II of the questionnaire.

Intellectual Stimulation (IS)– referred to the leader adopting new methods to solve problems and asking questions about the challenges encountered. They believed that continuous training for followers was very important because they believed that followers could increase their professionalism in this way. It was assessed through questionnaire items 13 to 16 in section II of the questionnaire.

Individualized Consideration(IC) – referred to leaders paying attention to every follower in a way that promotes their growth. Followers communicated with them at any time and were trustworthy and willing to help them. In addition, they also provided services to followers individually, providing advice and training. It was assessed through questionnaire items 17 to 20 in section II of the questionnaire.

Teachers’ motivation -measured teachers’ motivation for work, referred to the motivation of Herzberg’s Motivation-Hygiene Theory which included extrinsic and intrinsic. There were three extrinsic factors, namely Supervision, Working Conditions, and Interpersonal Relationships. There were five intrinsic factors, namely Recognition, Achievement, Work Itself, Advancement, Responsibility.

Supervision – referred to the teacher should be given as much autonomy as was reasonable. It was assessed through questionnaire items 21 to 23 in section III of the questionnaire.

Working Conditions – referred to the teacher had a working space that met their own needs with a good environment. They could work hard or relax in this place. It was assessed through questionnaire items 24 to 26 in section III of the questionnaire.

Interpersonal Relationships – referred to the relationship between teachers and leaders and colleagues is appropriate and friendly in the school. It was assessed through questionnaire items 27 to 29 in section III of the questionnaire.

Achievement –referred to the difficult tasks assigned by the school leaders to the teachers. The teachers had completed them through their own hard work and felt proud and fulfilled. It was assessed through questionnaire items 30 to 32 in section III of the questionnaire.

Advancement -referred to the school system had a promotion mechanism. When teachers performed particularly well, they got the promotion opportunities they deserve. It was assessed through questionnaire items 33 to 35 in section III of the questionnaire.

Work Itself -referred to the school that gave teachers challenging and interesting work so that teachers gradually liked their work and kept motivated. It was assessed through questionnaire items 36 to 38 in section III of the questionnaire.

Recognition-referred to teachers' work recognized by the division head. It was assessed through questionnaire items 39 to 41 in section III of the questionnaire.

Responsibility -referred to the teacher is responsible for the work. It was assessed through questionnaire items 42 to 44 in section III of the questionnaire.

School -referred to Phuket Thaihua Asean Wittaya School, Thailand.

Significance of the Study

The results of this research helped teachers, the division head, the selected school, and future researchers.

Firstly, the selected school had no previous research on this topic. Therefore, these research findings helped teachers to understand the division head's transformational leadership style and to know the characteristics and behaviors of this style.

Secondly, the division head was able to learn from this research and could better understand the teacher's work needs and adjust the leadership style of teachers in a way that helped them to increase the motivation of teachers.

Thirdly, the results of this research helped the selected school to better comprehend what elements affected the motivation of teachers in their work. This research helped them prepare for the future, by understanding teachers' perception towards the division head's transformational leadership style, factors affecting teacher motivation, and their relationships, to help the selected schools to make any appropriate changes.

Finally, this research provided resources for future researchers to research the same track but in different schools or different backgrounds to see the diversity of the results.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviewed a series of literature related to the subject. In the following section, the researcher introduced the literature related to transformational leadership style and teachers' motivation.

- I. Leadership Theories
 - a. Great-Man Leadership Theory
 - b. Trait Leadership Theory
 - c. Transactional Leadership Theory
 - d. Laissez-Faire Leadership Theory
 - e. Transformational Leadership Theory
- II. Motivation Theories
 - a. Maslow's Hierarchy of Needs
 - b. McClelland's Theory of Needs
 - c. Herzberg's Motivation- Hygiene Theory
- III. Related Studies on Transformational Leadership Style and Herzberg's Motivation- Hygiene Theory
- IV. Background of Phuket Thaihua Asean Wittaya School

Leadership Theories

Great-Man Leadership Theory

Carlyle (1993) believed that the leader was innate, and it was the unique leadership characteristics of the leader that attract followers and create their success. In other words, the times were made by the hero, such as Napoleon. Great-Man leadership theory means leaders have certain innate traits, and these traits make them the reason for holding important positions of power, and their contingents desperately follow them to accomplish

the goals set by leaders. The theory holds that these characteristics remain stable even if time and group change. Therefore, this shows that these characteristics are common to all great leaders, no matter when and where they live, and no matter what role they have played in history (Carlyle, 1993).

Spencer (1892) criticized this view, he believed that it was not the hero who created the entire era, but the multiple factors of the entire era that created the hero. The cause of the hero depends on a series of environmental changes and the influence of various complex factors. The fermentation of these factors finally leads to the emergence of the hero. All in all, heroes are made by the times. In the process of continuous development, the limitations of the Great-Man leadership theory have been paid more attention, so that the leadership's theory has evolved from being born to leaders to reflecting certain characteristics of leaders and adapting to the needs of the development of the times.

Trait Leadership Theory

For trait, it means that the person has relatively stable emotions, thoughts, and behavioral characteristics expressed in some environments. According to these factors, it can sum up the person's personality tendencies. When analyzing human behavior through trait theory focuses on the analysis of individual differences and makes specific classifications according to different levels. To discover the similarities and differences of each person.

Two important theories in trait theory are Allport's Trait Theory and Cartel's Trait Theory. Allport (1961) said that the trait has two aspects, one was for the individual and the other is for common. The relationship between them is that the Individual trait is the basis of the common trait, which provides data support for the research of the common trait. The common trait means that through the analysis of individual data found some common traits, and these traits can be called the common traits of the group. For example, in a company group, every employee has the spirit of innovation, so for this company group, innovation is

their common trait. In short, the individual trait describes a person, while the common trait describes a group. In Cartel's Trait Theory, Cattell (1977) believed that to have a correct understanding of individual personality, a large number of samples of variables should be studied. He collected life data, experimental data, questionnaire data, and performed factor analysis to identify characteristics related to a person. By using factor analysis methods, he identified 16 key personality factors: abstraction, warmth, vigilance, nervousness, worry, emotionally stability, lively, dominant, social courage, perfectionism, privacy, sensitivity, self-reliance, awareness of rules, reasoning, and changing.

The application of trait theory in leadership is applicable to various types of organizations. Leaders can evaluate themselves based on the information in this theory and understand their position in the organization. Through the evaluation of trait theory, leaders can understand their own strengths and weaknesses in detail, and understand how to influence employees through leadership qualities, thereby enhancing their influence in the organization and making their position in the organization more stable. The limitation of the trait theory is that not only the judgments of leaders are subjective to a certain extent, but the most important traits of effective leaders are also divided, and the theory is too complicated to use.

Transactional Leadership Theory

Transactional leadership focuses on communication with employees, allows employees to realize their interests, minimizes workplace anxiety, and focuses on the realization of clear organizational goals.

Burns' (1978) transactional leadership theory described the connection between leaders and employees assumed to be a series designed to maximize the benefits of organizations and individuals to meet the exchange. Transactional leaders care about maintaining the normal operating procedures of the organization. They through clear roles and mission requirements, guide and motivate employees toward the established goal.

Regarding the performance standards, the leader will explain in detail to the employees, and the goal is to get the response and efforts of the employees. Transactional leaders completely rely on the reward and punishment system to affect employee performance, and the effectiveness of their behavior is based on the authority and legitimacy of organizational management. Not only that, but transactional leaders also emphasize the work standards, goals, and task assignments of employees, as well as the completion and compliance of their work. Transactional leaders pay more attention to the completion of current tasks and are in a state of neglect of future strategies and development. All in all, the transactional leadership style is characterized by reward and punishment systems that allow employees to complete the set goals in a compliant manner.

Laissez-Faire Leadership Theory

Laissez-faire leaders provide an environment that uses non-interference methods, has enough trust in the team and allows team members to make their own decisions, thereby increasing their chances of making their own decisions (Eagly et al., 2003). However, because leaders give up their responsibilities in the team and often avoid decision-making when encountering problems, the team will lack direction, as if there is no leader.

For employees and managers, laissez-faire leaders have many benefits. First, the retention rate of employees is higher, and laissez-faire leaders usually trust employees more and provide employees with a comfortable working environment. The second is to provide employees with a relaxed corporate culture and creative environment. Employees do not feel managed, which allows them to focus on work and enjoy the process. It also gives them the opportunity to try new things and be creative.

At the same time, the shortcomings of laissez-faire leadership are also obvious. First of all, it is difficult for new employees to adapt. Employees who are not familiar with the organization may feel confused under this kind of leadership and have difficulty adapting

to the new environment. The second is that the team's achievements and the division of responsibilities are not clear (Jones & Rudd, 2008). Under laissez-faire leadership, there is no fixed plan and personnel task assignment, and sometimes it may confuse who is responsible for certain situations, resulting in poor communication and problems. Then there will be many problems that are not conducive to stimulating the enthusiasm of employees in the process of team development. Laissez-faire leadership can be difficult for teamwork, and it can be difficult to boost morale because the leader basically does not participate in the activities of the team.

Transformational Leadership Theory

Bass (1985) said that a relatively unique relationship was established between transformational leaders and employees. Transformational leaders influence their following with their characteristics. They always put the interests of the organization first and are willing to contribute personal interests to the accomplishment of organizational goals. In this way, transformational leaders will be followed and imitated by their employees, so as to better gather the strength of employees and make more contributions to the realization of organizational goals. Secondly, transformational leaders provide support and help to employees from a higher level to motivate them to achieve beyond expectations (Bass & Avolio, 1996). Moreover, transformational leaders encourage and support followers' exploration of new things, helping them find new ways of working and accomplish new goals. They are proactive and help followers achieve unexpected goals (Antonakis et al., 2004). Furthermore, transformational leaders focus on the personal attention of employees and will have individual conversations with each employee to understand their personal characteristics and needs and provide them with specific suggestions and guidance at work. Not only that, when the organization needs change, transformational leaders can provide a

huge impetus, gather the confidence and strength of employees, and establish new organizational concepts, norms, and systems.

Idealized Influence Attributes and Idealized Influence Behaviors

Transformational leaders are the exemplar for employees who trust and respect them. Transformational leaders make personal sacrifices in order to realize the greater good of the organization. (Hughes, 2014). They talk about the values and beliefs that are most important to them and the importance of mutual trust. They emphasize the mission of the team and have a strong sense of purpose. Members of an organization often imitate influential leaders, viewing them as the charismatic embodiment of the organization's values and mission (Hughes, 2014).

Inspirational motivation

Transformational leaders describe a clear vision to their employees and express their belief that these goals will be achieved. Therefore, transformational leaders will enhance the team spirit, motivation, and optimism of employees at work (Gomes, 2014). This motivational behavior enhances team spirit and stimulates work enthusiasm, especially when facing challenges. This is particularly relevant to transformational leadership factors and the social sector, the need to maintain the enthusiasm and optimism of power at all levels of the organization (Hughes, 2014).

Intellectual stimulation

Leaders not only need to reach the organization's current goals, but they also need to encourage employees to actively innovate. This includes the need for leaders to provide them with new learning opportunities and to support employees in exploring new ways of doing things. For current problems that may be outdated or unsuitable for solving, leaders should encourage employees to question their own values, assumptions, and beliefs at the right time (Avolio & Bass, 2004). It enables the organization to continue to evolve in the

innovation of its followers. Therefore, the dedication and hard work of employees have an important impact on the organization's achievement of its goals.

Individualized consideration

Bass (1985) said that when the leader focuses on the differences between employees and found that stimulating everyone's power, personalized attention occurs. Leaders provide support and encouragement to individuals, that is, transformational leaders keep communication channels open with each employee so that employees can freely share their ideas and give employees recognition and encouragement. In this way, a two-way communication process has been established between leaders and employees. Leaders adopt an active listening approach, delegate tasks, and cultivate employees' professional skills.

Multi-Factor Leadership Questionnaire (MLQ-5X) published by Avolio and Bass (2004) was used to evaluate transformational leadership behaviors. Using MLQ, the researcher can judge employees' attitudes toward their jobs in any organization, school, and leader to identify the transformational leadership style.

Motivation Theories

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs theory is that people live in different conditions, so they have different needs in life (Huitt, 2007). According to Maslow and Lewis (1987), this theory was divided into five levels of needs, namely physiological needs, safety needs, social needs, esteem needs, and self-realization.

In life, physiological needs which refer to people's most basic life needs for clothes, food, accommodation, and transportation, are the first needs of people. When these things are missing, they directly threaten people's lives, and people make every effort to obtain them (Burlison & Thoron, 2014). Therefore, when the physiological needs of the

employees are not yet satisfied, the leaders can use material incentives to improve the employees' work motivation, for example, increase the salary.

Safety needs are the second level of people's needs. The safety needs mean that people need a stable job that can bring them continuous income and can reduce their inner anxiety and panic about life. When a person needs to work part-time everywhere and has no fixed place to live, then his need for safety is extremely strong. Therefore, in this case, the leader can improve the motivation of employees by providing benefits, unemployment insurance, medical insurance, etc.

Social needs are the third level of people's needs. When the physiological needs and safety needs are met, people need to meet their emotional needs by communicating with other people. People actively participate in some activities to make new friends, build relationships with more friends, and share their lives. Therefore, leaders should provide employees with more communication opportunities through collective activities and enhance the cohesion of the entire team.

Esteem needs are the fourth level of people's needs. Esteem needs are people who have achieved certain achievements through hard work and are recognized and respected by society, which will make them more confident to complete tasks and challenges (Huitt, 2007). Therefore, at work, leaders use public awards and praises, awarding honor medals, and other methods to motivate employees so that they feel that their achievements have been recognized, and they will work harder than before.

Self-actualization needs are people's fifth-level needs, that is, the highest needs. It is that people discover and perfect their abilities in the process of continuous self-development (Burlinson & Thoron, 2014). In other words, at work, an employee likes to challenge and do the task to the ultimate perfection. Therefore, when designing tasks, leaders should assign challenging tasks to such employees.

Hopper (2020) said that the basis of Marlowe's hierarchy of needs theory was in line with the general laws of human development needs. People's instinctive needs for material, emotion, and self-improvement are the inner needs of people's continued development. Gambrel and Cianci (2003) criticized that Maslow's hierarchy of needs theory was self-centered and the division of the standards and degrees of needs was vague.

McClelland's Theory of Needs

McClelland's theory of needs is a specific division of people's high-level needs. There are three main parts: achievement needs, power needs, and affinity needs.

Regarding achievement needs, McClelland (1995) believed that for employees who were particularly eager to achieve achievement, like all kinds of challenges at work, and actively sought ways to solve problems, and they found the joy of work in the process and enjoy working at work. The feeling of being recognized after completion. Such employees have clear plans and procedures for their tasks in terms of innovation and risk, and they dare to take responsibility and face difficulties to solve problems when there are mistakes in the task.

The power needs are to get the company's promotion through one's own efforts at work, so as to gain the power to influence or control others. Those who desire power, pay special attention to the opportunities for company promotion in their work, and they like to influence and dominate others. Such employees keep a cool head when dealing with problems, objectively analyze the key points of the problem, and deal with them. They often combine their own interests with the interests of the team and put the interests of the team in the first place (Royle & Hall, 2012).

Affinity needs are to like to communicate with others and maintain harmonious interpersonal relationships. At work, these high-demand employees, like teamwork and can handle the relationship with members well.

Lilly et al. (2006) said that McClelland's theory of needs was very useful for companies to improve employee motivation. This theory used specific motivation measurements on employees to understand their specific needs, and provided different motivational methods according to their needs, thereby enhancing employees' motivation at work. Osemeke and Adegboyega (2017) criticized McClelland's theory of needs for the incentive method. When it emphasizes achievement and power too much, it led to extreme behaviors of employees, resulting in undesirable consequences. Moreover, this theory only divided high-level needs but did not take into account the background factors of employees such as gender, culture, etc.

Herzberg's Motivation- Hygiene Theory

Studies have shown that the motivation of employees is that leaders meet their requirements, and employees will be willing to work in accordance with organizational goals and improve production efficiency. Börü (2018) said that motivation led people to take action to achieve their goals and to work hard for their goals. Maslow's (1943) said that the basic needs theory finds that personal needs are food, drink, sex, marriage, security, love, sympathy, friendship, recognition of achievement, appreciation, and respect. This is the source of human power. Clipa (2018) found that the theory of human motivation emphasizes people's desire to succeed, possess power, and establish connections with others. People have different characteristics according to their main motivations.

For decades, organizations have conducted extensive research and research on incentives to motivate employees and achieve excellent output. For the two-factor Herzberg theory related to the concept of motivation-hygiene, the theory clearly explains the process and progress of motivation. It can be divided into two parts: the motivation factor and the hygiene factor. The motivation part of Herzberg's Motivation- Hygiene Theory shows that employee motivation is affected by two factors, one is an external factor and the other is an

internal factor. External factors include three external factors, namely, Supervision, Working Conditions, and Interpersonal Relationships. There are five internal factors, for example, Achievement, Recognition, Work Itself, Responsibility, and Advancement.

Supervision: Leaders should give employees as much autonomy as possible. The role of leadership is extremely complex, and it requires the ability to treat all employees fairly. Employees need to provide as much positive feedback as possible to their leaders. Leaders need to establish a system of employee evaluation and feedback, including all employees.

Working conditions: The environment where people work has a great influence on how proud they are of themselves and the work they do. Keep the equipment and working environment comfortable, safe, and hygienic. In addition, please avoid overcrowding and provide each employee with their own private space. If employees are barely in private spaces, this will make them feel nervous and oppressive.

Interpersonal relationships: There should be a healthy and proper relationship between colleagues. People need to enhance their emotional communication with each other through social interaction. Therefore, giving employees reasonable social time will help them cultivate friendship and teamwork awareness. At the same time, we should stop inappropriate behaviors and offensive comments in employees' social interactions, otherwise, it will undermine teamwork.

Achievement: This job gives employees a sense of accomplishment and provides a sense of pride in accomplishing difficult but worthwhile things. To ensure that employees display their talents in their positions, leaders should set clear and achievable goals and standards for each position and ensure that employees understand and master them. Leaders should also receive feedback on employee performance in a regular and timely manner and should allow employees to be fully challenged at work.

Recognition: Every employee in the organization hopes that their achievements at work will be recognized by their leaders. If the leader approves the employee's work, this will increase the employee's motivation and confidence in the work. Therefore, if employees do a good job at something, leaders should recognize their outstanding work in a timely manner and publicly thank them.

Work itself; First of all, in order to maintain the enthusiasm of employees in their work, leaders must be diverse, interesting, and challenging in their work, so that employees can always maintain a sense of freshness in their work. Secondly, leaders should emphasize to employees the importance of their work and the realization of organizational goals. This is the most important motivation for employees and makes them believe that they are an important part of the organization. Leaders let employees feel the fun and practicality at work, thereby improving efficiency and employee satisfaction.

Responsibility: Employees are responsible for this work. If employees have more autonomy at work, they will be more motivated to do a good job. With the maturation of employees at work, challenging and meaningful work will increase, giving employees greater freedom and power, as well as the opportunity to assume more responsibility.

Advancement: Leaders should reward employees with loyalty and performance with promotion. Use promotion to affirm and reflect the ability and performance of employees at work. By allowing employees to receive further education, leaders make them more professionally enriched and enhance the professional capabilities of the team.

Nanayakkara and Dr. Dayarathna (2017) published that the research conducted in Sri Lanka shows that motivation and hygiene factors are important in the field of work. Herzberg's motivational hygiene theory applies not only to companies but also to schools. Herzberg's two-factor theory points out that a teacher's motivation for work is operationally defined as a person's self-generated impulse to carry out work due to interaction with the

environment. Encouragement to carry out work is caused by several factors (Normianti, Aslamiah, & Suhaimi, S., 2019).

The Teacher Motivation Questionnaire (TMQ) which is based on Ghanbahadur, (2014) published “ To test the effectiveness of Hygiene-Motivation factors on Irish Accountants and American Engineers in predicting Intrinsic-Extrinsic job satisfaction” is the standard instrument for assessing teacher motivation at work. Using TMQ, the researcher can judge employees’ motivation toward their jobs in any organization, school.

Related Studies on Transformational Leadership Style and Herzberg’s Motivation- Hygiene Theory

Alfahad et al. (2013) made a study on the topic “The Relationship Between School Principals’ Leadership Styles and Teachers’ Achievement Motivation”. The researchers selected a total of 320 heads of instructional departments ($N = 320$) to do the questionnaire survey. Then, through data collection and analysis, it was found that there were statistically significant correlations between teachers’ achievement motivation and school principals’ transformational leadership ($r = 0.46$, $p = 0.000$).

Abdullah et al. (2018) studied the relationship between the main leadership and motivation of teachers in the national school in Nibong Tebal Township, Penang, Malaysia. The researchers selected a total of 283 teachers ($N=283$) from 21 state-owned schools in the Seberang Perai Selatan district of Penang through random sampling and conducted a questionnaire survey on them. Data collection and analysis showed that the Pearson correlation coefficient value obtained between the transformational leadership dimensions with intrinsic motivation and extrinsic motivation was positive in the range of $.293 \leq r \leq .502$. Therefore, there was a significant positive correlation between transformational leadership and teachers’ work motivation.

Kheir-Faddul and Dănăiață (2019) chose to conduct a study in a junior high school in Druze, northern Israel. The purpose of this study was to find out whether the principal's leadership style affects teachers' motivation and satisfaction. The study focused on three principals' leadership styles, the first was transformational, the second was transactional and the third was laissez-faire leadership. In order to examine the effect of these principal leadership styles on teacher motivation and job satisfaction, the researchers of 224 teachers ($N = 224$) had a "multi-factor leadership questionnaire" and "teacher motivation questionnaire" survey. Through data collection and analysis, it was found that there was a significant positive correlation between transformational leadership style and teachers' work motivation ($r=0.28$, $p_value<0.001$).

According to the literature, previous studies have paid more attention to the relationship between the leadership style of the principal and the motivation of teachers, while the number of studies on the relationship between the leadership style of the division head and the motivation of teachers is limited.

Historic Background of Phuket Thaihua Asean Wittaya School

Phuket Thaihua Asean Wattaya School (Atiset, 2021) was established in 1917, originally named "Hua Wen" School. After the historical change, the school continued to expand cooperation with China, making this school a well-known private school in Phuket, Thailand. The purpose of the school is to strictly manage, continuously improve the teaching curriculum, focus on training, and continuously improve the quality of staff and teams. The main feature of the school is Chinese, English and Thai teaching so that students can fluently use Chinese, English, and Thai trilingual for communication.

Mr. Nijaret Chongbutdee was the academic division head of Phuket Thaihua Asean Wattaya School. He was serious and responsible in his work, he helped teachers solve problems, listened to teachers' feedback, provided all kinds of help to teachers, and when he

faced new challenges, he would like to solve problems through reforms(Liu, 2021). He was a typical transformational leadership style.

During the 2021-2022 academic year, the selected school has kindergarten, elementary, and middle school courses. All students come from Thailand, China, and other countries. There are 143 teachers in the selected school. During the COVID-19 pandemic, due to repeated epidemics, school classrooms changed from classroom teaching to compatible classroom teaching and online teaching models. Use Google classroom to give students online interactive teaching.

In this chapter, the researcher provided facts, information, hypothesis, and theories from different articles written by different authors to support this research. The researcher also included the concepts of transformational leadership style and teacher motivation. Transformational Leadership Style (Bass, 1985) and Herzberg's Motivation-Hygiene Theory (Herzberg, 2005) used in this research have been reviewed and explained. In addition, the researcher also reviewed other related theories that may support the current research.

From all the journal articles, theses, and theories reviewed by the researcher in this chapter, it concluded that teachers were an important part of the school. In order to maintain the enthusiasm of teachers in their daily work, transformational leaders needed to make teachers happy and grow from their work, create a good working environment for teachers and make teachers full of enthusiasm for work. The relationship between teachers' perceptions of the division head's leadership style and teacher motivation was crucial for understanding, discovering, and establishing better leadership styles.

CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher reviewed related theories and previous studies. In this chapter, the researcher proposed a research method, including 1) Research Design, 2) Population and Sample, 3) Research Instrument, 4) Questionnaire translation, 5) Validity and Reliability of Research Instruments, 6) Data Collection, 7) Data Analysis, and 8) Summary of The Research Process.

Research Design

This study aimed to find out the relationship between teachers' perception towards the division head's transformational leadership styles and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

This study was a quantitative relationship study that used the transformational part of the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1996) which was to identify teachers' perception towards the division head's transformational leadership style. Mean and standard deviation were used to identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

The Teacher Motivation Questionnaire (TMQ) was developed by Ghanbahadur (2014). Mean and standard deviation were used to identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

The Pearson Product Moment Correlation Coefficient was used to determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Population

The subjects of the study were teachers from the Phuket Thaihua Asean Wittaya School, Thailand. The researcher chose this school to determine the relationship between teachers' perceptions of the division head's transformational leadership style and teachers' motivation. This study was a survey of 143 full-time teachers in selected schools. The researcher distributed questionnaires to teachers in September 2021.

Sample

During the academic year of 2021, there were 143 full-time teachers in the selected school.

Table 1

Number of Teachers at Phuket Thaihua Asean Wittaya School

Research Instrument		
Phuket Thaihua Asean Wittaya School	Population	Sample
Full-time teachers	143	143
Overall	143	143

The research instrument had three sections: 1) Demographic Data of the Respondents; 2) Multifactor Leadership Questionnaire (MLQ) 5X Short; 3) The Teacher Motivation Questionnaire (TMQ).

Section 1: Demographic Data of the Respondents which collected the gender, age, work experience, educational qualification, and taught subjects.

Section 2: The transformational part of Multifactor Leadership Questionnaire (MLQ) 5X Short was a revised teachers' perception towards the division head's

transformational leadership styles. It comprised 20 items covering the transformational leadership style.

Table 2

The Survey Questions of Multifactor Leadership Questionnaire 5X Short

NO.	Elements	Survey questions	Items
1	Idealized Influence Attributes	1 to 4	4
2	Idealized Influence Behaviors	5 to 8	4
3	Inspirational Motivation	9 to 12	4
4	Intellectual Stimulation	13 to 16	4
5	Individualized Consideration	17 to 20	4
Overall		20	20

This study measures the division head's transformational leadership style effect on the teacher. The full-time teachers in the selected school were asked to rate a 5-point Likert-type scale from 1 (not at all) to 5 (frequently, if not always). Table 3 presented the interpretation of the 5-point Likert-type scale on the Multifactor Leadership Questionnaire.

Table 3

5-Point Likert Scale Interpretation of Multifactor Leadership Questionnaire 5X Short

No.	Agreement level	Score	Mean score	Transformational leadership style interpretation level
1	Strongly agree	5	4.51 – 5.50	Frequently, if not always
2	Agree	4	3.51 – 4.50	Fairly often
3	Neither agree nor disagree	3	2.51 – 3.50	Sometimes
4	Disagree	2	1.51 – 2.50	Once in a while
5	Strongly disagree	1	1.00 – 1.50	Not at all

Section 3: The Teacher Motivation Questionnaire (TMQ) which was based on developed by Ghanbahadur (2014).

Table 4*The Survey Questions of The Teacher Motivation Questionnaire*

No.	Functions	Survey Questions	Items
1	Supervision	21-23	3
2	Working Conditions	24-26	3
3	Interpersonal Relationships	27-29	3
4	Achievement	30-32	3
5	Advancement	33-35	3
6	Work Itself	36-38	3
7	Recognition	39-41	3
8	Responsibility	42-44	3
Overall		24	24

In this study, to measure teacher motivation on their works during COVID-19, The full-time teachers in the selected school were asked to the rate 5-point Likert-type scale from 1 (Strongly disagree) to 5 (Strongly agree).

Table 5*5-Point Likert Scale Interpretation of The Teacher Motivation Questionnaire*

No.	Agreement level	Score	Mean score	Teacher motivation interpretation level
1	Strongly agree	5	4.51 – 5.50	Strongly agree
2	Agree	4	3.51 – 4.50	Agree
3	Neither agree nor disagree	3	2.51 – 3.50	Neither agree nor disagree
4	Disagree	2	1.51 – 2.50	Disagree
5	Strongly disagree	1	1.00 – 1.50	Strongly disagree

Validity and Reliability of Research Instrument

In terms of research tools, except for section one, other sections of the questionnaire used previous research. For the second section of the survey question to assess transformational leadership style, the researcher used the Multi-factor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1996). In addition, for the third section of the survey, the Teacher Motivation Questionnaire (TMQ) developed Ghanbahadur (2014) was adopted.

For The Multifactor Leadership Questionnaire (MLQ), previous researchers had used this survey, and its reliability and validity were reported. The Multifactor Leadership Questionnaire (MLQ) has been determining to have enough validity to be a convenient survey for measuring transformational leadership style. Drakpa (2018) showed that Multifactor Leadership Questionnaire (MLQ) sample size consisted of 178 teachers (N=178) and measured the reliability of five components by calculating the Alpha coefficient. Drakpa (2018) also pointed out that the Alpha of the multi-factor leadership questionnaire is .93. The five-component Alpha coefficient ranges from .85 (Inspirational Motivation) to .96 (Individual Consideration).

Table 6

Alpha Coefficient Reliability Report for The Multifactor Leadership Questionnaire

Description	Construct	Drakpa (2018) Alpha Coefficient	Current Study
The Teacher Motivation Questionnaire	IdealizedInfluence Attributes	.88	.877
	Idealized Influence Behaviors	.85	.871
	Inspirational Motivation	.85	.881
	Intellectual Stimulation	.89	.861
	Individualized Consideration	.96	.829
	Total	.93	.863

Ghanbahadur (2014) showed that reliability tests were performed, and the value of Cronbach's alpha was calculated to be .86 for motivation factors respectively. In terms of validity, Panyashom and Ye (2019) confirmed that the questionnaire showed strong validity.

Table 7

Alpha Coefficient Reliability Report for The Teacher Motivation Questionnaire

Description	Construct	Current Study
The Multifactor Leadership Questionnaire	Supervision	.891
	Working Conditions	.832
	Interpersonal Relationships	.821
	Achievement	.911
	Advancement	.862
	Work Itself	.874
	Recognition	.864
	Responsibility	.841
	Total	.862

Collection of Data

The researcher received permission from Phuket Thaihua Asean Wittaya School, Thailand in September 2021. The researcher has distributed Demographic Data of the Respondents, Multifactor Leadership Questionnaire (MLQ) 5X Short and The Teacher Motivation Questionnaire (TMQ) to teachers from September 15 to 20, 2021. The questionnaires were collected from September 20 to 25, 2021. The researcher distributed a total of 143 questionnaires to the targeted population. The process of data collection was shown below in Table 8.

Table 8*Research Timeline for This Study*

Date	Activity
June 2021	To get permission from the school principal of Phuket Thaihua Asean Wittaya School
June to August 2021	To write Chapters I, II, and III
September 2021	Thesis proposal defense
September 2021	To distribute the research instruments and collect data
October 2021	To finish Chapters IV and V
October 2021	To make the thesis final defense

Data Analysis

The researcher was used a statistical software program to analyze the collected questionnaire data.

Research Objective 1: To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

Method: Mean and standard deviation were used to identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

Research Objective 2: To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Method: Mean and standard deviation were used to identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Research Objective 3: To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Correlation Method: The Pearson Product Moment Correlation Coefficient was used to determine whether there was a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.



Summary of the Research Process

The relationship among the research objectives, source of the data sample, data collection method, and data analysis are summarized in Table 9.

Table 9

Summary of the Research Process

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.	143 full-time teachers in the selected school	Part I Demographic Data of the Respondents Part II Multifactor Leadership Questionnaire (MLQ)	(Objective 1) Mean and standard deviation
2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.		Part III The Teacher Motivation Questionnaire (TMQ)	(Objective 2) Mean and standard deviation
3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.			(Objective 3) Pearson Product Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

The research questionnaire used in the survey consists of three sections, focusing on demographic data, multi-factor leadership, and teachers' motivation. The researcher translated, analyzed, and evaluated the teachers' answers to achieve three research objectives, such as:

1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.
2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.
3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Demographic Data of the Respondents

Regarding the Demographic Data of the Respondents, there were five different factors in the survey questionnaire. Respondents were 129 full-time teachers (90% of the population) in the selected school, classified according to gender, age, work experience, educational qualification, and taught subjects in the selected school.

A descriptive statistical analysis was carried out on the teacher's questionnaire responses, and the results of the analysis are shown below in Table 10 on the following page.

Table 10*Number and Percentage of Teachers by Gender*

Gender	Number	Percentage
Male	54	41.9
Female	75	58.1
Overall	129	100.0

Table 10 shows the selected school divides the number of teachers by gender and displays them as a percentage. From the above table, females account for 58.1% of teachers, and males account for 41.9 % of teachers. Therefore, in the selected schools, the difference in the number of male and female teachers is relatively small, and there are slightly more female teachers than male teachers.

Table 11*Number and Percentages of Teachers by Age*

Age	Number	Percentage
Below 29	40	31.0
30 to 39	67	51.9
40 to 49	16	12.4
50 and above	6	4.7
Overall	129	100.0

Table 11 shows that there are 6 teachers aged 50 and above, accounting for 4.7 percent, which is the lowest level among all respondents. In the range of 40-49 years old, there are a total of 16 teachers, accounting for 12.4 percent, and they belong to a minority group among the respondents. In the range of below 29 years old, there are a total of 40

teachers, accounting for 31percent of the respondents, accounting for the middle group of respondents. In the range of 30-39 years old, there are 67 teachers in total, accounting for 51.9 percent, which is the majority of the respondents.

Table12

Number and Percentages of Teachers by Work Experience

Age	Number	Percentage
1 to 5 years,	35	27.1
6 to 10 years,	57	44.2
11 to 15 years	25	19.4
16 years and above	12	9.3
Overall	129	100.0

Table 12 shows that in this study, there are 12 teachers with 16 years and above of work experience, accounting for 9.3 percent, and they belonged to a minority group among the respondents. In the range of 11-15 years of work experience, there are 25 teachers, and their proportion was 19.4 percent. There are 35 teachers with only 1-5 years of work experience, accounting for a relatively high proportion of 27.1 percent. There are 57 teachers with 6-10 years of work experience, accounting for 44.2percent, and they belonged to the majority of the respondents.

Table13

Number and Percentages of Teacher by Educational Qualification

Qualification	Number	Percentage
Bachelor's degree	84	65.1
Master's degree	45	34.9
Doctoral degree	0	0

Overall	129	100.0
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Table 13 shows that 84 teachers have Bachelor's degree, accounting for 65.1 percent, which was the majority of the respondents. 45 teachers have a Master's degree, accounting for 34.9 percent. However, the number of teachers with a Doctoral degree among the respondents was none.

Table 14

Number and Percentages of Teachers by Taught Subjects

Taught Subjects	Number	Percentage
Kindergarten	32	24.8
Primary	59	45.7
Secondary	38	29.5
Overall	129	100.0

Table 14 shows that among the respondents, there are 32 kindergarten teachers, accounting for 24.8 percent, and they are a minority of the respondents. There are 38 secondary school teachers, accounting for 29.5 percent. There are 59 primary school teachers, accounting for 45.7 percent, which is the majority of the respondents.

Research Objective One

To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand. Section II of the transformational part in the research questionnaire had five constructs that focused on five different areas of transformational leadership style such as Idealized Influence Attributes(IA), Idealized Influence Behaviors(IB), Inspirational Motivation(IM), Intellectual Stimulation(IS), Individualized Consideration(IC).

A five-point Likert scale represented (1) Not at all, (2) Once in a while, (3) Sometimes, (4) Fairly often, and (5) Frequently, if not always, was used to measure the teachers' responses to each question. The scales were translated as (1.00-1.50) = Very Low, (1.51-2.50) = Low, (2.51-3.50) = Moderate, (3.51 – 4.50) = High, and (4.51-5.00) = Very High.

The selected school teachers' perception towards the division head transformational leadership style was determined by measuring the mean and standard deviation scores of the five constructs.

Table 15

Multifactor Leadership Questionnaire 5X Short of Idealized Influence Attributes. (n=129)

Construct 1: Idealized Influence Attributes	Mean	Std. Deviation	Interpretation
1. The division head instills pride in me for being associated with him/her	3.22	.783	Moderate
2. The division head goes beyond self-interest for the good of the group	3.10	.856	Moderate
3. The division head acts in ways that build my respect	3.09	.992	Moderate
4. The division head displays a sense of power and confidence	3.08	.989	Moderate
Overall	3.12	.536	Moderate

The mean scores of idealized influence attributes are shown in Table 15. As shown in the table, Question 1 has the highest mean score for “*the division head instills pride in me for being associated with him/her*”, which is 3.22. The lowest mean score is Question

4: “*The division head displays a sense of power and confidence*”, with a mean score of 3.08 which is still between 2.51-3.50 and the interpretation was also moderate. The mean score of all questions of " idealized influence attributes " is 3.12. Therefore, the level of teachers' perception towards idealized influence attributes is determined to be moderate.

Table 16

Multifactor Leadership Questionnaire 5X Short of Idealized Influence Behaviors. (n=129)

Construct 2: Idealized Influence Behaviors	Mean	Std. Deviation	Interpretation
5. The division head talks about their most important values and beliefs	2.88	1.129	Moderate
6. The division head specifies the importance of having a strong sense of purpose	2.87	1.114	Moderate
7. The division head considers the moral and ethical consequences of decisions	3.08	1.260	Moderate
8. The division head emphasizes the importance of having a collective sense of mission	2.89	1.220	Moderate
Overall	2.93	.607	Moderate

The mean scores of idealized influence behaviors are shown in Table 16. As shown in the table, Question 7 has the highest mean score for “*The division head considers the moral and ethical consequences of decisions*”, which is 3.08. The lowest mean score is Question 6: “*The division head specifies the importance of having a strong sense of purpose*”, with a mean score of 2.87 which is still between 2.51-3.50 and the interpretation is also moderate. The mean score of all questions of " idealized influence behaviors " is 2.93. Therefore, the level of teachers' perception towards idealized influence behaviors is determined to be moderate.

Table 17

Multifactor Leadership Questionnaire 5X Short of Inspirational Motivation. (n=129)

Construct 3: Inspirational Motivation	Mean	Std. Deviation	Interpretation
9. The division head talks optimistically about the future	3.02	1.278	Moderate
10. The division head talks enthusiastically about what needs to be accomplished	3.19	1.164	Moderate
11. The division head articulates a compelling vision of the future	2.92	1.136	Moderate
12. The division head expresses confidence that goals will be achieved	3.05	1.117	Moderate
Overall	3.04	.605	Moderate

The mean scores of inspirational motivation are shown in Table 16. As shown in the table, Question 10 had the highest mean score for “*The division head talks enthusiastically about what needs to be accomplished*”, which is 3.19. The lowest mean score is Question 11: “*The division head articulates a compelling vision of the future*”, with a mean score of 2.92 which is still between 2.51-3.50 and the interpretation is also moderate. The mean score of all questions of "inspirational motivation" is 3.04. Therefore, the level of teachers' perception towards inspirational motivation is determined to be moderate.

Table 18

Multifactor Leadership Questionnaire 5X Short of Intellectual Stimulation. (n=129)

Construct 4: Intellectual Stimulation	Mean	Std. Deviation	Interpretation
13. The division head re-examines critical assumptions to question whether they are appropriate	3.12	1.216	Moderate
14. The division head seeks differing perspectives when solving problems	3.10	1.138	Moderate
15. The division head gets me to look at problems from many different angles	3.16	1.204	Moderate
16. The division head suggests new ways of looking at how to complete assignments	2.95	1.127	Moderate
Overall	3.08	.572	Moderate

The mean scores of intellectual stimulation are shown in Table 17. As shown in the table, Question 13 has the highest mean score for “*The kindergarten/ primary/ secondary division head gets me to look at problems from many different angles*”, which is 3.16. The lowest mean score is Question 16: “*The division head suggests new ways of looking at how to complete assignments*”, with a mean score of 2.95 which is still between 2.51-3.50 and the interpretation is also moderate. The mean score of all questions of " intellectual stimulation " was 3.08. Therefore, the level of teachers’ perception towards intellectual stimulation is determined to be moderate.

Table 19

Multifactor Leadership Questionnaire 5X Short of Individualized Consideration. (n=129)

Construct 5: Individualized Consideration	Mean	Std. Deviation	Interpretation
17. The division head spends time teaching and coaching	3.15	1.232	Moderate
18. The division head treats me as an individual rather than just as a member of a group	3.11	1.091	Moderate
19. The division head considers me as having different needs, abilities, and aspirations from others	3.02	1.202	Moderate
20. The division head helps me to develop my strengths	3.07	1.126	Moderate
Overall	3.08	.588	Moderate

The mean scores of individualized consideration was shown in Table 18. As shown in the table, Question 17 has the highest mean score for “*The division head spends time teaching and coaching*”, which is 3.15. The lowest mean score is Question 19: “*The division head suggests new ways of looking at how to complete assignments*”, with a mean score of 3.02 which is still between 2.51-3.50 and the interpretation is also moderate. The mean score of all questions of " individualized consideration " is 3.08. Therefore, the level of teachers’ perception towards individualized consideration is determined to be moderate.

Table 20

Summary of Mean and Standard Deviation Score of Multifactor Leadership Questionnaire

Transformational Part of Multifactor Leadership Questionnaire 5X Short	Mean	Std. Deviation	Interpretation
Construct 1: Idealized Influence Attributes	3.12	.536	Moderate
Construct 2: Idealized Influence Behaviors	2.93	.607	Moderate
Construct 3: Inspirational Motivation	3.04	.605	Moderate
Construct 4: Intellectual Stimulation	3.08	.572	Moderate
Construct 5: Individualized Consideration	3.08	.532	Moderate
Overall	3.05	.283	Moderate

5X Short. (n=129)

From Table 19, it is shown that the overall mean score of the transformational leadership style is 3.05, and the standard deviation is .283. Therefore, for research objective one, teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand is determined to be moderate.

Research Objective Two

To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. Section III of the teachers' motivation in the research questionnaire had eight constructs as Supervision, Working Conditions, Interpersonal Relationships, Achievement, Advancement, Work Itself, Recognition, Responsibility.

A five-point Likert scale represented (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree and (5) Strongly agree was used to measure the teachers' responses to each question. The scales were translated as (1.00-1.50) = Very Low,

(1.51-2.50) = Low, (2.51-3.50) = Moderate, (3.51 – 4.50) = High, and (4.51-5.00) = Very High.

The teachers' motivation was determined by measuring the mean and standard deviation scores of the four constructs at the selected school.

Table 21

The Teacher Motivation Questionnaire of Supervision. (n=129)

Construct 1: Supervision	Mean	Std. Deviation	Interpretation
21. The competence of my division head in making decisions	3.92	1.035	High
22. The way my division head handles his/her teachers.	4.17	.936	High
23. I completely understand the mission of the school.	3.80	1.234	High
Overall	3.96	.702	High

The mean scores of supervision are shown in Table 21. As shown in the table, Question 22 has the highest mean score for “*The way my division head handles his/her teachers.*”, which is 4.17. The lowest mean score is Question 23: “*I completely understand the mission of the school.*”, with a mean score of 3.80 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of "supervision" is 3.96. Therefore, the level of the supervision part of teacher motivation is determined to be high.

Table 22*The Teacher Motivation Questionnaire of Working Conditions. (n=129)*

Construct 2: Working Conditions		Mean	Std. Deviation	Interpretation
24.	My workplace is in an area where I feel comfortable.	3.71	1.084	High
25.	I feel satisfied because of the comfort I am provided at work.	3.74	1.093	High
26.	I am proud to work for my school because of the pleasant working conditions.	3.51	1.133	High
Overall		3.65	.831	High

The mean scores of working conditions are shown in Table 22. As shown in the table, Question 25 has the highest mean score for “*I feel satisfied because of the comfort I am provided at work*”, which is 3.74. The lowest mean score is Question 26: “*I am proud to work for my school because of the pleasant working conditions.*”, with a mean score of 3.51 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of " working conditions " is 3.65. Therefore, the level of the working conditions part of teacher motivation is determined to be high.

Table 23*The Teacher Motivation Questionnaire of Interpersonal Relationships. (n=129)*

Construct 3: Interpersonal Relationships		Mean	Std. Deviation	Interpretation
27.	My colleagues are helpful and friendly.	3.84	1.074	High
28.	I feel my performance has improved because of the support from my division head.	3.52	1.112	High
29.	I feel satisfied at work because of my relationship with my division head.	3.76	1.081	High
Overall		3.70	.774	High

The mean scores of interpersonal relationships are shown in Table 23. As shown in the table, Question 27 has the highest mean score for “*My colleagues are helpful and friendly.*”, which was 3.84. The lowest mean score is Question 28: “*I feel my performance has improved because of the support from my division head.*”, with a mean score of 3.52 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of " interpersonal relationships " is 3.70. Therefore, the level of the interpersonal relationships part of teacher motivation is determined to be high.

Table 24

The Teacher Motivation Questionnaire of Achievement. (n=129)

Construct 4: Achievement	Mean	Std. Deviation	Interpretation
30. I am proud to work in this school because it recognizes my achievements.	3.79	1.058	High
31. I feel satisfied with my job because it gives me feeling of accomplishment.	3.95	1.010	High
32. I feel I have contributed towards my school in a positive manner.	4.16	.843	High
Overall	3.96	.737	High

The mean scores of achievement were shown in Table 24. As shown in the table, Question 32 has the highest mean score for “*I feel I have contributed towards my school in a positive manner*”, which is 4.16. The lowest mean score is Question 30: “*I am proud to work in this school because it recognizes my achievements.*”, with a mean score of 3.79 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of " achievement " is 3.96. Therefore, the level of the achievement part of teacher motivation is determined to be high.

Table 25*The Teacher Motivation Questionnaire of Advancement. (n=129)*

Construct 5: Advancement	Mean	Std. Deviation	Interpretation
33. I will choose career advancement rather than monetary incentives.	4.16	.998	High
34. My job allows me to learn new skills for career advancement.	4.14	.950	High
35. My job allows me to improve my experience, skills and performance.	4.16	.900	High
Overall	4.15	.658	High

The mean scores of advancement are shown in Table 24. As shown in the table, Questions 33 and 35 have the highest mean score for “*I will choose career advancement rather than monetary incentives.*” and “*My job allows me to improve my experience, skills and performance.*”, which all are 4.16. The lowest mean score is Question 34: “*My job allows me to learn new skills for career advancement.*”, with a mean score of 4.14 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of " advancement " is 4.15. Therefore, the level of the advancement part of teacher motivation is determined to be high.

Table 26*The Teacher Motivation Questionnaire of Work Itself. (n=129)*

Construct 6: Work Itself	Mean	Std. Deviation	Interpretation
36. My work is thrilling, and I have a lot of variety in tasks that I do.	4.26	.793	High
37. I am empowered enough to do my job.	4.16	.779	High
38. My job is challenging and exciting.	4.18	.814	High
Overall	4.19	.561	High

The mean scores of work itself are shown in Table 25. As shown in the table, Question 36 has the highest mean score for *“My work is thrilling, and I have a lot of variety in tasks that I do.”*, which is 4.26. The lowest mean score is Question 37: *“I am empowered enough to do my job.”*, with a mean score of 4.16 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of "work itself" is 4.19. Therefore, the level of the work itself part of teacher motivation is determined to be high.

Table 27

The Teacher Motivation Questionnaire of Recognition. (n=129)

Construct 7: Recognition	Mean	Std. Deviation	Interpretation
39. I feel appreciated when I achieve or complete a task.	4.24	.818	High
40. My division head always thanks me for a job well done.	4.43	.805	High
41. I receive adequate recognition for doing my job well.	4.31	.705	High
Overall	4.29	.551	High

The mean scores of recognition are shown in Table 27. As shown in the table, Question 40 has the highest mean score for *“My division head always thanks me for a job well done.”*, which is 4.43. The lowest mean score is Question 39: *“I feel appreciated when I achieve or complete a task.”*, with a mean score of 4.24 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of "recognition" is 4.29. Therefore, the level of the recognition part of teacher motivation is determined to be high.

Table 28

The Teacher Motivation Questionnaire of Responsibility. (n=129)

Construct 8: Responsibility	Mean	Std. Deviation	Interpretation
42. I have a chance to do different thing from time to time.	4.37	.708	High
43. I have a chance to try my own methods of doing the job.	4.47	.613	High
44. I receive adequate recognition for doing my job well.	4.58	.511	High
Overall	4.47	.388	High

The mean scores of responsibility are shown in Table 28. As shown in the table, Question 44 has the highest mean score for “*I receive adequate recognition for doing my job well.*”, which was 4.58. The lowest mean score is Question 42: “*I have a chance to do different thing from time to time.*”, with a mean score of 4.37 which is still between 3.51-4.50 and the interpretation is also high. The mean score of all questions of " responsibility " is 4.47. Therefore, the level of the responsibility part of teacher motivation is determined to be high.

Table 29

Summary of Mean and Standard Deviation Score of The Teacher Motivation Questionnaire.

(n=129)

The Teacher Motivation Questionnaire	Mean	Std. Deviation	Interpretation
Construct 1: Supervision	3.96	.702	High
Construct 2: Working Conditions	3.65	.831	High
Construct 3: Interpersonal Relationships	3.70	.774	High
Extrinsic	3.77	.476	High
Construct 4: Achievement	3.96	.737	High

Construct 5: Advancement	4.15	.658	High
Construct 6: Work Itself	4.19	.561	High
Construct 7: Recognition	4.29	.551	High
Construct 8: Responsibility	4.47	.388	High
Intrinsic	4.21	.298	High
Overall	4.05	.246	High

From Table 29, it is shown that the overall mean score of the teacher motivation was 4.05, and the standard deviation is .246. Therefore, for research objective three, the level of teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand is determined to be high.

Research Objective Three

The researcher used the correlation method which was The Pearson Product Moment Correlation Coefficient to determine the relationship between teachers' perception towards division head's transformational leadership style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand.

Table 30

Correlation between The Transformational Leadership Style with Teachers' Motivation

(n=129)

Transformational Leadership Style	Motivation	
	Extrinsic	Intrinsic
Idealized Influence Attributes	.536**	.566**
Idealized Influence Behaviors	.232**	.312**
Inspirational Motivation	.470**	.412**
Intellectual Stimulation	.448**	.479**
Individualized Consideration	.470**	.513**

Note: *Sig. at $p < .01$

Table 30 shows that the Pearson Correlation Coefficient value obtained between transformational leadership dimensions with extrinsic motivation and intrinsic motivation were found to be moderately positively correlated and significant in the range $.232^{**} \leq r \leq .566^{**}$.

Table 31

Pearson Product-Moment Correlation Coefficient Between Teachers' Perception towards

The Division Head's Transformational Leadership Style and Teachers' Motivation at

Phuket Thaihua Asean Wittaya School, Thailand (n=129)

		Teacher motivation	Conclusion
Transformational leadership style	Pearson Correlation	.466**	There is a significant relationship
	Sig.(2-tailed)	.000	

Table 3 shows that Pearson correlation (r) was $.466^{**}$ which is between 0.4-0.6, and sig. (2-tailed) is .000 which was smaller than .001. Therefore, transformational leadership

and teachers' motivation are found to be moderately positively correlated, $r(129) = .466^{**}$, $p = .000$. All in all, the researcher's hypothesis that there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand is accepted.



CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter details the conclusion, discussion and recommendations for this study.

Conclusion

The researcher analyzed and evaluated the teacher's answers to the research questionnaire and came to the following conclusions.

Teachers' perception towards division heads' transformational at Phuket Thaihua Asean Wittaya School, Thailand were regarded as Moderate. For the five constructs of transformational leadership style, all constructs which were Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration were regarded as Moderate. Sorting them from high to low were the highest of the Idealized Influence Attributes (3.12), the second of the Intellectual Stimulation (3.08) and Individualized Consideration (3.08), the third of the Inspirational Motivation (3.04), the lowest of the Idealized Influence Behaviors (2.93).

Teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was regarded as High. For the eight constructs of teachers' motivation, all constructs which Supervision, Working Conditions, Interpersonal Relationships, Achievement, Advancement, Work Itself, Recognition and Responsibility were regarded as High. Sorting them from high to low were the highest of the Responsibility (4.47), the second of the Recognition (4.29), the third of the Work Itself (4.19), the fourth of the Advancement (4.15), the fifth of the Achievement (3.96) and Supervision (3.96), the sixth of the Interpersonal Relationships (3.70), and the lowest of the Working Conditions (3.65). Therefore, the Extrinsic of teachers' motivation was 3.77 and regarded as High and the Intrinsic of teachers' motivation was 4.21 and also regarded as High.

Finally, the researcher concluded the study that transformational leadership style and teachers' motivation were found to be moderately positively correlated, $r(n) = .466^{**}$, $p = .000$. Therefore, the researcher's hypothesis that there was a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was accepted.

Discussion

For this study, the researcher conducted some discussions, which were included in the following sections.

1 The level of teachers' perception towards the division head's transformational leadership style

Moss and Ritossa (2007) leaders needed to constantly promote their ideals and beliefs to follow, in order to gain more respect and trust from following, and led them to achieve the team's goals. The mean score of the idealized influence attributes was 3.12 and regarded as moderate. Drakpa (2018) made a study on the topic "Relationship between Principals' Transformational Leadership and Teacher Motivation in Central Schools of Zhemgang District, Bhutan". It showed that idealized influence attributes (3.85) were interpreted as high. Therefore, according to this current research result, it showed that although the division head passed his own ideas to the teachers and let them become followers, the division head's promotion of his ideas was not strong enough, and further efforts were needed to make the teacher change from a follower to a firm follower.

Avolio and Bass (2004) said that leaders needed to provide them with new learning opportunities and support employees to explore new ways of doing things. The mean score of the intellectual stimulation was 3.12 and regarded as moderate. It was the second level of transformational leadership style. Abdullah et al. (2018) found that there

was a significant relationship between intellectual stimulation and teacher motivation and the mean score of the intellectual stimulation(4.34) was interpreted as high in the “Principal Transformational Leadership and Teachers’ Motivation”. The intellectual stimulation of this research needed to improve the Moderate to Higher. So, the division head needed to further instruct the teacher to look at the problem from multiple angles and improved the teacher’s innovation ability.

Everyone was an independent individual, and leaders paid attention to the differences between individual employees and their individual development (Bass, 1985). The mean score of the individualized consideration was 3.12 and regarded as moderate. It was also the second level of transformational leadership style. Lee and Kuo (2019) said in the article “Principals’ Transformational Leadership and Teachers’ Work Motivation: Evidence From Elementary Schools in Taiwan” that there was a significant relationship between intellectual consideration and teacher motivation and the mean score of the intellectual consideration (3.57) was interpreted as high. The individualized consideration of this research needed to improve the Moderate to Higher. Therefore, the division head needed to communicate with each teacher, understood the characteristics of each teacher, and gave them specific needs and help on this basis.

The research results showed that the level of teachers’ perception towards the division head’s transformational leadership style was moderate. Pendidikan (2018) researched “The Influence of The Transformational Leadership and Work Motivation on Teachers Performance”. The result of this study indicated that there was a significant relationship between transformational leadership, motivation work on teacher performance, and transformational leadership was interpreted as high. Lee and Kuo(2019) said that there was a significant relationship between principals’ transformational leadership and teachers’ work motivation and transformational

leadership was also interpreted as high. According to the results, it could be inferred from this that the division head's transformational leadership was insufficient in the five elements, especially in idealized influence behaviors. Therefore, the division head needed to enhance their ability to lead by example, influence teachers, and make them a firm follower.

2 The level of teachers' motivation

Employees were responsible for this work, they would feel more autonomous and challenging, and meaningful. The mean score of the responsibility was 4.47 and regarded as high. It was the highest level of teachers' motivation. It evaluated that the teachers in the selected school were very responsible for their work.

Employees all hoped that they were recognized by their leaders in their work. If the leader approved the employee's work, this would increase the employee's enthusiasm and confidence in the work (Alfahad et al., 2013). The mean score of the recognition was 4.29 which was the second level of teachers' motivation and regarded as high. The result showed that recognition occupied an important position in teacher motivation. Therefore, it could be assumed that if the division head often recognized the teacher's work, then the teacher's work motivation would also increase.

Leaders made employees feel fun and practical at work, and let them liked the work, which could improve employee efficiency and satisfaction (Ali & Anwar, 2021). The mean score of the work itself was 4.19 which was the third level of teacher motivation and regarded as high. The result showed the work itself was an important part of the teacher's motivation. The school enhanced the fun and challenge of teachers' work and made teachers interested in the work itself, which would further enhance the motivation of teachers' work.

The mean score of supervision and achievement were the same and they were 3.96 which was the fourth level of teacher motivation and regarded as high. Although these two parts were interpreted as high, they were relatively less recognized by teachers compared to the other parts. Therefore, the selected school needed to establish a more systematic supervision system to treat every teacher fairly. Moreover, the school designed tasks and responsibilities so that teachers could fully demonstrate their talents and let them get a sense of accomplishment from their work.

People needed to strengthen the emotional communication between each other through social interaction, and reasonable social time for employees could help cultivate a sense of friendship and teamwork (Astuti et al., 2020). The mean score of the interpersonal relationships was 3.70 which was the fifth level of teacher motivation and regarded as high. Therefore, it speculated that if the communication between teachers was enhanced and the team spirit and awareness of teachers were cultivated, the motivation of teachers would increase.

The mean score of the working conditions was 3.65 which was the lowest level of teacher motivation and regarded as high. It was shown that the teacher was not satisfied with the school's working environment. A comfortable, safe, and hygienic working environment would improve the efficiency and satisfaction of teachers. Therefore, the selected school needed to further improve the working environment, expand office space, provide teachers' private office areas, and so on.

From the Extrinsic and Intrinsic factors, the mean score of the Extrinsic and the Intrinsic was 3.77 and 4.21 which were regarded as high. Abdullah et al. (2018) found that the Extrinsic and the Intrinsic level of teacher motivation were 4.29 and 4.41 in the "Principal Transformational Leadership and Teachers' Motivation", which were higher

than this research. Therefore, the selected school needed to improve the Extrinsic and Intrinsic factors to promote teachers' motivation

The research results showed that the level of teacher motivation was high. Alfahad et al. (2013) researched "The Relationship Between School Principals' Leadership Styles and Teachers' Achievement Motivation". The result of this study indicated that there was a stronger relationship between transformational leadership and teachers' achievement motivation and motivation was interpreted as high. According to the results, it could be inferred that the teacher was relatively satisfied with the eight elements in the teacher's motivation. However, working conditions were the lowest level of teacher motivation. So, the selected schools needed to improve the comfort of the teachers' working environment.

3 The relationship between teachers' perception towards division head's transformational leadership style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand

It was identified as the relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. According to the analysis results of the research, the Pearson Product Moment Correlation Coefficient of transformational leadership style and teachers' motivation was 4.66 which was between 0.4-0.6, and sig. (2-tailed) was .000 which was smaller than .001. Therefore, the relationship of teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was a significant moderate positive correlation.

Comparing the mean scores of transformational leadership style and teachers' motivation, it was found that teachers' motivation scored higher than that of

transformational leadership style. The total mean score of teacher motivation was at 4.05 and the total mean score of transformational leadership style was at 3.05. So, it was identified that the level of teachers' motivation was higher than the level of transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

Abdullah et al.(2018) conducted a study on “Principal Transformational Leadership and Teachers’ Motivation” to find out the relationship between principal transformational leadership and teachers’ motivation. Abdullah et al.(2018) asserted that the level of principal transformational leadership was high, and teachers’ motivation was also high, and there was a positive relationship between principal transformational leadership and teachers’ motivation. Abdullah et al.(2018) suggested that principals can improve the practice of transformational leadership so that teachers can understand and practice the principal’s leadership style.

This research found that there was a highly significant relationship between transformational leadership and motivational work. Motivation could be optimized by increasing the perception of transformational leadership. The results of his research were similar to the results of this research. Therefore, the level of teachers’ perception towards division head’s transformational leadership style needed to improve.

To sum up the discussion, the current study researcher proposed that if division head’s transformational leadership style improved, there would be a strong relationship between transformational leadership style and teacher motivation. When the division head enhanced his transformational leadership style, it would also drive the increase of teachers’ motivation. Therefore, the stronger the transformational leadership style of the division head, the stronger the motivation of the teacher.

Recommendations

This section introduces the researcher based on the results of the research to provide reference suggestions for the teachers, division heads, and future researchers of this school.

Recommendations for division heads at Phuket Thaihua Asean Wittaya School, Thailand

According to this research study, the division head will further demonstrate the influence of the transformational leadership style. The division head should communicate with the teacher frequently, understand the characteristics and needs of each of them, and give them personalized support and help. In addition, the division head should give teachers clear work goals, enhance their motivation for work, and stimulate their enthusiasm for work. At the same time, the division head should also encourage teachers to actively explore new working methods and new teaching methods to increase the team's innovative ability.

Recommendations for teachers at Phuket Thaihua Asean Wittaya School, Thailand

It is recommended that teachers find out the reasons why they like the transformational leadership style. In terms of leadership, teachers seek more advice and help from the division head. Teachers should think more actively about their decisions, and when facing difficulties and challenges, teachers should more actively seek help from colleagues and managers in order to better communicate and improve their motivation for work. And teachers should continue to learn and think, develop their own innovative thinking, explore new ways of working and make themselves more professional.

Recommendations for the Phuket Thaihua Asean Wittaya School

It is recommended that the school set specific teaching goals in each semester to make teachers' posts meaningful and challenging, and to recognize teachers' achievements in a timely manner. The school is a relatively large social environment, so the school should

organize more group activities of teachers, promote exchanges and communication between teachers, and enhance the cohesion of the school group. Secondly, the school is a place where teachers work for long hours. A comfortable and hygienic environment will improve the motivation, efficiency, and satisfaction of teachers. Therefore, the school needs to further improve the office environment of teachers.

Recommendation for Future Researchers

The research object of this study is the relationship between teachers' perception towards the division head's transformational style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand. The data provided in this study cannot be used to generalize to another school. For future researchers, it is strongly recommended to continue studying in other schools to learn more about teachers' perceptions of differences in leadership styles and their motivations, as many factors may be critical. It is also recommended that future researchers conduct qualitative and quantitative research designs on the relationship between teachers' perception of the division head's leadership style and their motivations. Therefore, future researchers will be able to discover more and more in-depth research because teachers' motivations and their perceptions of leadership styles are important to individuals and organizations. All in all, the research can be extended to other different schools for further research.

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APPENDIX A

Part I Demographic Data of the Respondents

Direction: This part contains six questions that require respondents to give general information, please tick the mark “√” in the box in front of the answer.

1. Gender

- Male
- Female

2. Age

- Below 29,
- 30 to 39,
- 40 to 49,
- 50 and above

3. Number of years in work as a teacher

- 1 to 5 years,
- 6 to 10 years,
- 11 to 15 years
- 16 years and above

4. Educational qualification?

- Bachelor's degree
- Master's degree
- Doctoral
- Other

5. Taught stage?

- Kindergarten
- Primary
- Secondary

APPENDIX B

Part II Multifactor Leadership Questionnaire

Instructions: The following statements are transformational and transactional leadership behaviors. Please, decide and tick how often your division head provided transformational and transactional leadership styles by using the following scale to select an answer for each question.

The 1-5 scale represents the following:

1= Not at all = Strongly Disagree

2= Once in a while = Disagree

3= Sometimes = Neither agree nor disagree

4= Fairly often = Agree

5= Frequently, if not always = Strongly Agree

Items No	Statements	Scales				
1	The division head instills pride in me for being associated with him/her	1	2	3	4	5
2	The division head goes beyond self-interest for the good of the group	1	2	3	4	5
3	The division head acts in ways that builds my respect	1	2	3	4	5
4	The division head displays a sense of power and confidence	1	2	3	4	5
5	The division head talks about their most important values and beliefs	1	2	3	4	5
6	The division head specifies the importance of having a strong sense of purpose	1	2	3	4	5
7	The division head considers the moral and ethical consequences of decisions	1	2	3	4	5
8	The division head emphasizes the importance of having a collective sense of mission	1	2	3	4	5
9	The division head talks optimistically about the future	1	2	3	4	5
10	The division head talks enthusiastically about what needs to be accomplished	1	2	3	4	5
11	The division head articulates a compelling vision of the future	1	2	3	4	5
12	The division head expresses confidence that goals will be achieved	1	2	3	4	5
13	The division head re-examines critical assumptions to question whether they are appropriate	1	2	3	4	5
14	The division head seeks differing perspectives when solving problems	1	2	3	4	5
15	The division head gets me to look at problems from many different angles	1	2	3	4	5
16	The division head suggests new ways of looking at how to complete assignments	1	2	3	4	5

17	The division head spends time teaching and coaching	1	2	3	4	5
18	The division head treats me as an individual rather than just as a member of a group	1	2	3	4	5
19	The division head considers me as having different needs, abilities, and aspirations from others	1	2	3	4	5
20	The division head helps me to develop my strengths	1	2	3	4	5



APPENDIX C

Part III: The revised the teacher motivation questionnaire

Instructions: The following statements are teacher motivation behaviors. Please, decide and tick how often teacher motivation by using the following scale to select an answer for each question.

The 1-5 scale represents the following:

1 = Strongly Disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5= Strongly Agree

Items No	Statements	Scales				
Supervision						
21	The competence of my division head in making decisions.	1	2	3	4	5
22	The way my division head handles his/her teachers.	1	2	3	4	5
23	I completely understand the mission of the school.	1	2	3	4	5
Working Condition						
24	My workplace is in an area where I feel comfortable.	1	2	3	4	5
25	I feel satisfied because of the comfort I am provided at work.	1	2	3	4	5
26	I am proud to work for my school because of the pleasant working conditions.	1	2	3	4	5
Interpersonal Relationships						
27	My colleagues are helpful and friendly.	1	2	3	4	5
28	I feel my performance has improved because of the support from my division head.	1	2	3	4	5
29	I feel satisfied at work because of my relationship with my division head.	1	2	3	4	5
Achievement						
30	I am proud to work in this school because it recognizes my achievements.	1	2	3	4	5

31	I feel satisfied with my job because it gives me feeling of accomplishment.	1	2	3	4	5
32	I feel I have contributed towards my school in a positive manner.	1	2	3	4	5
Advancement						
33	I will choose career advancement rather than monetary incentives.	1	2	3	4	5
34	My job allows me to learn new skills for career advancement.	1	2	3	4	5
35	My job allows me to improve my experience, skills and performance.	1	2	3	4	5
Work Itself						
36	My work is thrilling, and I have a lot of variety in tasks that I do.	1	2	3	4	5
37	I am empowered enough to do my job.	1	2	3	4	5
38	My job is challenging and exciting.	1	2	3	4	5
Recognition						
39	I feel appreciated when I achieve or complete a task.	1	2	3	4	5
40	My division head always thanks me for a job well done.	1	2	3	4	5
41	I receive adequate recognition for doing my job well.	1	2	3	4	5
Responsibility						
42	I have a chance to do different thing from time to time.	1	2	3	4	5
43	I have a chance to try my own methods of doing the job.	1	2	3	4	5
44	I have a chance to do something that makes use of my ability.	1	2	3	4	5

APPENDIX D

第一部分 受访者人口统计数据

方向：这部分包含六个问题，要求受访者在答案前的方框内打“√”。

1. 性别

- 男
- 女

2. 年龄

- 29 岁以下，
- 30 到 39，
- 40 到 49，
- 50 岁及以上

3. 教师工作年限

- 1 至 5 年，
- 6 至 10 年，
- 11 至 15 岁
- 16 岁及以上

4. 学历？

- 学士学位
- 硕士学位
- 博士
- 其他

5. 授课的年级？

- 幼儿园
- 小学
- 初中



APPENDIX E

第二部分多因素主管力问卷

说明：以下陈述是变革型和交易型主管行为。请确定并勾选您的部门主管提供变革型和交易型主管风格的频率，使用以下量表为每个问题选择一个答案。

1-5 等级代表以下内容：

1= 根本不是

2= 偶尔

3= 有时

4=相当频繁

5=经常，如果不是总是

项目	陈述	量表				
1	部门主管灌输我与他/她有关的自豪感	1	2	3	4	5
2	部门主管为了集体的利益超越自身利益	1	2	3	4	5
3	部门主管以建立我尊重的方式行事	1	2	3	4	5
4	部门主管彰显权力感和信心	1	2	3	4	5
5	部门主管讲述他们最重要的价值观和信仰	1	2	3	4	5
6	部门主管明确目标感的重要性	1	2	3	4	5
7	部门主管考虑决策的道德和伦理后果	1	2	3	4	5
8	部门主管强调集体使命感的重要性	1	2	3	4	5
9	部门主管谈未来乐观	1	2	3	4	5
10	部门主管热情讨论需要完成的工作	1	2	3	4	5
11	部门主管阐明了对未来的令人信服的愿景	1	2	3	4	5
12	部门主管表示有信心实现目标	1	2	3	4	5
13	部门主管重新检查关键假设，质疑它们是否合适	1	2	3	4	5
14	部门主管在解决问题时寻求不同的观点	1	2	3	4	5
15	部门主管让我多角度看问题	1	2	3	4	5
16	部门主管提出了看待如何完成作业的新方法	1	2	3	4	5
17	部门主管花时间教学和辅导	1	2	3	4	5
18	部门主管把我当作一个人，而不仅仅是一个群体的成员	1	2	3	4	5

19	部门主管认为我与他人有不同的需求、能力和抱负	1	2	3	4	5
20	部门主管帮助我发挥我的优势	1	2	3	4	5



APPENDIX F

第二部分：教师动机问卷的修订版

说明：以下陈述是教师的激励行为。请使用以下量表来决定并勾选教师激励的频率，为每个问题选择一个答案。

1-5 等级代表以下内容：

1 = 非常不同意

2 = 不同意

3 = 既不同意也不反对

4 = 同意

5=非常同意

项目	陈述	量表				
监督						
21	我的部门主管有能力做决定	1	2	3	4	5
22	我的部门主管对待老师的方式	1	2	3	4	5
23	我完全理解学校的使命。	1	2	3	4	5
工作条件						
24	我的工作场所位于我感到舒适的区域。	1	2	3	4	5
25	我感到很满意，因为我在工作中得到了舒适。	1	2	3	4	5
26	我很自豪能为我的学校工作，因为我的工作条件令人愉快。	1	2	3	4	5
人际关系						
27	我的同事乐于助人和友好。	1	2	3	4	5
28	由于部门主管的支持，我觉得我的表现有所提高。	1	2	3	4	5
29	由于与部门主管的关系，我对工作感到满意。	1	2	3	4	5
成就						
30	我很自豪能在这所学校工作，因为它认可了我的成就。	1	2	3	4	5
31	我对我的工作感到满意，因为它给了我成就感。	1	2	3	4	5
32	我觉得我以积极的方式为我的学校做出了贡献。	1	2	3	4	5

进步						
33	我会选择职业发展而不是金钱奖励。	1	2	3	4	5
34	我的工作使我能够学习职业发展的新技能。	1	2	3	4	5
35	我的工作使我能够提高我的经验、技能和绩效。	1	2	3	4	5
工作本身						
36	我的工作令人兴奋，而且我的任务多种多样。	1	2	3	4	5
37	我有足够的能力去做我的工作。	1	2	3	4	5
38	我的工作既充满挑战又令人兴奋。	1	2	3	4	5
认可						
39	当我完成或完成一项任务时，我会感到感激。	1	2	3	4	5
40	我的部门主管总是感谢我出色地完成了工作。	1	2	3	4	5
41	我因出色地完成工作而获得足够的认可。	1	2	3	4	5
责任						
42	我有机会做不同的事情。	1	2	3	4	5
43	我有机会尝试我自己的工作方法。	1	2	3	4	5
44	我有机会做一些可以发挥我能力的事情。	1	2	3	4	5

APPENDIX G

ส่วนที่ 1 ข้อมูลประชากรของผู้ตอบแบบสอบถาม

ทิศทาง: ส่วนนี้มีคำถามหกข้อที่กำหนดให้ผู้ตอบแบบสอบถามให้ข้อมูลทั่วไป

ข้อมูล โปรดทำเครื่องหมาย “√” ในช่องหน้าคำตอบ

1. เพศ

- ชาย
- หญิง

2. อายุ

- ต่ำกว่า 29
- 30 ถึง 39
- 40 ถึง 49
- 50 ขึ้นไป

3. จำนวนปีในการทำงานเป็นครู

- 1 ถึง 5 ปี
- 6 ถึง 10 ปี
- 11 ถึง 15 ปี
- 16 ปีขึ้นไป

4. วุฒิการศึกษา?

- ปริญญาตรี
- ปริญญาโท
- ปริญญาเอก
- อื่นๆ

5. ระดับการสอน?

- อนุบาล
- ประถม
- รอง

APPENDIX H

ส่วนที่ 2 แบบสอบถามความเป็นผู้นำแบบหลายปัจจัย

คำแนะนำ: ข้อความต่อไปนี้ เป็นพฤติกรรมการเป็นผู้นำการเปลี่ยนแปลงและแบบแลกเปลี่ยน ได้โปรด ตัดสินใจ และทำเครื่องหมายว่าหัวหน้าแผนกของคุณให้รูปแบบความเป็นผู้นำการเปลี่ยนแปลงและการทำธุรกรรมบ่อยเพียงใด โดยใช้มาตราส่วนต่อไปนี้เพื่อเลือกคำตอบสำหรับแต่ละคำถาม

มาตราส่วน 1-5 แสดงถึงสิ่งต่อไปนี้:

1= ไม่มีเลย = ไม่เห็นด้วยอย่างยิ่ง

2= นานๆครั้ง = ไม่เห็นด้วย

3= บางครั้ง = ไม่เห็นด้วยและไม่เห็นด้วย

4= ค่อนข้างบ่อย = เห็นด้วย

5= บ่อยครั้ง ถ้าไม่เสมอ = เห็นด้วยอย่างยิ่ง

รายการหมา ยเลข	คำชี้แจง	ดาซัง				
		1	2	3	4	5
1	ปลุกฝังความภาคภูมิใจในตัวฉันสำหรับการเกี่ยวข้องกับเขา/เธอ	1	2	3	4	5
2	อยู่เหนือประโยชน์ส่วนตน เพื่อประโยชน์ของหมู่คณะ	1	2	3	4	5
3	กระทำในลักษณะที่สร้างความเคารพต่อข้าพเจ้า	1	2	3	4	5
4	แสดงถึงพลังและความมั่นใจ	1	2	3	4	5
5	พูดถึงค่านิยมและความเชื่อที่สำคัญที่สุดของพวกเขา	1	2	3	4	5
6	ระบุความสำคัญของการมีเป้าหมายที่ชัดเจน	1	2	3	4	5
7	คำนึงถึงผลทางศีลธรรมและจริยธรรมของการตัดสินใจ	1	2	3	4	5
8	เน้นย้ำความสำคัญของการมีส่วนร่วมกันในภารกิจ	1	2	3	4	5
9	พูดในแง่ดีเกี่ยวกับอนาคต	1	2	3	4	5
10	พูดอย่างกระตือรือร้นเกี่ยวกับสิ่งที่ต้องทำให้สำเร็จ	1	2	3	4	5
11	บ่งบอกถึงวิสัยทัศน์ที่นาสนใจของอนาคต	1	2	3	4	5
12	แสดงความมั่นใจว่าจะบรรลุเป้าหมาย	1	2	3	4	5
13	ตรวจสอบสมมติฐานที่สำคัญอีกครั้งเพื่อตั้งคำถามว่าเหมาะสมหรือไม่	1	2	3	4	5
14	แสวงหามุมมองที่แตกต่างในการแก้ปัญหา	1	2	3	4	5
15	ทำให้มองปัญหาได้หลายมุม	1	2	3	4	5
16	แนะนำแนวทางใหม่ในการดูวิธีการทำงานให้เสร็จลุล่วง	1	2	3	4	5
17	ใช้เวลาในการสอนและฝึกสอน	1	2	3	4	5
18	ปฏิบัติต่อฉันในฐานะปัจเจก มากกว่าเป็นสมาชิกของกลุ่ม	1	2	3	4	5
19	ถือว่าข้าพเจ้ามีความต้องการ ความสามารถ และความทะเยอทะยานที่แตกต่างจากผู้อื่น	1	2	3	4	5
20	ช่วยให้ฉันพัฒนาจุดแข็งของฉัน	1	2	3	4	5

APPENDIX I

ส่วนที่ III: แบบสอบถามแรงจูงใจของครู

คำแนะนำ: ข้อความต่อไปนี้เป็นพฤติกรรมแรงจูงใจของครู

โปรดตัดสินใจและทำเครื่องหมายว่าแรงจูงใจของครูบ่อยเพียงใดโดยใช้มาตราส่วนต่อไปนี้เพื่อเลือกคำตอบสำหรับแต่ละคำถาม

มาตราส่วน 1-5 แสดงถึงสิ่งต่อไปนี้:

- 1 = ไม่เห็นด้วยอย่างยิ่ง
- 2 = ไม่เห็นด้วย
- 3 = ไม่เห็นด้วยและไม่เห็นด้วย
- 4 = เห็นด้วย
- 5= เห็นด้วยอย่างยิ่ง

รายการหมายเลข	คำชี้แจง	ดาซัง				
การกำกับดูแล						
21	ความสามารถของหัวหน้างานในการตัดสินใจ	1	2	3	4	5
22	วิธีที่หัวหน้างานของฉันจัดการกับครูของเขา/เธอ	1	2	3	4	5
23	ฉันเข้าใจภารกิจของโรงเรียนอย่างถ่องแท้	1	2	3	4	5
สภาพการทำงาน						
24	ที่ทำงานของฉันอยู่ในพื้นที่ที่ฉันรู้สึกสบายใจ	1	2	3	4	5
25	ฉันรู้สึกพึงพอใจเพราะได้รับความสะดวกสบายในที่ทำงาน	1	2	3	4	5
26	ฉันภูมิใจที่ได้ทำงานให้กับบริษัทของฉันเพราะความรื่นรมย์สภาพการทำงาน.	1	2	3	4	5
ความสัมพันธ์ระหว่างบุคคล						
27	เพื่อนร่วมงานของฉันช่วยเหลือดีและเป็นมิตร	1	2	3	4	5
28	ฉันรู้สึกว่าผลงานของฉันดีขึ้นเพราะได้รับการสนับสนุนจากหัวหน้างาน	1	2	3	4	5
29	ฉันรู้สึกพอใจในการทำงานเพราะความสัมพันธ์ของฉันกับหัวหน้างาน	1	2	3	4	5
ผลสัมฤทธิ์						
30	ฉันภูมิใจที่ได้ทำงานในโรงเรียนนี้เพราะตระหนักถึงความสำเร็จของฉัน	1	2	3	4	5
31	ฉันรู้สึกพอใจกับงานที่ทำ เพราะมันทำให้ฉันรู้สึกสำเร็จ	1	2	3	4	5
32	ฉันรู้สึกว่าฉันมีส่วนทำให้โรงเรียนของฉันในทางที่ดี	1	2	3	4	5
ความก้าวหน้า						
33	ฉันจะเลือกความก้าวหน้าในอาชีพมากกว่าสิ่งจูงใจทางการเงิน	1	2	3	4	5
34	งานของฉันทำให้ฉันได้เรียนรู้ทักษะใหม่ๆ เพื่อความก้าวหน้าในอาชีพ	1	2	3	4	5
35	งานของฉันทำให้ฉันได้พัฒนาประสบการณ์ ทักษะและผลงาน	1	2	3	4	5
ทำงานเอง						
36	งานของฉันน่าตื่นเต้น และงานที่ฉันทำมีความหลากหลายมาก	1	2	3	4	5

37	ฉันมีพลังพอที่จะทำงานของฉัน	1	2	3	4	5
38	งานของฉันท้าทายและน่าตื่นเต้น	1	2	3	4	5
การยอมรับ						
39	ฉันรู้สึกซาบซึ้งเมื่อทำภารกิจสำเร็จหรือสำเร็จลุล่วง	1	2	3	4	5
40	หัวหน้าแผนกของฉันขอบคุณฉันเสมอสำหรับการทำงานที่ดี	1	2	3	4	5
41	ฉันได้รับการยอมรับเพียงพอสำหรับการทำงานของฉันได้ดี	1	2	3	4	5
ความรับผิดชอบ						
42	ฉันมีโอกาสทำสิ่งต่าง ๆ เป็นครั้งคราว	1	2	3	4	5
43	ฉันมีโอกาสได้ลองใช้วิธีการทำงานของตัวเอง	1	2	3	4	5
44	ฉันมีโอกาสที่จะทำอะไรบางอย่างที่ใช้ความสามารถของฉัน	1	2	3	4	5



APPENDIX J

Reliability Alpha Test**Multifactor Leadership Questionnaire**

Construct 1: Idealized Influence Attributes

Reliability Statistics

Cronbach's Alpha	N of Items
.877	4

Construct 2: Idealized Influence Behaviors

Reliability Statistics

Cronbach's Alpha	N of Items
.771	4

Construct 3: Inspirational Motivation

Reliability Statistics

Cronbach's Alpha	N of Items
.781	4

Construct 4: Intellectual Stimulation

Reliability Statistics

Cronbach's Alpha	N of Items
.861	4

Construct 5: Individualized Consideration

Reliability Statistics

Cronbach's Alpha	N of Items
.829	4

The Teacher Motivation Questionnaire

Construct 1: Supervision

Reliability Statistics

Cronbach's Alpha	N of Items
.891	3

Construct 2: Working Conditions

Reliability Statistics

Cronbach's Alpha	N of Items
.832	3

Construct 3: Interpersonal Relationships

Reliability Statistics

Cronbach's Alpha	N of Items
.821	3

Construct 4: Achievement

Reliability Statistics

Cronbach's Alpha	N of Items
.911	3

Construct 5: Advancement

Reliability Statistics

Cronbach's Alpha	N of Items
.862	3

Construct 6: Work Itself

Reliability Statistics

Cronbach's Alpha	N of Items
.874	3

Construct 7: Recognition

Reliability Statistics

Cronbach's Alpha	N of Items
.846	3

Construct 8: Responsibility

Reliability Statistics

Cronbach's Alpha	N of Items
.841	3

Appendix K

Descriptive Analysis

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	54	41.9	41.9	41.9
	female	75	58.1	58.1	100.0
	Total	129	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 29	40	31.0	31.0	31.0
	30 to 39	67	51.9	51.9	82.9
	40 to 49	16	12.4	12.4	95.3
	50 and above	6	4.7	4.7	100.0
	Total	129	100.0	100.0	

Number of years in work as a teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 5 years	35	27.1	27.1	27.1
	6 to 10 years	57	44.2	44.2	71.3
	11 to 15 years	25	19.4	19.4	90.7
	16 years and above	12	9.3	9.3	100.0
	Total	129	100.0	100.0	

Educational qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's degree	84	65.1	65.1	65.1
Master's degree	45	34.9	34.9	100.0
Total	129	100.0	100.0	

Taught stage

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kindergarten	32	24.8	24.8	24.8
Primary	59	45.7	45.7	70.5
Secondary	38	29.5	29.5	100.0
Total	129	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
1.The division head instills pride in me for being associated with him/her	129	3.22	.783
2.The division head goes beyond self-interest for the good of the group	129	3.10	.856
3.The division head acts in ways that builds my respect	129	3.09	.992
4.The division head displays a sense of power and confidence	129	3.08	.989
5.The division head talks about their most important values and beliefs	129	2.88	1.129
6.The division head specifies the importance of having a strong sense of purpose	129	2.87	1.114
7.The division head considers the moral and ethical consequences of decisions	129	3.08	1.260
8.The division head emphasizes the importance of having a collective sense of mission	129	2.89	1.220
9.The division head talks optimistically about the future	129	3.02	1.278
10.The division head talks enthusiastically about what needs to be accomplished	129	3.19	1.164
11.The division head articulates a compelling vision of the future	129	2.92	1.136
12.The division head expresses confidence that goals will be achieved	129	3.05	1.117
13.The division head re-examines critical assumptions to question whether they are appropriate	129	3.12	1.216
14.The division head seeks differing perspectives when solving problems	129	3.10	1.138
15.The division head gets me to look at problems from many different angles	129	3.16	1.204
16.The division head suggests new ways of looking at how to complete assignments	129	2.95	1.127
17.The division head spends time teaching and coaching	129	3.15	1.232

18.The division head treats me as an individual rather than just as a member of a group	129	3.11	1.091
19.The division head considers me as having different needs, abilities, and aspirations from others	129	3.02	1.202
20.The division head helps me to develop my strengths	129	3.07	1.126
21.The competence of my division head in making decisions.	129	3.92	1.035
22.The way my division head handles his/her teachers.	129	4.17	.936
23.I completely understand the mission of the school.	129	3.80	1.234
24.My workplace is in an area where I feel comfortable.	129	3.71	1.084
25.I feel satisfied because of the comfort I am provided at work.	129	3.74	1.093
26.I am proud to work for my school because of the pleasant working conditions.	129	3.51	1.133
27.My colleagues are helpful and friendly.	129	3.84	1.074
28.I feel my performance has improved because of the support from my division head.	129	3.52	1.112
29.I feel satisfied at work because of my relationship with my division head.	129	3.76	1.081
30.I am proud to work in this school because it recognizes my achievements.	129	3.79	1.058
31.I feel satisfied with my job because it gives me feeling of accomplishment.	129	3.95	1.010
32.I feel I have contributed towards my school in a positive manner.	129	4.16	.843
33.I will choose career advancement rather than monetary incentives.	129	4.16	.998
34.My job allows me to learn new skills for career advancement.	129	4.14	.950
35.My job allows me to improve my experience, skills and performance.	129	4.16	.900
36.My work is thrilling, and I have a lot of variety in tasks that I do.	129	4.26	.793
37.I am empowered enough to do my job.	129	4.16	.779
38.My job is challenging and exciting.	129	4.18	.814
39.I feel appreciated when I achieve or complete a task.	129	4.24	.818
40.My division head always thanks me for a job well done.	129	4.34	.805
41.I receive adequate recognition for doing my job well.	129	4.31	.705
42.I have a chance to do different thing from time to time.	129	4.37	.708
43.I have a chance to try my own methods of doing the job.	129	4.47	.613
44.I have a chance to do something that makes use of my ability.	129	4.58	.511
Valid N (listwise)	129		

Correlations

		formational total	TM total
formational_total	Pearson Correlation	1	.466**
	Sig. (2-tailed)		.000
	N	129	129
TM_total	Pearson Correlation	.466**	1
	Sig. (2-tailed)	.000	
	N	129	129

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

Bibliography

Name: Chang Liu

Date of Birth: 24th November 1994

Nationality: China

Education:

2014 - 2018- Bachelor degree in Henan University

Work experience:

2019.01 -2020.06, Chinese Teacher, Headstart International School, Phuket

2020.06-2020.11, Chinese Teacher, Phuket Thaihua Asean Wittaya School



