



A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS'
SELF-DIRECTED LEADERSHIP AND THEIR JOB SATISFACTION IN
A PRIVATE SCHOOL IN AYUTTHAYA

Zhongli Yang

I.D. No. 6029566

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

2020

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By: ZHONGLI YANG

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: ASST. PROF. DR. YAN YE

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**
(Asst. Prof. Dr. Watana Vinitwatanakhun)

..... **Advisor**
(Asst. Prof. Dr. Yan Ye)

..... **Faculty Member**
(Asst. Prof. Dr. Poonpilas Asavisanu)

..... **External Expert**
(Asst. Prof. Dr. Waraporn Thaima))

ABSTRACT

I.D. No.: 6029566

Key Words: SELF-DIRECTED LEADERSHIP, TEACHERS' JOB SATISFACTION

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This study aimed to identify the relationship between teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya, Thailand. This study was conducted in a selected private school in the school year of 2019-2020.

This study utilized the Revised Self-Leadership Questionnaire (RSLQ) developed from Bandura's Social Cognitive Theory, and the teachers' job satisfaction questionnaire based on Herzberg's Motivation-hygiene Theory. The questionnaires were translated into Thai language and distributed to 63 full-time teachers in the selected school with 100% return rate. Descriptive Statistics Mean and standard deviation, and Pearson Product Moment Correlation Coefficient were used to analyze the collected data.

The results of this study showed that the levels of teachers' self-directed leadership and teachers' job satisfaction in this selected school were "High". Moreover, this study also found there was a significant relationship between teachers' self-directed leadership and their job satisfaction in the selected school in Ayutthaya.

Field of Study: Educational Administration

Student's Signature

Graduate School of Human Sciences

Advisor's signature

Academic Year 2019

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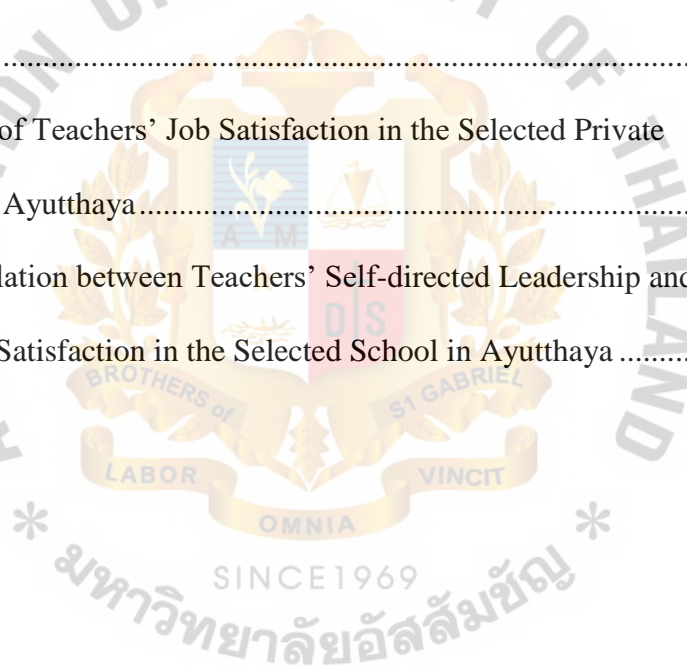
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CHAPTER I

INTRODUCTION

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

Background of the Study

In schools, teachers were playing crucial roles in various educational activities, especially in the teaching and learning process. Their perception towards the self-directed leadership in the schools may also affect the effectiveness of the teaching and learning as well as the school management work. As Masood, Burns & Backhouse (2006) pointed, leadership is not only an essential part of organizations but also one of the most researchable areas in educational perspectives. In the organizations, employees' self-directed leadership is considered as a strategic tool of improving employees' capabilities to derive future benefits. While in schools, teachers' self-directed leadership may also be considered as an important way for their professional development.

According to Manz and Neck (2004), self-leadership was the process that human beings use specific behavioral and cognitive strategies to control personal behaviors, furthermore to affect and lead people's self-control studied self-leadership. Over the past 20 years or, teacher's self-leadership had gained a lot of attention, more scholars start to focus on it, and had carried out a lot of systematic studies on self-directed leadership

(Ghoshal, Arnzen, & Rownfield, 1992; Denison, Hooijberg & Quinn, 1995; Day, 2001; De DéaRoglio & Light, 2009).

Self-directed leadership can be described as a cognitive strategy that can improve the efficiency of an activity; it is a normative model which is a combination of cognitive and behavioral strategies, and self-promotion through these strategies, as Paul (2012) stated in his study, which is becoming a crucial concern as the focus of human resource development for many originations.

In recent years, more and more organizations have focused on cultivating leaders who have the capability to face a complex dynamic environment (Denison, Hooijberg, & Quinn, 1995). In fact, it is very necessary for the organizations to develop a new generation of employees with knowledge, sensitivity and competence, leading the organization in the uncertain future (Ghoshal, Arnzen, & Rownfield, 1992). Then in the education area, a lot of attention is also started to focus on improving the teachers' self-directed development and changing the traditional school training model, and promoting the teachers' job satisfaction (Day, 2001; De DéaRoglio & Light, 2009).

According to Paul (2003), one way to address the continuing development needs of leadership talent is focusing on human resource development efforts on helping leaders better control their development, in other words, become self-directed learners. A big amount of research attention has focused on the training and development of the employees. In the 21st century, the complex educational environment demands the teachers to participate in decision-making, take initiative, and developing their own leadership (Michelle, 2018). Therefore, to study and develop teachers' self-leadership is an important part for human resource management and school development, as teachers are a prime mover of classroom reform (Gamoran et al., 2003; Weiss & Pasley, 2009).

Job satisfaction was another factor that may greatly influence the success of any organization, whether that is a school or bank. Although there are a number of factors that contribute to organizational performance, job satisfaction has been shown to have a significant influence upon this (Bakotić, 2016). Organizational performance does depend greatly on job satisfaction.

Chen and Silverthorne (2008) commented that teacher's job satisfaction was related to their feelings, attitudes and their individual preferences of the work. Other researchers believed that teacher was one of the key elements in educational institutions success as their performance directly affected the student's achievement, and high-quality teachers can produce attractive learning outcomes in the school (Marzano, 2003; Chich-Jen, 2003).

Thailand's education system was at a crossroads, as the country's goal to cross the "middle income trap", it needs to cultivate highly skilled personnel, so that the labor force can become more competitive in the ASEAN Economic Community (Directive of Education Ministry, 2008). Large investments have expanded education. The education reforms in Thailand not only pay attention to the teachers' competency, but also to improve their professional development as the tenth National Economic and Social Development Plan (2007-2011) pointed out. However, there is still a lack of studies on the teachers' self-directed leadership and their' job satisfaction in Thailand.

Statement of the Problem

Recent years, more and more studies are talking about the challenges in Thai public schools, especially in terms of the quality teachers and their professional development (Johnson, 2012). There are many reasons behind the different challenges for

teachers, such as an overloaded administrative work, relationship with colleagues, lack of support, and not having enough opportunity for professional training (Geraldine, 2017).

The selected school is located at Ayutthaya province in Thailand. Compared with the Bangkok area in which has many international schools and foreign teachers, the Ayutthaya province is less developed in terms of education business. This selected school contained diverse students and many foreign teachers. Teachers from different countries are working together here in the school, but no previous study has been conducted on either teachers' self-direct leadership or their job satisfaction.

The researcher of this study had interviewed the principal and administrator group, they stated this school is expanding, they have a growing group of teachers who are from different countries, and they are aware that the teachers' job satisfaction is important for remaining qualified teachers. The school principal is highly interested in their teachers' job satisfaction and their self-leadership, as he believed teachers' self-directed leadership and their job satisfaction are very important in an organization. Since the school has an increasing number of students in this district, the principal is also willing to pay more attention to the teachers' self-directed leadership and find the level of teachers' job satisfaction in the selected school. He looks forward to the research outcomes, which should benefit the school leaders, teachers and students.

Research Questions

1. What is the level of teachers' self-directed leadership in the selected private school in Ayutthaya?
2. What is the level of teachers' job satisfaction in the selected private school in Ayutthaya?

3. Is there any relationship between teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya?

Research Objectives

1. To identify the level of teachers' self-directed leadership in this selected private school in Ayutthaya.
2. To identify the level of teachers' job satisfaction in the private school in Ayutthaya.
3. To determine the relationship between teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya.

Research Hypothesis

There is a significant relationship between teachers' self-directed leadership and their job satisfaction in the selected school.

Theoretical Framework

The major theories that will be applied as the basis for this study include: Bandura's (1986) social cognitive theory and Herzberg's motivation- hygiene theory (1959).

Bandura's Social Cognitive Theory (1986)

Bandura in 1977 developed a Social Cognitive Theory (SCT), based on the research result from his Social Learning Theory. He claimed that human beings learn through observing what others do, and the thinking process is the center of understanding personality. This theory focuses on observing the role of learning and self-regulation in inducing human behavior, focusing on the interaction between human behavior and environment.

Bandura's (1986) social cognitive theory determined that the basic structure of self-regulatory was a process that combined self-monitoring, self-judgments and self-reactions. But self-regulation mainly focuses on discrepancy reduction, social cognitive theory brings forward a system of discrepancy production and with the discrepancy reduction. The basic assumption of social cognitive theory is based on the past performance and experiences, individuals can set their own performance standard or performance goal, in addition can reduce the discrepancy.

The concept of social cognitive strategies was first developed by Manz (Manz, 1983). Self-directed leadership is a set of strategies in which individuals can improve their performance levels. Self-directed leadership strategies are usually concluding in the three categories which are behavior-focused strategies, natural reward strategies and constructive thought patterns strategies.

Relying on the same theory, Houghton (2002) further developed the dimensions for teachers' self-directed leadership. He also focused on three categories which are behavior-focused strategies, natural reward strategies and constructive thought patterns strategies. Moreover, he developed subscales for each strategy, accordingly, behavior-focused strategies comprise of *visualizing successful performance, self-talk*; natural reward strategies comprise of *self- goal setting, self-reward, focusing thoughts on natural rewards*, constructive thought patterns strategies comprise of *self- punishment, self-observation, and self- cueing* (Houghton, 2002).

The key concept of Bandura's Social Learning Cognitive Theory, Manz and Neck' Self Leadership Strategy and Houghton' Self-directed Leadership Strategy was showed in the following table.

Table 1. Conclusion of the key Concept of the Main Theory

Theory& Strategy	Key Concept
Bandura’s Social Cognitive Theory (1977,1986)	1. Reciprocal Determinism 2. Behavioral Capability 3.Observational Learning 4. Reinforcements 5. Expectations 6. Self-efficacy
Manz & Neck (1983) Self - directed Leadership Strategy	1. Constructive thought patterns: 2. Natural Reward: 3. Behavior Focused:
Houghton (2002) Self-directed leadership	1. Behavior-focused Strategies 2. Natural Reward Strategies 3. Constructive Thought Patterns Strategies.

Herzberg’s Motivation- hygiene Theory

The job satisfaction theory that was used is based on Herzberg’s Two-Factor (motivator-hygiene) Theory (1959). The motivators stand for the physical needs that were perceived as an additional benefit. The motivational factors are regarded as: *1).*

Recognition; 2). Advancement; 3). Work itself.

Hygiene factors were essential for the existence of motivation in an organization. These factors may not lead to positive satisfaction for long-term, but if these factors were absent or non- existence will cause dissatisfaction. The hygiene factors represented the

physiological needs of the employees. Hygiene factors include: *1). Salary; 2).*

Interpersonal relationship; 3). Working environment.

According to Herzberg, Motivational factors and hygiene factors had an inverse relationship. That was, Motivational factors tend to increase motivation when they were present, while Hygiene factors tend to reduce motivation when they were absent. This was due to employees' expectations. Hygiene factors (e.g., salary, benefits) were expected, so they won't increase motivation when they were in place, but they will cause dissatisfaction when they were missing. Intrinsic motivators (e.g., challenging work, growth potential), on the other hand, can be a source of additional motivation when they are available.

Conceptual Framework

This study intends to determine the teachers' self-directed leadership and the level of the teachers' job satisfaction in the selected private school in Ayutthaya. The researcher's intention is to determine whether there is a relationship between these two variables. This is abstracted in the conceptual framework shown in Figure 1.

In the left box shows the teachers' self-directed leadership, using Bandura's Social Cognitive Learning Theory (1986), in the right side box shows the teachers' level of job satisfaction, using Herzberg's Motivation Theory (1959).

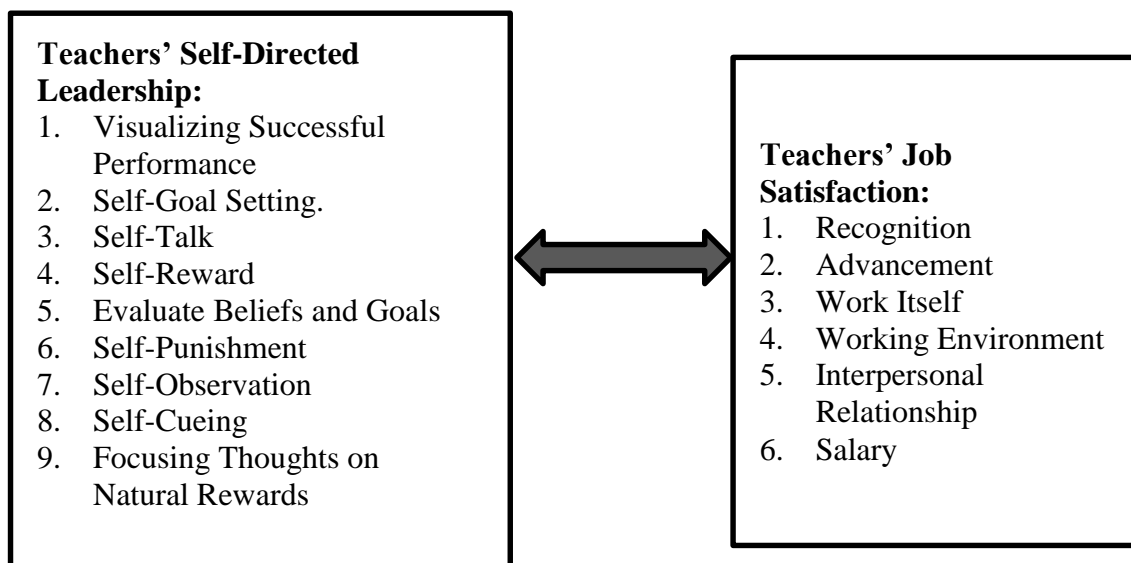


Figure1: Conceptual framework

Scope of the Study

The study was conducted with all full-time teachers of the selected school in Ayutthaya, Thailand. The study was conducted during the academic year of 2019 to 2020. According to the school Human resources management office records (2019-2020), there are currently 63 full-time teachers working in the school, during the academic year of 2019. Thus, all 63 teachers were used as the target of the study group.

Definitions of Terms

The following definitions of terms are using in the process of this study:

Teachers - refers to all 63 full-time teachers in the selected private school Ayutthaya.

Perceptions - refers to the way of interpreting or understanding Teachers' perception
refers to the attitude or opinion of all the teachers towards self-directed
leadership style.

The School – The selected private school is located in Ayutthaya, Thailand.

Self- Directed Leadership – Refers to the teachers' behavior awareness and volition,

working motivation, constructive cognition. There are nine components for self-directed leadership were described as following:

- 1. Visualizing Successful Performance**—Refers to teachers' assumptions for the successful performance in the future. This component was evaluated by the questionnaire part I, question 1, 10, 19, 27, 33.
- 2. Self-Goal Setting**—Refers to teachers' assumption objectives in their job. This component was evaluated by the questionnaire part I, question 2, 11,20,28,34.
- 3. Self-Talk**—Refers to the action those teachers practice or act to talk to themselves either aloud or mentally. This component was evaluated by the questionnaire part I, question 3, 12, 21.
- 4. Self- Reward**—Refers to the action that teachers according to can increase the sense of competence, individuals give themselves some rewards. This component was evaluated by the questionnaire part I, question 4, 13, 22.
- 5. Evaluate Beliefs and Goals**—Refers to the action that teachers' analysis their working objectives and assumptions. This component was evaluated by the questionnaire part I, question 5, 14, 23, 29.
- 6. Self-Punishment**—Refers to facing failures and undesirable behaviors, teachers reshaping of those behaviors. This component was evaluated by the questionnaire part I, question 6, 15, 24, 30.
- 7. Self-Observations**—teachers observe their own behaviors and thoughts during the working process. This component was evaluated by the questionnaire part I, question 7,16,25,31.
- 8. Self-Cueing**—refers to the internal and external that encompasses a systematic set of behavioral and cognitive strategies for workers leading themselves to higher

performance and effectiveness. This component was evaluated by the questionnaire part I, question 9, 18.

9. Focusing Thoughts on Natural Rewards- It is an intrinsic reward from the task itself or the individuals is rewarded by the task. This component was evaluated by the questionnaire part I, question 8, 17, 26, 32, 35.

Job Satisfaction– Refers to the teachers’ feeling of fulfillment or enjoyment from their work. The following six terms were used for teachers’ job satisfaction in this research:

- 1. Recognition-** Refers to the leaders’ supervision on the teachers’ working accomplishment. This component was evaluated by part II of the questionnaire, in question number 1, 2, 3 and 4.
- 2. Advancement** – Refers to the teachers improve space in work or the chance to achieve teachers own dream and aspiration. This component was evaluated by part II of the questionnaire, in question number 9, 10, 11 and 12.
- 3. Work Itself** – Refers to the extent the job provides teachers the interest of the task, chance of learning and opportunity to accept responsibility, the amount of task. This component was evaluated by part II of the questionnaire, in question number 5, 6, 7 and 8.
- 4. Working Environment-** Refers to the teacher’s physical working environment, the personal and public facilities that help theme to accomplish their work. This component was evaluated by part II of the questionnaire, in question number 21, 22.

5. Interpersonal Relationship- refers to the interrelationship with the leaders and colleagues in this school. This component was evaluated by part II of the questionnaire, in question number 13,14,15,16 and 17.

6. Salary – Refers to the teacher’s monthly payment for the work. This component was evaluated by part II of the questionnaire, in question number 18, 19 and 20.

Significance of the Study

There was no previous research at the selected private school of Ayutthaya regarding this topic. The Results of this study benefited the selected school leaders, teachers and students. It will also benefit other schools and the future research related to this topic.

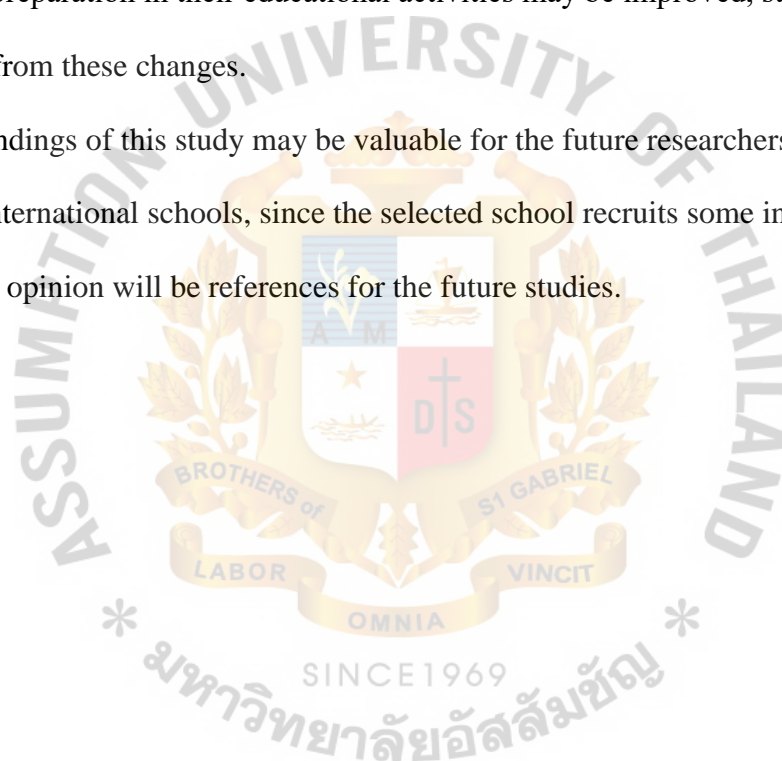
The research results were beneficial to the selected school and school leaders, teachers. The findings will assist the school leaders of the selected school aware that teachers since self-directed leadership can be applied to a series of interpersonal communication, it is paradoxical that enhancing self-directed leadership skills should become a basic emphasis of formal leadership development programs. By recognizing the teachers’ perceptions towards self-directed leadership and teachers’ job satisfaction, the school administrators can know the needs of the teachers, find effective methods to develop and improve the teachers’ self-directed ability (ex. Organize professional training). On the other hand, school administrators can improve the working conditions and school climate in order to improve the teacher’s job satisfaction and passion in their job. The results of this research may be able to assist the school going forward in terms of knowing what influences teachers’ job satisfaction.

The study outcomes also help the school teachers better understand and acknowledge the teachers’ self-directed leadership, enhance their self-directed leadership

skills and promote the complement of their working tasks. The teachers may then be able to learn from this study and improve their self-directed leadership capabilities in ways that would help increase teachers' level of job satisfaction. The results were to help teachers prepare for their future job by the means of improving their self-directed leadership skills.

The students of the selected school may get benefit from the teachers. Through the improvement of the teachers' self-directed leadership capabilities and job satisfaction, the teachers' preparation in their educational activities may be improved, students will gain benefits from these changes.

The findings of this study may be valuable for the future researchers and private schools and international schools, since the selected school recruits some international teachers, their opinion will be references for the future studies.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher reviewed a range of related literature in line with the themes found in this research. The researcher review literatures related to self-directed leadership and teachers' job satisfactions in the following parts;

- Bandura's Social Cognitive Theory
- Concept of Self-directed Leadership
- Self-Leadership and Self-Regulation
- Other Theories Related to Self-Directed Leadership
- Teacher's Job Satisfaction
- Herzberg's Motivation- Hygiene Theory
- Other Theory Related to Teacher's Job Satisfaction
- Previous Study on Self- Directed Leadership and Teacher's Job Satisfaction
- The Selected Private School in Ayutthaya of Thailand
- Summary of the Reviewed Literature

Bandura's Social Cognitive Theory

American psychologist Albert Bandura in 1977 developed a Social learning theory. Based on the research result from his Social Learning Theory (SLT), he stated the new theory which is named Social Cognitive Theory (SCT). He claimed that human beings learn through observing what others do, and the thinking process is the center of understanding personality. It focuses on observing the role of learning and self-regulation in inducing human behavior, focusing on the interaction between human behavior and

environment. Social learning theory is increasingly recognized as an important part of sustainable development, and also natural resource management and promotion of desirable behavioral changes of human beings (Moru & Jeffrey, 2008).

Bandura's (1986) social cognitive theory plays an important role for the development of Self-leadership. As Bandura (1986) believed that human being's behaviors may be a good explanation for a triadic reciprocal relationship among internal influences, external influences and people's behavior. Social cognitive theory determined that the basic structure of self-regulatory is a process that combined self-monitoring, self-judgments and self-reactions. But self-regulation mainly focuses on discrepancy reduction; social cognitive theory brings forward a system of discrepancy production and with the discrepancy reduction. The basic assumption of social cognitive theory is based on the past performance and experiences, individuals can set their own performance standard or performance goal, in addition can reduce the discrepancy. On the occasion that the mobilizing and reducing discrepancy, individuals can set a higher standard, go and return in the following circle.

Bandura (1986) also stated there are four types of learning effects, which are observational learning effect, response facilitation effect, response inhibition effect and response disinheriting effect. Individuals acquiring new behaviors through observing the model's behavior, after learning from models increase the literature and enhance the same behavior, after observing the penalty model, the frequency of learning behavior is reduced. After observing the model, the recovery of the inhibition reaction is reversed as a contrast consequence. In this theory he claimed that human being's behavior as a triadic, dynamic and reciprocal interaction of personal factors, behavior and environment. Figure 2 shows the three fundamentals work of these principals.

Bandura's social cognitive theory provides a framework for understanding, forecasting and changing human behavior (Green & Peil, 2009). The theory provides a framework for understanding how people are proactively shaped and shaped by the environment. In particular, the theory details the process of observing learning and modeling, and the impact of self-efficacy on behavior. The main component for SCLT is observational learning. Bandura claimed that observational learning occurred through which people observe and imitate models that they meet in their environment.

Observational learning happens through four processes:

- 1). Attention process: Explain the information that people observed the environment and selected, it might be observing the real-life models or they see from the media.
- 2). Retention process: Remember the information you observe so you can successfully remember and rebuild in the future.
- 3). Production process: Reconstruct the observed memory so that the knowledge gained can be applied to the appropriate situation. In many cases, this does not mean that the observer will completely replicate the observed operations, but that they will modify the behavior to produce context-appropriate changes.
- 4). Motivational process: Determines whether the observed behavior is performed based on whether the observed behavior produces expected or unfavorable results for the model. If an observed behavior is rewarded, the observer will be more motivated to reproduce it later. However, if an act is punished in some way, the observer will not be so motivated to reproduce it. Therefore, social cognitive theory reminds people that not all behaviors are learned through imitation.

People are only part of the environment; people create a favorable environment and then control it. By carefully choosing the environment, people can influence who they want to become, their choice is influenced by their beliefs and abilities (Bandura, 1997). Bandura proposed there is an internal principle consisting of the three interacting elements; this is the very beginning idea for self-directed leadership according to current researchers such as Green & Peil (2009).

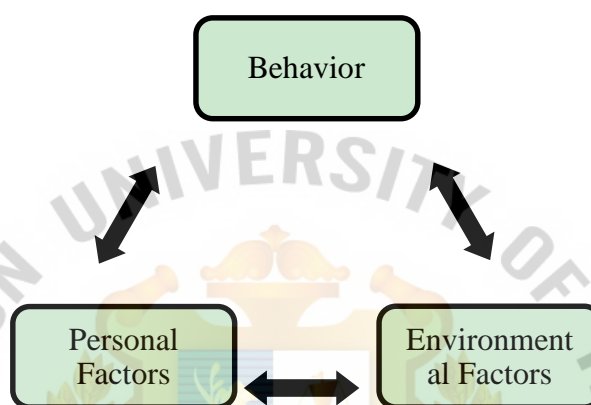


Figure 2: Internal Principle of Social Cognitive Learning Theory (SCLT)

Source: Adopted from Razieh Tahdayon Nabavi (2012) *Bandura's Social Learning Theory & Social Cognitive Theory*, University of Science and culture, Iran, (P 15)

Self-efficacy is another important idea as described in context of Bandura theory. Bandura (1986) stated that in human behavior, self-efficacy has a causal effect on expected outcomes. Self-efficacy is people's self-assignment of the abilities that are necessary to finish a specific task (Bandura, 1986, 1991; Gist, 1987). Self-efficacy primarily affects the people's aspiration, effort, persistence and thought patterns.

Mark and Campbell (2011) stated that self-efficacy beliefs through cognition, motivation, emotional and decision making processes. Efficacy beliefs affect whether individuals think optimistic or pessimistic, in a way that is self-improving or self-weakening. They played a game central role of self-regulating motivation through goals,

challenges and outcomes and expectations. In their study, they regard self-efficacy as the center of social cognition learning theory, it defends that beliefs about human beings' capability and capacity to execute a behavior successfully. It also states that human beings tend to participate in activities based on the sense of competence.

Social cognitive theory further developed into self-regulation theory in terms of self-reaction. Bandura and Cervone (1986) stated that there are three types of self-influences affected the relationship between goal and performance; they are self-satisfaction, self-efficacy and the regulation of internal standards. On the contrary, social cognitive theory focused on the crucial of the self-reactive of satisfaction and self-efficacy.

More details about self-leadership and self-regulation theories will be explained in the following part as the support of theoretical context.

Concept of Self-directed Leadership

Facing the rapid development of the worldwide competitive environment, many organizations transform their leadership styles to face it. For the purpose of remaining competitive in the high-tech and serve-oriented marketplaces, organizations are finding the flexibility and rapid response abilities.

This decentralization in the organizations supply opportunities for individuals in all levels to take greater responsibility in their work (Shipper &Manz, 1992). This trend is going to continue in the 21st century, more and more organization leaders need to rely on individual employees to share the responsibility to lead themselves rather than the traditional leadership styles.

The concept of self-leadership was first referred to by Manz in the middle of 1980s (Manz, 1983), self-leadership is an extension of self-management (Manz& Sims, 1980), it is also a crucial part of self-control theory (Cautela, 1969).

Self- directed leadership is a set of strategies in which individuals can improve their performance levels. Self-directed leadership strategies are usually concluding in the three categories which are behavior- focused strategies, natural reward strategies and constructive thought patterns strategies (Manz& Neck, 2004).

Self- directed leadership is a set of strategies in which individuals can improve their performance levels. Self-directed leadership strategies are usually concluding in the three categories which are behavior-focused strategies, natural reward strategies and constructive thought patterns strategies.

Behavior-focused strategies are focused on highlighting the individuals' self-awareness to improve the behavioral management, especially the management of behaviors which are essential in the unpleasant tasks (Manz and Neck, 2004).

Self- observation aims to examine one's behavior and improve individuals' awareness whether need to change the present behaviors or not. Self-goal setting encourages individuals to develop and adapt to specific goals and associated rewards and contingencies to motivate and guide the necessary performance-related behaviors (Mahoney and Arkoff, 1987, 1979; Manz and Sim 1980). Numerous studies have shown that accepting specific, challenging, and realistic performance goals significantly affects task-related performance. Self-reward is cooperating with self- goal setting, aims to promote individuals to accomplish their goals (Mahoney and Arkoff, 1987, 1979).

Self- rewards can be something mentally prize oneself or a right movie or simple dinner, it can promote individuals to move towards the specific goals. Self-correcting feedback includes a constructive self-examination in order to more actively reshape these

behaviors and the directions. However, excessive self-punishment, including harsh and unrealistic self-criticism, should be avoided, because this can lead to feelings of guilt and inadequacy, which are often counterproductive (Neck and Houghton, 2006; Manz and Sim, 2001). Self-cue can be explained as some effective ways, environmental cues, such as to-do lists or wall decorations, can be an effective way to stay focused on the task at hand (Houghton and Neck, 2006; Manz and Neck, 2010).

Natural reward strategies are intending to increase the motivation by the means of creating some reward or positively enhance the enjoyment of finishing a task. The first primary natural reward is to create more enjoyable characteristics in an activity so that the task itself can be more enjoyable and make the individuals feel more positive (Manz and Neck, 2004; Manz and Sim, 2001). The second natural reward is focus on ignoring the negative and unpleasant part of the task and highlighting the positive part of the task (Manz and Neck, 2004; Manz and Sim, 2001). Both strategies focus on enhancing the competence feeling and self-determination, increasing the performance and achievement.

Constructive thought patterns strategies focus on the thought patterns to reflect the individuals own performance and replace the negative thoughts by positive self-talk (Neck and Manz, 1992; Manz and Neck, 2004). Constructive thought patterns strategies include identifying and replacing the dysfunctional beliefs in assumptions, encouraging positive thoughts and self-talk (Burns, 1980; Ellis, 1979). Furthermore, individuals should identify and replace the dysfunctional beliefs with more positive dialogues. Self-talk is defined as what the people tell themselves, it includes mental-evaluations and reactions (Ellis, 1979; Manz and Neck, 1992).

Houghton (2002) further developed the dimensions for the teachers' self-directed leadership, including three categories which are behavior-focused strategies, natural reward strategies and constructive thought patterns strategies. Behavior-focused

strategies consist of *visualizing successful performance*, *self-talk*. Natural reward strategies are comprised of *self- goal setting*, *self-reward*, *focusing thoughts on natural rewards*, Constructive thought patterns strategies are comprised of *self- punishment*, *self-observation*, and *self- cueing* (Houghton, 2002).

- 1. Visualizing Successful Performance**—Refers to teachers’ assumptions for the successful performance in the future.
- 2. Self-Goal Setting**—Refers to teachers’ assumption objectives in their job.
- 3. Self-Talk**-Refers to the action those teachers practice or act to talk to themselves either aloud or mentally.
- 4. Self- Reward**-Refers to the action those teachers according to can increase the sense of competence, individuals give themselves some rewards.
- 5. Evaluate Beliefs and Goals** -Refers to the action that teachers’ analysis their working objectives and assumptions.
- 6. Self-Punishment** -Refers to facing failures and undesirable behaviors, teachers reshaping of those behaviors.
- 7. Self- Observations**-teachers observe their own behaviors and thoughts during the working process.
- 8. Self-Cueing**-refers to the internal and external that encompasses a systematic set of behavioral and cognitive strategies for workers leading themselves to higher performance and effectiveness.
- 9. Focusing Thoughts on Natural Rewards**- It is an intrinsic reward from the task itself or the individuals are rewarded by the task.

Self-Regulation Theory and Self-Leadership

Self-leadership plays an important role in self-regulation theoretical framework. From the literature from the cybernetics field (Shay, 1961; Clark, 1996; Wiener, 1948). Powers (1973), Carver and Scheier (1998) stated that there are the related linkages between self-regulation and self-leadership, and they had shown a systemic explanation of how behavior carry out.

Self-regulation theory presented a hierarchical organization of the self-regulatory system through the form of superordinate and subordinate loops or goals (Carver & Scheier, 1998; Powers, 1973). Internal origin thoughts accurate that self-leadership is individuals' nature, it plays a dominant and regulating role, thus obtaining the self-regulation of behavior or performance.

Self-regulation theory suggested that when facing difficulties in the progress of goal achieving, individuals have different reactions. Those who have a strong sense of confidence and hope in the process of goal attainment will persist or put more effort. To the contrary, those who are short of hope or confidence will tend to find the possibility of alternative goals or disengage altogether (Carver and Scheier, 1998).

Therefore, the concept of confidence or hope as manifested in terms of performance-related expectancies is a crucial part of self-regulation theory. In the end, self-regulation theory distinguishes between a promotion and prevention self-regulatory focus (Carver, 2001). Self-regulation is based on accomplishments, hopes and aspiration to promote the operation, furthermore regulating the presence of positive outcomes (Higgins, 1989).

In a word, self-regulation theory is a wide-range of descriptions on human behavior, it also an explanation of how human's behavior happens. However, self-regulation behavior does not always go smoothly or lead to successful outcomes or goal

attainments. According to Latham and Locke (1991) that “although people are natural self-regulators in that goal directedness is inherent in the life process, they are not innately effective self-regulators”. Some researchers use the term “self-regulatory failure” to describe the examples of inaction in the self-regulatory process (Baumeister & Heitherton, 1996; Baumeister, 1994; Kirschenbaum, 1987).

Self-regulation theory determines the existence and possibility of dysfunctions in self-regulation, they prescribe few strategies to promote self-regulatory effectiveness. Self-leadership that operates within the broader theoretical framework of self-regulation if purpose to understand individual’s behaviors, prescribe specific behavioral cognitive, tend to increase the individual’s self-regulatory effectiveness.

Self-directed leadership may promote self-regulatory effectiveness in some ways. The self-focused strategy in self-observation can increase self-awareness and strengthen self-focus. Research result suggested that the increase of self-focus can promote the task focus and task performance (Wicklund and Duval, 1971; Carver, 1975)

Teachers’ Job Satisfaction

A number of researchers had conducted different research on job satisfaction in companies and schools. In modern society, the leaders start to pay more attention to the employee’s job satisfaction, commit to find the level of employee’s job satisfaction or improve employee’s job satisfaction. The definition of “satisfaction” is a pleasant feeling when you receive something you want or finish some task. Some researchers defined the concept of job satisfaction as bellow:

Hoppock (1935) defined job satisfaction as a combination of physical, psychological and environmental circumstances that may make the employee truthfully say he/she is happy with the job. Vroom (2013) also asserted that job satisfaction is an

individual's perceptual or emotional to the important part of their job. Job satisfaction can be fulfilled by employee's need and job characteristics can go forward hand in hand and the gap between expectancy and reality is reduced (Drukpa, 2010).

According to an updated research from Baron and Greenberg (2008), they claim that job satisfaction is a feeling that brings forth positive or negative influence on an individual's roles and responsibilities in their job. They also refer that it is very crucial to understand the concept of job satisfaction since there is no single solution to satisfy every individual in the working place.

Lock (1976) states that job satisfaction is "a pleasure or positive emotional state, resulting from the appraisal of one's job or job experiences" (p76). Mitchell and Larson (1982) believed that job satisfaction is an organizational behavior that is critical in every working environment, it depends on the employee's feeling of fulfillment in things that necessary to them are well provided (Mitchell and Larson, 1987). In other words, job satisfaction is a positive impression results from employees being pleased by the working conditions (Steer and Porter, 1991).

If there is less administrative support, limited budget or financial support expected by individuals, teachers do not have enough conditions to change curriculum design, which will also affect their job satisfaction (Wesmer and Wood, 2002). Brown (2009) also shows in his research that inspirational motivation variables are related with teacher's job satisfaction, it means when a teacher is inspired and recognized by the management of a leader, they are more likely to perform better and continue their work (Brown,2009).

An individual's emotional expectations on the role of the job he is engaged in which may cause positive and negative attitude. Positive attitude is job satisfaction, and a negative attitude is dissatisfaction in their job (Vroom, 1964). According to

Schermerhorn (1982), job satisfaction is the level of employees' positive or negative feelings on their own job or the standard that their professional needs are being met.

Armstrong (2006) also stated that job satisfaction is how the employee feels about their job either positively or negatively. When the employee has a vigorous attitude towards their job, it will lead to job satisfaction, when they have an inactive attitude towards the job will lead to dissatisfaction. A positive and cooperative atmosphere in the working place will contribute to a higher morale.

Zembylas & Papanastasiou (2004) conducted a study in Cyprus on the teachers' job satisfaction, motivations and effectiveness for the secondary school teachers. For the job satisfaction parts, the result showed that the level of the teacher's job satisfaction was determined by salary, rewards and other promotions, and it can affect the teachers' working performance.

Mahmood, Nudrat & Asdaque (2011) conducted research on teachers' job satisfaction in secondary school teachers. This research enrolled 785 teachers in the urban and rural schools in Pakistan. The research result stated that general teachers were less satisfied with the advancement, compensation, supervision-human relation and working environment. In addition, there was no significant difference between urban and rural teachers' job satisfaction.

Herzberg's Motivation-Hygiene Theory

Herzberg (1959) proposed the two-factor theory of job motivation. At that time, although his study was a limited topic which was also controversial, it has produced many different foundations of theory to support the development of human resource (Herzberg, 1987). Herzberg (1959) conducted the study in a group of engineers to find out the factors that make them satisfied or dissatisfied on their job. According to this

study he investigated the famous two factors which were known as motivational factors and hygiene factors.

Herzberg (1959) stated that there are two categories in work factors: one is Hygiene factors that are not directly and strongly contribute to satisfaction but be presented to meet teachers' expectation. Motivation factors strongly contribute to workers' job satisfaction. The motivational factors cannot simply be defined as motivators. The motivational factors emerge positive satisfaction, these factors are inherent to work which also motivate the employees for a superior performance, and in addition, these factors are also called satisfiers. These factors not only make the employees involved in performing the job but also make the employees find intrinsically rewarded. The motivators stand for the physical needs that were perceived as an additional benefit. Herzberg stated all the elements separate into two types, he found that satisfiers are called motivators while dissatisfies are called hygiene factors.

Motivators are known as recognition, achievements, advancement in job, possibility of growth, responsibility, work itself. The elements for hygiene factors are salary, supervision, interpersonal relationship, administration and policy, working conditions, status, elements in personal life and job security.

The motivational factors are regarded as: 1). Recognition: Which include the individuals receive the recognitions for the personal achievement and success in the work. 2) Achievements: Achievements were highly correlated in managerial and professional workers in the private areas. Studies found evidence that job satisfactions for educators in university level revealed with their achievements. 3). Advancement in job: The work should provide some growth and advancement opportunities to the employees to promote their working. Some professional training is essential for employees. 4) Possibility of growth: Possibility of workers' personal growth is whether the worker have

chance to learn new knowledge and skills in their present job, professional training will promote their personal growth. 5) Responsibility: Responsibility is the chance for the staff to manage their own job instead of controlled by their leaders. 6). Work itself: The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated. Since Herzberg's study about job satisfaction published, more and more educators, organizational leaders pay attention to the employee's job satisfaction. In an organization, the employees' job satisfaction is normally decided by many factors. Hygiene factors are essential for the existence of motivation in an organization. These factors may not lead to positive satisfaction for long-term, but if these factors are absent or non- existence will cause dissatisfaction. When hygiene factors are advisable or reasonable in the job, it can pacify the employees and prevent them from making them dissatisfied.



Figure 3: Herzberg's Two Factors Theory

Source: Adopted from Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business Review*, 65(5), Page 8.

The hygiene factors represent the physiological needs of the employees. Hygiene factors include: 1). Salary: Herzberg stated the pay or salary should be reasonable and appropriate for the employees. In the occasions the salary is unfairly low may cause dissatisfaction. Salary not only a hygiene factor, but also resource to promote recognition for the staff, strengthen their self-esteem, then can improve their satisfaction in job. 2) Supervision: The quality of supervision from their supervisors related to the level of help and admits for their personal performance that staff received from supervisors.3). Interpersonal relationship: The relationship between the employees, leaders and subordinates prefers to be acceptable and appropriate, or should be peaceful and no conflict. 4). Administration and Policy: Administration and policy are positively related with staffs' job satisfaction; it means the feeling of staffs about the organization management. 5) Working environment. Herzberg's research showed us that the working environment can be related with dissatisfaction. The employees prefer their working conditions to be safe, clean and hygiene, the facilities and equipment should be updated and well-maintained. 6) Status: The allowances and bonuses that the staff get from organization. 7) Job Security: It means whether the staff's job in the organization is stable or not.

There are some factors that cause job satisfaction while there also some other factors prevent dissatisfaction. Herzberg stated that the opposite of "satisfaction" is "no satisfaction", the opposite of "dissatisfaction" is "no dissatisfaction". Two-factor theory different from the others we have is the role of employee expectations. According to Herzberg, Motivational factors and hygiene factors have an inverse relationship. That is, Motivational factors tend to increase motivation when they are present, while Hygiene factors tend to reduce motivation when they are absent. This is due to employees' expectations. Hygiene factors (e.g., salary, benefits) are expected, so they won't increase

motivation when they are in place, but they will cause dissatisfaction when they are missing. Intrinsic motivators (e.g., challenging work, growth potential), on the other and, can be a source of additional motivation when they are available.

Cherry (2014) suggested that staffs are more inspired in the occasion of motivated by the inside factors. The intrinsic factors, such as recognition and monetary compensation in their working place can influence their work performance and efficiency. She also stated that the extrinsic satisfaction is affected by the outside influences such as rewards and promotion. In some cases, offering rewards can improve motivations, while too much recognition can cause the decrease of intrinsic motivation, so rewards should be done responsibly.

Other Theory Related to Teacher's Job Satisfaction

Abraham Maslow's Need of Hierarchy Theory

In 1943, Maslow developed the famous hierarchy of need. This theory is one of the most famous and widely used in organizations to achieve organizational success. According to Maslow's research (1954), there are five levels of human needs that a person has, he arranged these needs in a hierarchy. He stated the five needs from lower level to higher level as: physiological needs, safety needs, love/ belong needs, Esteem needs, and self- actualization needs. People's need can only be fulfilled one level at each time.

1. **Physiological Needs:** he defined the basic needs of human beings needs is people's body needs, such as: hunger, thirst, sex, homeostasis and excretion. Once the individuals' basic needs are fulfilled, they will pursue for the next level of needs hierarchy.
2. **Safety Needs:** this is the second level of the needs hierarchy, it includes security of: body, employment, resources, morality, the family, health and property. Once people have basic nutrition, shelter and safety, they attempt to accomplish more.

3. **Love and Belonging:** the third level of needs hierarchy are the psychological needs, after achieving the physical needs, human beings tend to share themselves with others. This level includes: friendship, family, sexual intimacy.
4. **Esteem:** this level will be achieved when people feel comfortable with what they have accomplished before; they need to be competent and recognized, such as self-esteem, confidence, achievement, and respect by others.
5. **Self- Actualization Needs:** on the top of the pyramid, it will occur when individuals achieve the states of harmony and understanding, because they are engaged in achieving their full potential. In the occasion that one's self-actualization had achieved, they will focus on themselves and attempt to build their own image.

Maslow defined that this hierarchy of needs should be gradually rising from lower levels to higher levels. In modern society, a huge number of organizations use Maslow's hierarchy of needs to promote the maintenance of long-term employees. He also explained that a good leader should know how to motivate their followers. Maslow's need for hierarchy offered value and significance for organizations to meet the organization's requirements, in addition to improve working environment and employee's job satisfaction.

The following figure shows Maslow's Hierarchy of Needs.

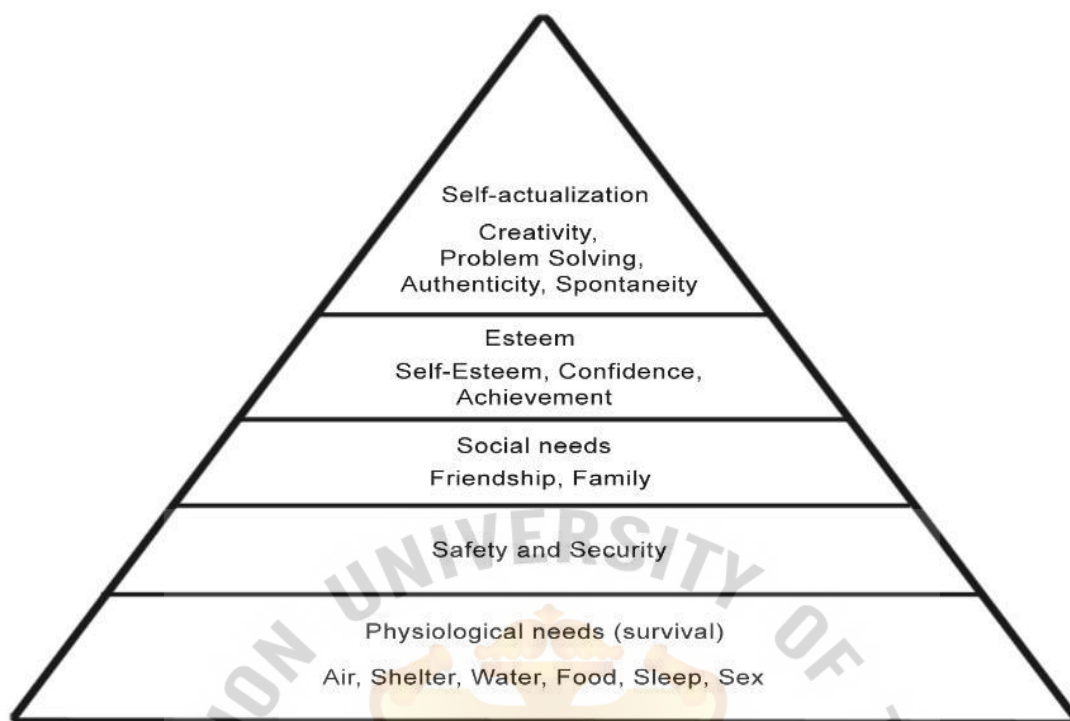


Figure 4: Maslow's Hierarchy of Needs

Source: Maslow, A. H. (1943). *A Theory of Human Motivation*. *Psychological Review*, 50, 370-396. Retrieved from <http://academia.edu/3588286/A-theory-of-human-motivation-A.H.-Maslow-1943>.

Previous Studies in Teacher's Job Satisfaction

Muintir (2011) conducted a study about the employee's job satisfaction. According to his study, job satisfaction is an integral part of any organization's assessment program. A happy and secure feeling can increase the level of employee's satisfaction in their position. Another research carried out by Robbins (2003), He stated that If employees are not satisfied in their position, they can't perform well; on the other hand, employees who are happy with the position have a positive attitude at work. In

educational organizations, teachers' job satisfaction is one of the most important factors that need to be considered. Hong ying (2007) defended that teacher's job satisfaction also affects the teaching environment, organizational health, principal effectiveness and the overall school quality.

Base on Herzberg's job satisfaction motivations, Malik (2011) researched the job satisfaction elements on school members in Balochitsan's university, He defended the factors influence the 120 faculty members' job satisfaction, in which showed the female school members were less satisfied than the male, the most motivating factor was work itself and the least aspect was working environment.

Su (2010) carried on a research on the teacher's job satisfaction of 260 teaching staff at the undergraduate level at Assumption university of Thailand. According to the research, the level of job satisfaction in the selected faculty was high. The results showed that the teachers were highly satisfied by the supervision, co-workers and pay. For the factor of work itself, Thai teachers appeared to have a higher level of satisfaction than foreign teachers. With the promotion, Thai faculty members were highly satisfied and foreign teachers were least satisfied.

Mahmood, Nudrat and Asdaque (2011) also conducted a study on teacher's job satisfaction of secondary school teachers. Their study was conducted among seven-hundred eighty-five teachers in urban and rural school teachers in Pakistan. Their research result showed that most teachers are less satisfied with advancement, compensation, supervision and interpersonal relationships, working conditions. There is also no significant difference between urban and rural teachers' job satisfaction.

Mai (2013) conducted a study on the relationship between teacher's job satisfaction and teacher's teaching performance in three basic schools in Myitkyina, Kachin states of Myanmar. One- hundred and twenty teachers in the selected high school

in Myanmar were involved. According to the results of her study, the teachers in those schools were highly satisfied with the achievement, recognition, work itself, responsibility and supervision. But the respondents were moderately satisfied with the interpersonal relationship, advancement, and salary and working conditions.

The Selected Private School in Ayutthaya of Thailand

The selected school was first established in the year 2002, in Ayutthaya of Thailand. In the first years, this selected school only has Nursery and Kindergarten. Since 2006, this selected school had extended to Primary six.

Thai Education ministry' the basic core curriculum (2008) stated that education should develop the brain and multiple intelligence of learners to achieve a balanced development. The Basic Education Core Curriculum includes the following eight respects: Thai language, Mathematics, Science, Social Studies & Religion and culture, Health and PE, Art, Occupation and technology, foreign languages. Based on this policy this selected school set English and Chinese education in which English as a core subject and Chinese as a non-core subject. The selected school hires foreign teachers from Pillipin, UK and South Africa for English teaching. For Chinese education, recruit the local Chinese teachers and Chinese teachers from China.

This selected school enrolled 63 full time teachers for the school year of 2019-2020. According to the Teachers' council of Thailand (2002), all teachers are required to develop knowledge, skills and expertise in the practice of professions. All the teachers are required to get the Thai Teaching license to make sure they have quantified professional skill in teaching specific subjects. For teachers' performance, teachers are required to regularly practice their academic skills and decision making skills, conduct themselves to be role models, cooperate with others in the community (Methi, 2007).

According to the interview result from the school director and 3 represent teachers. This group of teachers in the selected school has less chance to join the professional training to engage updated educational skills and knowledge.

Although the school is not with a big scale, it is enrolling foreign teachers from China, Pilipino and South Africa. This group of teachers is working with the local teachers in this school. Since they are come from different countries and culture, the working conditions, work it-self, the relationship with colleagues and other factors are important factors for their motivation and level of job satisfaction. The director stated that school organize group travel for the teachers as staff welfare, this activity had received positive feedback form teachers. The school director stated that they are planning to strengthen the foreign language teaching in this school and set some project to cooperate with the Chinese HanBan.

The school director indicated that she is also interested in these school teachers' self-directed leadership style and job satisfaction and support the searcher to conduct this study in their school. She hopes the research result can help the school administrators to know the teachers' working better and promote the educational achievement.

Summary of the Reviewed literatures

This chapter provides a review of the related literature on teachers' self-directed leadership and teachers' job satisfaction. According to the research findings of previous studied, there many factors that will affect teachers' self-directed leadership and their job satisfaction.

To assure the statement of the teachers' self- directed leadership, the researcher used Bandura's Social Cognitive Theory (1986). Herzberg's Motivation-Hygiene theory (1959) is used to support the study of teachers' job satisfaction. Therefore, knowing the

teachers' self-directed leadership is regarding their level of job satisfaction may improve the achievement of the gathering vision. Base on the main theory of this study adopted, the teachers' self-directed leadership is measured by nine factors, which include visualizing successful, self-goal setting, self- talk, self-reward, evaluate beliefs and assumptions, self-punishment, self-observation, focusing thoughts on a natural reward and self-cueing. While the teachers' job satisfaction is determined by six factors, recognition, working environment, interpersonal relationship, salary, work it-self, advancement.

As the literature review shows, an increasing amount of studies have conducted on the teachers' self-directed leadership and teachers' job satisfaction. This research aims to determine the relationship between teachers' self- directed leadership and their job satisfaction in the selected school of Ayutthaya, Thailand. During the teachers' working process, self-directed leadership may affect the teachers' goal setting, implementing of the goal and self-review, etc. There is a huge number of research focusing on the job satisfaction shows that both the internal and external factors will affect the teachers' job satisfaction. However, there is no known research on the relationship between these two valuables in the selected school.

An overview of quantitative approach and instruments will be used to collect and analyze the data in Chapter III.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methods in which data was collected and the procedures that were used to analyze the collected data. This chapter consists of the research design, the target population, research instrument, collection of data, data analysis, statistical tools that are used to analyze the data and summary table of the research process.

Research Design

This study is a quantitative relationship study to determine the relationship between teachers' perception towards self-directed leadership and teachers' job satisfaction at the selected private school in Ayutthaya in the academic year 2019-2020.

This research was used a questionnaire including three parts: Part one: Demographic data of the respondents; the questionnaire required the demographic data of the teachers including gender, age, working experience and educational qualification. Part 2: Teachers' self-directed leadership; in a total number of 31 questions depends on nine factors for teachers' self-directed leadership. Part three: 22 Teachers' job satisfaction questions at a selected private school in Ayutthaya, Thailand.

From the data collected means and standard deviations data analysis was used to determine teachers' perception towards the self-directed leadership. Means and standard deviations data analysis were also used to determine the level of job satisfaction at this group of teachers.

Population

All the participants in this study were 63 full-time teachers that worked at the selected private school in Ayutthaya, Thailand in the school year of 2019-2020, as the school Human Resource Office record (2019) showed that there were a total 63 teachers who currently working in the school year of 2019-2020. Thus, all 63 full-time teachers in this school were used for this study. The detailed information for the number of teachers in different sections are shown in Table 1 below.

Table 2. The Number of Teachers in the Selected Private School of Ayutthaya

The Selected School	The Number of Teachers
Nursery and Kindergarten Section	22
Primary Section	41
Total	63

Research Instrument

This research was a quantitative study. In order to measure the research objectives, this researcher used a questionnaire including three parts to collect the data for the study, which were: (1) Demographic data for the respondents, (2) Self-directed Leadership Questionnaire, (3) Teachers’ Job Satisfaction Questionnaire. The first part collected some basic demographic information such as gender, age, working experience and education level. This demographic data was collected and used in chapter four and five for further discussion. These results provided some descriptive statistics for the selected private school.

Part 2: Self-Directed Leadership Questionnaire

The second part of the questionnaire was used the Revised Self-Leadership Questionnaire (RSLQ). The RSLQ (shown in the Appendix) totally includes 31 questions for nine major components. The major components and items used in this part were showed in the following Table 2. This part questionnaire for the teachers' self-directed leadership was adopted from Houghton (2002) and the details about breakdown items are explained below.

Table 3. Breakdown of the Items for Self-directed Leadership Questionnaire

Components	Question Items	Total Number
Visualizing Successful Performance	1,10, 24,30	4
Self- Goal Setting	2,11,18,25	4
Self-Talk	3	1
Self-Reward	4,12,19	3
Evaluate Beliefs Goals	5,13,20,26	4
Self-Punishment	6,14,21,27	4
Self- Observations	7,15,22,28	4
Self- Cueing	9,17	2
Focusing Thoughts on a Natural Reward	8,16,23,29,31	5

The teachers were required to respond to their perceptions towards self-directed leadership by circling the number best match their perceptions.

The following Table 3 showed the corresponding values for the 5-points scales based on the criteria ranging from 5 to 1, with the interpretation of 5= Strongly agree, 4=Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree.

Table 4. The Scale and Interpretation for Questionnaire

Teachers' Perception of Their Self-directed Leadership	Score	Scale	Interpretation
Strongly Agree	5	4.51-5.00	Very High
Agree	4	3.51-4.50	High
Neutral	3	2.51-3.50	Moderate
Disagree	2	1.51-2.50	Low
Strongly Disagree	1	1.00-1.50	Very Low

Source: Norman G. Likert scales, levels of measurement and the “laws” of statistics. *Adv Health SciEduc Theory Pract.* 2010;15(5):625–632. [PubMed].

Part 3: Teachers' Job Satisfaction Questionnaire

Part III of the questionnaire purpose to evaluate the teachers' job satisfaction in the selected school. This part has 22 questions in total which include (1) Recognition: question 1,2,3,4. (2) Work itself: question 5, 6, 7 and 8. (3) Advancement: 9. 10, 11, 12. (4) Interpersonal relationship: question 13,14,15,16 and 17. (5) Salary: question 18, 19 and 20. (6) Working condition: question 21 and 22. Job satisfaction questionnaire use Mai's (2013) questionnaire. The breakdown for these questions showed in the following table 4.

Table 5. Breakdown of The Survey Questionnaire for Teachers’ Job Satisfaction

Components	Question Items	Total Number
Recognition	1-4	4
Work Itself	5-8	4
Advancement	9-12	4
Interpersonal Relationship	13-17	5
Salary	18-20	3
Working Condition	21-22	2

The teachers were also required to respond to their perceptions towards teachers’ job satisfaction by circling the number best match their perceptions.

The following Table 5 shows the corresponding values for the 5-points scales based on the criterions ranging from 5 to 1, with the interpretation of 5=Very high, 4=High, 3= Moderate, 2= Low, 1=Very low.

Table 6. Interpretation and Scale of Teachers’ Job Satisfaction

Teachers’ Job Satisfaction	Score	Scale	Interpretation
Very Satisfied	5	4.51-5.00	Very High
Satisfied	4	3.51-4.50	High
Neutral	3	2.51-3.50	Moderate
Dissatisfied	2	1.51-2.50	Low
Strongly Dissatisfied	1	1.00-1.50	Very Low

Source: Norman G. Likert scales, levels of measurement and the “laws” of statistics. *Adv Health SciEduc Theory Pract.* 2010;15(5):625–632. [PubMed].

Validity and Reliability of the Instrument

The teachers' self-directed leadership questionnaire is originally called "The Revised Self-Leadership Questionnaire" (RSLQ) introduced by Houghton and Neck (2002), the dimensions of this questionnaire are broken down to nine parts. This questionnaire's validity was proved by the IOC test in the study of Houghton and Neck (2002). They also pre-tested the reliability by distributed to 30 respondents that is not included in the final samples. The total Cronbach's alpha of reliability as Houghton and Neck (2002) reported was .758 for their pilot test and .798 for their main study.

The validity of questionnaire part III was checked and proved by the study of Mai (2013), according to her research, the reliability of this questionnaire in the pilot test was .84 and the Cronbach's Alpha for the main study was .88.

Table 7. Alpha Coefficient Reliability Report for Self-directed Leadership Questionnaire

Questionnaire	No. Items	Dimensions	Houghton and Neck (2002)	Current Study
Self-Directed Leadership	4	Visualizing Successful Performance	.85	.60
	4	Self- Goal Setting	.84	.60
	1	Self-Talk	.92	
	3	Self- Reward	.93	.58
	4	Evaluate Beliefs and Goals	.78	.78
	4	Self-Punishment	.86	.60
	4	Self- Observations	.82	.60
	2	Self-Cueing	.91	.73
	5	Focusing Thoughts on Natural Rewards	.82	.61

Table 8. Alpha Coefficient Reliability Report for Job Satisfaction Questionnaire

Questionnaire	No.	Dimensions	Current Study
	Items		
	4	Recognition	.88
Part III	4	Work Itself	.83
Teachers' job	4	Advancement	.81
Satisfaction	5	Interpersonal Relationship	.83
	3	Salary	.70
	2	Working Condition	.65

Translation of the Questionnaire

The instrument was originally in English language, but in order to ensure the teachers' better understanding, the questionnaire was translated into Thai language by a local translation institution, though the school has a multi-population of international teachers who have a good proficiency in English. The translation certificate was issued by the institution and attached in the Appendix E.

Collection of Data

The researcher had obtained permission from the school principal of the selected private school in Ayutthaya, Thailand since July 20th, 2019. After passing the proposal, the researcher visited the school for further explaining of the research objectives, the survey process during November, 2019. In the middle of December, 2019, the researcher distributed the Thai Version Questionnaires to all the teachers in the school for data collection. Finally, with the great support of the school principal, the researcher got 100% of the questionnaires returned from all the teachers by December 28, 2019.

Table 8 describes the plan for data collection of this study, as well as the steps.

Table 9. Data Collection Plan for This Study

Date/ time	Items
Before August 2019	Request permission from the school principals.
November 2019	Visit schools for research objectives, questionnaire process and confirm the time of conducting survey.
December 2019	Distribution& collection of the questionnaire.
December 2019	Data analysis started and research result was reported in this study.

Data Analysis

The following statistical methods were used to analyze the data from the collected questionnaires.

For the first objective, Mean and Standard deviation were used to identify the level of teachers’ self-directed leadership in the selected private school of Ayutthaya, Thailand.

For the second objective, Mean and Standard deviation were used to identify the level of teachers’ job satisfaction in the selected private school of Ayutthaya, Thailand.

For the third objective, Pearson Product Moment Correlation Coefficient was used to determine the relationship between teachers’ self-directed leadership and the teachers’ job satisfaction in the selected school of Ayutthaya, Thailand.

Summary of the Research Process

Table 10. 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 teachers' self-directed leadership.	63 full-time teachers	Part I- Teachers' Demographic data Part II- Self-directed leadership style Part III- Teachers' job satisfaction	Means, standard deviations
2. To identify the level of Teachers' satisfaction for their job.		Part I- Teachers' Demographic data Part II- Self-directed leadership style Part III- Teachers' job satisfaction	Means, standard deviations
3. To determine the relationship between Teachers' perceptions towards Self-directed Leadership and their Satisfaction in the university.			Pearson Product Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

In previous chapters, the researcher talked about the research objectives and method. In this Chapter the researcher analyzes the data collected from 63 respondents from the selected private school of Ayutthaya. All teachers returned the questionnaire; the returned and valid rate was 100%.

The findings of this research were presented in accordance with the research objectives which were composed of 3 parts.

1. To identify the level of teachers' self-directed leadership in this selected private school in Ayutthaya.
2. To identify the level of teachers' job satisfaction in the selected private school in Ayutthaya.
3. To determine the relationship between teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya.

Demographic Data of Respondents

The following are the results for demographic data of the teachers in the selected school in Ayutthaya. The data analysis was showed in the following table.

Table 11. The Number and Percentage Report of Teachers' Gender in the Selected Private School in Ayutthaya

Gender	Number	Percentage
Male	20	32
Female	43	68
Total	63	100

Table 11 shows the number and percentage of the teachers' gender in the selected school. In this total 63 full time teachers, male teachers accounted for 32% (20), while female teachers accounted for 68% (43). In the selected school, the numbers of female teachers were more than male teachers.

Table 12. The Number and Percentage Report of Teachers' Age in the Selected School in Ayutthaya (n=63)

Age	Number	Percentage
Below 29	22	35
30 to 39	19	30
40 to 49	14	22
50 and above	8	13
Total	63	100

Table 12 shows the number and percentage of the respondents' age in the selected school, among the teachers 35% (22) was below the age of 29, 30% (19) of the teachers were in the range of 30-39, 22% (14) were in the age of 40-49, 13% (8) of the teachers were reach the age of 50 or over 50.

Table 13. The Number and Percentage Report of Teachers’ Working Experience in the Selected Private School in Ayutthaya

Working Experience	Frequency	Percentage
1 to 5 years	21	33
6 to 10 years	15	24
11 to 15 years	10	16
16 years and above	17	27
Total	63	100

Table 13 presents the number and percentage of the teachers’ working experience. Teachers with 1 to 5 years of experience accounts for 33% (21) of the total, teachers with 6 to 10 years of experience accounted for 24% (15), teachers with 11 to 15 years of experience accounted for 16%(10) in total, teachers with 16 years of work experience and above accounted for 27% (17) in the total number.

Table 14. The Number and Percentage Report of Teachers’ Educational Qualification in the Selected Private School in Ayutthaya

Educational Level	Number	Percentage
Bachelor Degree	51	81%
Master Degree	4	6%
Doctoral	2	3%
Other	6	10%
Total	63	100%

Table 14 shows the majority of the respondents held Bachelor's degree (81%), the second group are the one held the others certificates which was 10% (6), then followed with Master degree holders with 6%, the smallest group was Doctoral degree holders with 3% (2).

Research Objective One

Research objective one was to identify the level of teachers' self-directed leadership in this selected private school in Ayutthaya. The research questionnaire utilized the Revised Self-Leadership Questionnaire (RSLQ) which was in a total number of 31 questions to identify the level of teachers' self-directed leadership in the selected school. A total number of 63 full visualizing successful performance, self-goal setting, self-talk, self-reward, evaluate beliefs and goals, self-punishment, self-observations, self-cueing and focusing thoughts on a natural reward. A five-point Likert scale (5= Strongly agree, 4=Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree) was used to identify the level. For objective one, the researcher uses Means and Standard Deviations to analyze the data for each item.

The data for this objective was shown in the following table.

Table 15. Means and Standard Deviations of the Level of Teachers Visualizing Successful Performance in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	S D	Interpretation
I use my imagination to picture myself performing well on important tasks.	3.63	.97	High
I visualize myself successfully performing a task before I do it.	3.48	1.05	Moderate
I purposefully visualize myself overcoming the challenges I face.	3.95	.87	High
I often mentally rehearse the way I plan to deal with a challenge before I actually face the challenge.	3.70	.94	High
Total	3.69	.65	High

As table 15 shows the means and standard deviations of the level of teachers visualizing successful performance in the selected private school in Ayutthaya. The total mean score for the level of teachers' visualizing successful performance in the selected private school in Ayutthaya was (3.69), which was in the high level. The items "I purposefully visualize myself overcoming the challenges I face" Had the highest score (3.95), while the item "I visualize myself successfully performing a task before I do it" had the lowest score (3.48).

Table 16. Means and Standard Deviations of the Level of Teachers' Perception of Self-Goal Setting in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	SD	Interpretation
I establish specific goals for my own performance.	4.00	.80	High
I consciously have goals in my mind for my work efforts.	3.92	.89	High
I work towards specific goals I have set for myself.	3.35	1.19	Moderate
I think about the goals that I intend to achieve in the future.	4.10	.84	High
Total	3.84	.63	High

As table 16 shows the means and standard deviations of the level of teachers' goal- setting in the selected private school in Ayutthaya. The total mean score of self-goal setting was in the Moderate level which was (3.84). The highest mean score was from the question item "I think about the goals that I intend to achieve in the future" got (4.10) which was in the high interpretation level. The lowest mean score was from the item "I work towards specific goals I have set for myself" the score was (3.35) which was in the Moderate interpretation level.

Table 17. Means and Standard Deviations of the Level of Teachers' Perception of Self-Talk in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	S D	Interpretation
Sometimes I find I'm talking to myself (out loud or in my head) to help me deal with difficult problems I face	3.49	1.12	Moderate
Total	3.49	1.12	Moderate

Table 17 shows means and standard deviations of the level of Teachers' perception of self-talk in the selected private school in Ayutthaya. The mean in total for self-talk was 3.49 which was at the moderate level.

Table 18. Means and Standard Deviations of the Level of Teachers' Perception towards Self-Reward in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	S D	Interpretation
When I do assignments especially well, I like to treat myself to something or activity I especially like.	4.11	1.00	High
When I do something well I reward myself with a special event, such as a good dinner, movie, shopping trip, etc.	3.70	1.06	High
When I have successfully completed a task, I often reward myself with something I like.	3.52	1.15	High
Total	3.78	.79	High

The average of teachers' perception towards self-reward in this selected school was (3.78), which was in the Moderate interpretation level. The highest score was for the question item "When I do assignment especially well, I like to treat myself something or activity I especially like." which was in a score of (4.11). The question item "When I have successfully completed a task, I often reward myself with something I like." was the lowest score (3.52).

Table 19. Means and Standard Deviations of the Level of Teachers' Perception towards Evaluate Beliefs and Goals in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	SD	Interpretation
I think of my own beliefs and assumptions whenever I encounter a difficult situation.	3.67	.89	High
I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with.	3.70	.79	High
I openly articulate and evaluate my own assumptions when I have disagreement with someone else.	3.70	.93	High
I think about and evaluate the beliefs and assumptions I hold.	3.62	.87	High
Total	3.67	.67	High

Table 19 presents the means and standard deviations of the level of Teachers' perception towards Evaluate beliefs and goals in the selected private school in Ayutthaya. The total Mean and Standard Deviations was (3.67) which was in the High level. The Highest score was for the question item "I try to mentally evaluate the accuracy of my

own beliefs about situations I am having problems with.” And “I openly articulate and evaluate my own assumptions when I have disagreement with someone else.” both questions got (3.70) in the high interpretation level. The question item got the lowest score (3.62) “I think about and evaluate the beliefs and assumptions I hold.” Which was at a high level.

Table 20. Means and Standard Deviations of the Level of Teachers’ Perception towards Self-Punishment in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	S D	Interpretation
I tend to get down on myself in my mind when I had performed poorly.	3.71	1.07	High
I tend to tough on myself in my thinking when I have not done well on a task.	3.32	.95	Moderate
I feel guilty when I perform a task poorly.	3.73	1.00	High
I sometimes openly express displeasure with myself when I have not done well.	3.49	.86	Moderate
Total	3.56	.66	High

Table 20 shows the means and standard deviations of the level of teachers’ perception towards self-punishment in the selected private school in Ayutthaya. The total Mean of the teachers’ perception towards self-punishment was 3.56, it was in the High interpretation level. Over all the questions for self-punishment, the question item “I feel guilt when I perform a task poorly.” got the highest score (3.73) which was in the high interpretation level. The question item “I tend to tough on myself in my thinking when I

have not done well on a task.” got the lowest score (3.32), which was in the moderate level.

Table 21. Means and Standard Deviations of the Level of Teachers’ Perception towards Self-Observation in the Selected Private School in Ayutthaya (n= 63)

Items	Mean	S D	Interpretation
I make a point to keep track of how well I am doing at work (school).	3.63	.79	High
I am usually aware of how well I am doing as I perform an activity.	3.51	.90	High
I pay attention to how well I am doing in my work.	4.03	.76	High
I keep track of my progress on projects I’ am working on.	3.86	.82	High
Total	3.76	.55	High

Table 21 shows the means and standard deviations of the level of teachers’ perception towards self-observation in the selected private school in Ayutthaya. The Average interpretation for the teachers’ perception towards self-observation was in the high interpretation level, the total Mean was 3.76; which was in the High interpretation level. Among the question items, “I pay attention to how well I am doing in my work.” got the highest score (4.03) in the High interpretation level. The question item “I am usually aware of how well I am doing as I perform an activity.” got the lowest score (3.51) which was in the High interpretation.

Table 22. Means and Standard Deviations of the Level of Teachers' Perception towards Self-Cueing (n= 63)

Items	Mean	S D	Interpretation
I use written notes to remind myself of what I need to accomplish.	3.76	.96	High
I use concrete reminders (e.g. notes and lists) to help me focus on the things I need to accomplish.	3.71	.92	High
Total	3.74	.84	High

Table 22 shows the means and standard deviations of the level of teachers' perception towards self-cueing in the selected private school in Ayutthaya. The total score for the teachers' self-cueing was in the high level of interpretation in the score of (3.74). Between these question items "I use written notes to remind myself of what I need to accomplish." got the highest score (3.76); which was in the High Interpretation range. "I use concrete reminders (e.g. notes and lists) to help me focus on the things I need to accomplish." got the lowest score (3.71); which was in the High interpretation range.

Table 23. Means and Standard Deviations of the Level of Teachers' Perception towards Focusing Thoughts on Natural Rewards in the Selected Private School in Ayutthaya (n=63)

Items	Mean	S D	Interpretation
I focus my thinking on the pleasant rather than the unpleasant aspect of my job (school) activity.	3.57	.86	High
I try to surround myself with objects and people that bring out my desirable behaviors.	3.27	.95	Moderate
When I have a choice, I try to do my work in ways rather than just trying to get it over with.	4.06	.82	High
I seek out activities in my work that I enjoy doing.	3.98	.79	High
I find my own favorite ways to get things done.	3.83	.77	High
Total	3.74	.53	High

Table 23 shows the means and standard deviations of the level of Teachers' perception towards Focusing thoughts on natural rewards in the selected private school in Ayutthaya. The total score was (3.74); which was in the high level of interpretation range. The question item "When I have a choice, I try to do my work in ways rather than just trying to get it over with." got the highest score (4.06), this score was in the high level of the interpretation range. The question item "I try to surround myself with objects

and people that bring out my desirable behaviors.” Got the lowest score (3.27) which was in the Moderate Interpretation level.

Table 24. The Summary of Teachers’ Self-directed Leadership in the Selected Private School in Ayutthaya (n=63)

Self- directed Leadership Factors	Mean	SD	Interpretation
Visualizing Successful Performance	3.69	.65	High
Self- Goal Setting	3.84	.63	High
Self-Talk	3.49	1.12	Moderate
Self-Reward	3.78	.79	High
Evaluate Beliefs Goals	3.67	.67	High
Self-Punishment	3.56	.66	High
Self- Observations	3.76	.55	High
Self- Cueing	3.74	.84	High
Focusing Thoughts on a Natural Reward	3.74	.53	High
Total	3.70	.71	High

According to the data analysis, Table 24 demonstrates the overall mean score, standard deviation and the interpretation levels for the teachers’ self-directed leadership in the selected school. The total mean score for the teachers’ self-directed leadership was 3.70 in the range of 3.51-4.50. This result was in the **high** level of interpretation criteria. The research result showed the total mean of the teachers’ self-directed leadership: visualizing successful performance was 3.69 in the range of 3.51-4.50 which was the High level. The factor self-goal setting got the **highest** score over the teachers’ self-directed leadership which was 3.84 in the range of 3.51-4.50 in the high

interpretation level. The factor of self-talk got the **lowest** mean score of 3.49 in the range of 2.51-3.50, which was in the Moderate interpretation level. The mean score of self-reward was 3.78 and the mean score of evaluate beliefs and goals got 3.67, the self-punishment mean score was 3.56 while the self-observation mean score was 3.76, self-cueing and focusing thoughts on a natural reward got the same mean score of 3.74, all this factors mean score were in the **high** interpretation level.

The teachers' self-goal setting was regarded as the highest score among the nine components which means the teachers in the selected school have a high level of self-goal setting skills in their work. Moreover, the teachers in the selected school had high level of self-directed leadership skills.

Research Objective Two

The research objective two of this study was to identify the level of teachers' job satisfaction in the selected private school in Ayutthaya. 63 full-time teachers answered the questionnaire based on their own opinion towards job satisfaction in the selected school.

For the objective two, the questionnaire adopted from Mai (2013). The interpretation for this questionnaire was 5=Very high, 4=High, 3= Moderate, 2= Low, 1=Very low. This questionnaire has 22 question items, included 1) Recognition: question 1,2,3,4. 2) Work itself: question 5,6,7,8. 3) Advancement: 9, 10, 11, 12. 4) Interpersonal relationship: question 13, 14, 15, 16,17. 5) Salary: question 18, 19, 20. 6) Working condition: question 21 and 22. The mean score and total mean score were listed in the following tables.

Table 25. Means and Standard Deviations of the Level of Teachers' Recognition in the Selected Private School in Ayutthaya (n= 63)

Item	Mean	S D	Interpretation
I am satisfied with the degree of respect I receive from my co-workers.	4.00	.82	High
I am Satisfied with the recognition given for doing my job outstanding.	4.00	.76	High
I am satisfied with the prestige of my job inside of school.	4.11	.74	High
I am satisfied with the appreciation given by my administrator and co-worker for the job I do for school.	3.92	.92	High
Total	4.01	.70	High

Table 25 shows the total means and standard deviations of the level of Teachers' recognition in the selected private school in Ayutthaya. The total mean score was (4.01) which was in the range of 3.51-4.50 in the high interpretation level. The question item "I am satisfied with the prestige of my job inside of school." got the highest mean (4.11) in the range of 3.51-4.11 which was in the high interpretation level. The question item "I am satisfied with the appreciation given by my administrator and co-worker for the job I do for school." was in the high interpretation level with the lowest score (3.92).

Table 26. Means and Standard Deviations of the Level of Teachers' Perception towards Work Itself in the Selected Private School in Ayutthaya (n= 63)

Item	Mean	S D	Interpretation
I am satisfied with the nature of my work.	4.02	.79	High
I am satisfied with the feeling that I get from my work.	4.00	.89	High
I am satisfied with the attitude I have for my job.	4.22	.66	High
I am satisfied with the sense of pride of my job.	4.21	.79	High
Total	4.11	.64	High

Table 26 shows the means and standard deviations of the level of Teachers' perception for work itself in the selected private school in Ayutthaya. The total mean for teachers' perception for work itself in the selected school was (4.11) which was in the range of 3.51-4.50 in the high interpretation level. Among the question items, the question item "I am satisfied with the attitude I have for my job." got the highest score (4.22), this score was in the range of 3.51-4.50 in the high interpretation level. The question item "I am satisfied with the feeling that I get from my work." got (4.00), in the range of 3.51-4.50 which was in the high interpretation level.

Table 27. Means and Standard Deviations of the Level of Teachers' Perception towards Advancement in the Selected Private School in Ayutthaya (n= 63)

Item	Mean	S D	Interpretation
I am satisfied with the amount of personal growth and development I get in doing my job.	3.94	.89	High
I am satisfied with my chances for salary increases.	3.67	1.00	High
I have opportunities to learn new skills in my job.	3.98	.79	High
I am satisfied with the level of promotion I have reached in my job.	3.83	.87	High
Total	3.85	.72	High

Table 27 shows the means and standard deviations of the teachers' perception towards advancement in the selected private school. The total mean was (3.85) which was in the range of 3.51-4.50 in the high interpretation level. The question item "I have opportunities to learn new skills in my job." got the highest score (3.98); which was in the range of 3.51-4.50 in the high interpretation level. The question item "I am satisfied with my chances for salary increases." got the lowest score (3.67) which was in the range of 3.51-4.50 of the high interpretation level.

Table 28. Means and Standard Deviations of the level of Teachers' Perception towards Interpersonal Relationship in the Selected Private School in Ayutthaya (n= 63)

Item	Mean	SD	Interpretation
The Cordiality of my relationship with my fellow workers.	4.17	.75	High
The Cordiality of my relationship with my administrator.	3.97	.74	High
The sense of the belonging I have when working with my fellow workers.	4.08	.78	High
The interest and concern that the management shows for my job.	3.71	.87	High
I communicate with my superior directly when I have some problems on the job.	4.00	.88	High
Total	3.99	.62	High

Table 28 shows the means and standard deviations for the level of the teachers' perception towards interpersonal relationships in the selected school in Ayutthaya. The total mean score for the teachers' perception towards interpersonal relationships was (3.98) which was in the range of 3.51-4.50 of the high interpretation level. The question item "The interest and concern that the management shows for my job." got the lowest score (3.71) which was in the range of 3.51-4.50 in the high interpretation level. The question item "The Cordiality of my relationship with my fellow workers." got the highest score (4.17) in the range of 3.51-4.50 in the high interpretation level.

Table 29. Means and Standard Deviations of the Level of Teachers’ Perception towards Salary in the Selected Private School in Ayutthaya (n= 63)

Item	Mean	S D	Interpretation
I am satisfied with what my government pays me.	3.25	1.03	Moderate
My pay is enough to support my family.	3.02	1.06	Moderate
The security of my job.	3.68	.86	High
Total	3.31	.78	Moderate

Table 29 shows the means and standard deviations of the level of Teachers’ perception towards salary in the selected private school in Ayutthaya. The total mean score of the teachers’ perception towards salary in the selected school was (3.32) which was in the moderate interpretation level. The question item “The security of my job” got the highest score (3.68) which was in the high interpretation level. The question item “My pay is enough to support my family.” got the lowest score (3.02) which was in the Moderate interpretation level.

Table 30. Means and Standard Deviations of the Level of Teachers' Perception towards Working Condition in the Selected Private School in Ayutthaya (n= 63)

Item	Mean	SD	Interpretation
I am satisfied with the location of my school, teacher lounge and technical facilities for the work in school.	3.87	.87	High
I am satisfied with the time allotted to complete assign tasks in my work.	3.71	.92	High
Total	3.79	.77	High

Table 30 showed the means and standard deviation for the teachers' perception towards working condition in the selected school. The total mean score was (3.79) which were in the range of 3.51-4.50 of high interpretation level. The question item "I am satisfied with the location of my school, teacher lounge and technical facilities for the work in school." got the highest score (3.87) which was in the range of 3.51-4.50 of the high interpretation level. The question item "I am satisfied with the time allotted to complete assign tasks in my work." got the lowest score (3.71) which was in the high interpretation level.

Table 31. Summary of Teachers' Job Satisfaction in the Selected Private School in Ayutthaya(n=63)

	Motivation Factors	Mean	SD	Interpretation
1	Recognition	4.01	.70	High
2	Work Itself	4.11	.64	High
3	Advancement	3.85	.72	High
	Total	3.99	.72	High
	Hygiene Factors	Mean	SD	Interpretation
4	Interpersonal Relationship	3.99	.62	High
5	Salary	3.31	.78	Moderate
6	Working Conditions	3.79	.77	High
	Total	3.70	.72	High
Total Job Satisfaction		3.85	.72	High

Table 30 demonstrates the overall summary of 63 full-time teachers' job satisfaction level in the selected private school for the school year of 2019-2020. The total mean score for the teachers' job satisfaction in the **high** interpretation level with the score 3.85; which was in the range of 3.51-4.50.

The research result showed that among all the job satisfaction factors, the factor Work itself got the **highest** mean score, it was 4.11 in the range of 3.51-4.50 which was in the High level. While the factor of Salary got the **lowest** score which was 3.31 in the Moderate level of interpretation level.

Research Objective Three

Research objective three for this study was to determine the relationship between teachers’ self-directed leadership and their job satisfaction in the selected private school in Ayutthaya.

During the research process, the researcher used a statistical software program to analyze the data that was collected. The Pearson Product Moment Correlation Coefficient was used to analyze the relationship between teachers’ self-directed leadership and their job satisfaction in the selected school.

Table 32. The Correlation between Teachers’ Self-Directed Leadership and Their Job Satisfaction in the Selected School in Ayutthaya (n= 63)

Correlation Test		Job Satisfaction	Conclusion
Teachers’ Self-Directed Leadership	Pearson Correlation	.428**	There is a significant relationship
	Sig. (2-tailed)	.001	

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

Table 32 shows the relationship between teachers’ self-directed leadership and their job satisfaction in the selected school in Ayutthaya. The Pearson Correlation was .428** and the Sig. was .001 which was smaller than .05 which meant that the relationship between teachers’ self-directed leadership and their job satisfaction in the selected school was **moderately positive**. This research result means that there is a significant relationship between teachers’ self-directed leadership and their job satisfaction in the selected school in Ayutthaya.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This study aims to identify the relationship between teachers' self-directed leadership and their job satisfaction in the selected school. This chapter conducts the discussion of the major findings as related with self-directed leadership and teachers' job satisfaction in this selected school. Base on the research findings, the researcher will present the research conclusion, discussion and recommendations for this research in the selected school.

Summary of the Study

The purpose of this study was to determine the relationship between teachers' self-directed leadership and their job satisfaction in the selected school in Ayutthaya, Thailand. The researcher got permission from the school owner and principal on August, 2019, and conducted the questionnaire in December 2019. 63 survey questionnaires were distributed to the full-time teachers in the year of 2019 during their weekly meeting, 100% of the survey questionnaires were returned. The researcher used a statistical software program to analyze the collected data for this quantitative research.

Based on the returned survey questionnaire and the data results, the following three research objectives were discussed:

1. To identify the level of teachers' self-directed leadership in this selected private school in Ayutthaya.
2. To identify the level of teachers' job satisfaction in the private school in Ayutthaya.
3. To determine the relationship between teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya.

Based on these three objectives, the following was the research hypothesis: there is a significant relationship between teachers' self-directed leadership and their job satisfaction in the selected school in Ayutthaya, Thailand.

1. Demographic Data of the Respondents

The demographic data of the respondents included the gender, age, number of years working as teacher and educational qualification, the findings were showed as below.

The great mass of the teachers in the selected school were female teachers reach the percentage of 68% with the number of 63, male teachers in a total number of twenty, which were 32% of the total number. This indicated that Female were the main part of the teachers group in the selected school.

The research findings showed the twenty- two teachers were below 29 years' old with the percentage of 35%. While eight teachers were in the range of 50 or above, it was 13% of the total number. Young teachers were the majority of these teacher group. The highest level of working experience as a teacher was 1 to 5 years which was 33% of the teachers, next was 16 years and above with the number of 17 (27). 6 to 10 years was in the percentage of 24% with the number of fifteen teachers. Ten teachers worked as teachers for 11 to 15 years, which was 16% in the total number.

The highest educational level in this school was Doctoral, two teachers hold the doctor degree which was 3% in the total number. four teachers got a Master degree, which was 6% of the teachers. Majority of the teachers were Bachelor degree with the number of fifty-one teachers, constituted 81%. 10 % of the teachers hold the other diplomas with the number of six. Most of the teachers in the selected school holed a bachelor degree.

2. Teachers' Perceptions towards Self-directed Leadership.

According to the data analysis, the total mean score for teachers' self-directed leadership in the selected school was 3.70, which was in the high interpretation level. The nine components for teachers' self-directed leadership was all in moderate to high level. If listing the components from high to low based on the mean score were as following: self-goal setting (3.84), self-reward (3.78), self-observation (3.76), self-cueing and focusing thoughts on natural reward (3.74), visualizing successful performance (3.69), evaluate beliefs and assumptions (3.67), self-punishment (3.56), self-talk (3.49).

Among these nine factors of teachers' self-directed leadership, the highest mean score was found in the factor self-goal setting, which indicated that teachers' self-directed leadership skill for self-goal setting. The lowest mean score was 3.49 in the factor of self-talk, this result was in the Moderate interpretation level. Therefore, the teachers in the selected performed well in self-directed leadership skills except the component self-talk was in the Moderate interpretation level.

3. Teachers' Job satisfaction in the Selected School

To identify the teachers' perception of job satisfaction, the teachers in the selected school were requested to give their view on motivation factors, which was recognition, job itself and advancement. The hygiene factor, interpersonal relationship, salary, working conditions.

The total mean score for the teachers' job satisfaction in the selected school was 3.85, which means the teachers' job satisfaction in the selected school was in the high level, this result means the teachers were hold a positive attitude toward their positions in the selected school. Between the *motivation factors* and *Hygiene factors*, the motivation factors mean score was 3.99 higher than the hygiene factors 3.85. The six factors' mean score sort from high to low were work itself with the mean score of 4.11, recognition was

in the mean score of 4.01, interpersonal relationship got the mean score of 3.99, advancement was in the mean score of 3.85, working condition got the mean score of 3.79, advancement regarded as 3.85, salary was in the lowest mean score 3.31.

Among these six components for teachers' job satisfaction in the selected school, the factor work itself got a high mean score of 4.11, this score indicated that the teachers were in a high level of satisfaction depends on their assigned works. The factor salary got the mean score of 3.31 which was in the moderate level, this score meant the teachers hold a moderate level of perception towards their own salary.

4. The Relationship between teachers' self-directed leadership and their job satisfaction

According to the teachers' self-directed leadership and job satisfaction data, the *Pearson Moment Correlation Coefficient* was used to analyze all variables and factors, the Pearson Moment Correlation Coefficient between teachers' self-directed leadership and their job satisfaction got .001 significant level. Based on this result, the researcher found that there was a significant relationship between teachers' self-directed leadership and their job satisfaction in the selected school. The result showed that the Pearson Correlation was .428, this result meant that the relationship between teachers' self-directed leadership and their job satisfaction was moderately positive.

Conclusions

The following conclusions were drawn from the data analysis of this research in the selected school in Ayutthaya during the school year of 2019-2020.

According to the analysis result, the researcher found that the total mean score of teachers' self-directed leadership was 3.70, refer to the Five -Point Likert Scale it was in the high level. According to the perceptions of the respondents, the highest level towards

the nine factors was *self- goal setting* in 3.84, this regarded as the teachers in this selected school were very involved in self-goal setting. While the lowest among the nine factors was 3.49 from *self-talk*, which was regarded as the Moderate level from the perceptions of the teachers. The remaining six factors in descending order were *self-reward* in the mean score of 3.78 in the high level, which meant the teachers were highly involved in the self-reward activities during their work. Next factor was *self-observation* got 3.76 in the high level, *self-cueing* and *Focusing thoughts on a natural reward* were regarded as the same mean score in 3.74, *Evaluate beliefs goals* got the mean score of 3.70, *Visualizing successful performance* was in the mean score of 3.69, *Evaluate beliefs goals gained the mean score 3.67*, *Self-punishment* got the mean score of 3.56, these six factors in self-directed leadership was regarded as the high interpretation level. The teachers' self-directed leadership skill was high in the selected school.

The mean score for the teachers' job satisfaction in the selected school in Ayutthaya during the school year of 2019-2020 were listed as below, the level mean of score the six factors was regarded in different levels, while showed a high level of total mean score for the teachers' job satisfaction of 3.85. Among the six factors *Recognition*, *work itself*, *Advancement*, *Interpersonal relationship*, *Salary*, the factor *Salary* was in the moderate level, the rest factors were all in the high level, and the highest score appeared in the factor *work itself*.

The study found there was a significant relationship between teachers' self-directed leadership and their job satisfaction in the selected school in Ayutthaya. As the Pearson correlation r was .428, the relationship between the teachers' self-directed leadership and their job satisfaction was moderate positive.

Discussion

Teachers' Self-directed Leadership in the Selected Private School in Ayutthaya

According to the findings for this study, the total mean score of the teachers' self-directed leadership in the selected private school in Ayutthaya was 3.70, in the range of 3.51-4.50. This result indicated the respondents' perceptions towards self-directed leadership was at a high level, which meant the level of teachers' self-directed leadership in the selected private school was high. The high level of teachers self-directed leadership might promote their job satisfaction, such as a positive feeling in their work or work environments and relationship with their colleagues.

Houghton and Neck (2002) stated that positive tasks and activities in the classrooms could promote a more positive working environment, furthermore lead to a higher level of personal performance in their work. According to the high level of teachers' perceptions towards self-directed leadership and job satisfaction, the positive attitude for self-directed leadership might promote teachers' job satisfaction.

Visualizing Successful Performance

From the findings of this study, the teachers were in the high level of *Visualizing successful performance*, the mean score was 3.65 in the range of 3.51- 4.50. This result presented that the teachers in this selected school were hold a positive perception towards visualizing successful performance, such as used to picture their performance and visualize their performance before they start a task, during the process they had plans for dealing with challenges before it happened. This process fulfilled an individual's expectation and increased the personal effectiveness; avoid possible negative consequences that may appear in the task process.

Marco and Silvia (2012) suggested that *visualizing successful performance* was an important part for behavior-focused strategy, which can be raising one's awareness when

he or she was engaged in a specific behavior, visualizing successful performance have a positive effect on training. The researcher found the level of teacher's perception towards visualizing successful performance for the teachers in this selected school was at a high level, so they also have a high level for motivation factors for job satisfaction in their work.

Self- Goal Setting

This study found that the mean score of *Self- goal setting* was 3.84 and it was in the range of 3.51-4.50, this result meant that the teachers in this selected school had a high level of self- goal setting. It indicated that they had high level perceptions towards establishing specific goals in their work or had goals in their mind, they might intend to think about the goal to achieve in the future.

Mouratidis (2015) stated that the strategy for goal setting was a valuable tool for formulating motivation on job, the setting of main goal can promote the task finishing process, by the way promote self – esteem, at the end feedback to the individual on task. Overall, this self-goal setting process has a positive influence on the self- regulation process. For the current researchers' findings, the teachers in the selected school had a high level of perceptions on supposition of objectives in their jobs to encourage and guide themselves, these behaviors will promote the other teachers in self- directed leadership and also in their jobs. Carver and Scheier (1998) also suggested that setting difficult and specific goals rather than easy and vague goals, this may promote the employees to perform better.

Self-Talk

According to the results, the teacher's perception towards *self-talk* was in the Moderate level with a score of 3.49. When they were in difficult or facing problems they would talk with themselves. Mental imaging strategy and self-talk have a positive

influence on applying self- regulation which was a potential part for achieving an objective. When facing challenges and difficulties, positive self-talk and mental imagery strategies can promote optimism or an opportunistic mindset, it also can lead to greater persistence (Manz and Neck, 1991). Teachers used to carry out a self-talk when they are facing problems might give themselves confidence and strengthen their belief in finishing the particular task in the selected school.

Self-Reward

The result of this study presented that the level of teachers' self-reward was got the score of 3.78, in the range of 3.51 to 4.50 which was in a high level. They would like to reward themselves when they did an assignment especially well or successfully complete a task, they rewarded themselves with something they like or special activity.

According to Cristopher and Neck' (2006) findings, the objective of self-rewarding was to increase the value of task achievement, by the way increase ones' efforts and persistence in the working process. The findings from respondents in this school were had positive perceptions towards self-reward, this might be one motivation for the teachers. if teachers use some gift or activities to encourage oneself in doing their work, this may cause pleasant feelings for the human beings in work.

Evaluate Beliefs Goals

The result showed the level of evaluating beliefs and goals for the teachers in the selected school was in the high level with the score of 3.67, it was in the range of 3.51-4.50. According to these results, the teachers' had high level perceptions towards evaluating their own beliefs and assumptions when they were in difficult situations or have disagreement with someone else.

Burns (1980) found that individuals may analyze themselves, identify and confront dysfunctional beliefs and assumptions with some other better ones to better

achieve particular objective. The process may improve personal beliefs and goals, then improve the work efficiency.

Self-Punishment

The research result of this study presented that the level of perception towards self-punishment was 3.56, which was in the high level within the range of 3.51-4.50. The teachers in the selected school hold a positive attitude towards using self-punishment in their work. When they were not doing well in a task or performed poorly they would express displeasure to themselves. This process was a review for the previous behaviors, teachers can gain experience and improve through self- punishment.

Nelissen and Zeelenberg (2009) showed that self- punishment may bring benefits to others, the individuals may motivate or improve their performance through different levels of punishment. Compared with trying to avoid one's mistakes or wrongdoing, when they performed poorly, admit one's own responsibility for the guilt learned from this behavior, even if it was not easy but it was a way to examine the reason for wrongdoing. In teachers' work, when failures or mistakes occur, teachers' will choose to reflect their behaviors and make changes or improvement.

Self- Observation

According to the findings from this study, the teachers' perception towards self-observation got the score of 3.76, in the range of 3.51 to 4.50, which meant the teachers had a high level perception towards self-observation in their work. They paid attention to how well they were doing in an activity or task.

Neck and Houghton (2006) discussed behavior- focused strategies, in their study they identified self-observation as an essential link in identifying and one's behaviors and promote the effectiveness of ones' behaviors. Mahoney and Arnkoff (1978) showed that self- observation exam one's behaviors, to identify the behaviors need to be changed,

enhanced, or eliminated or not. In the current study, teachers in the selected school paid attention to observe their behaviors in their work, adjust their plans or behaviors in their job, continuously observation can improve their work efficiency and also their personal capability.

Self- Cueing

The research result for this study conducted that the teachers' perception towards self-cueing was in a high level with the score of 3.74. Teachers presented positively in writing notes a list to remind themselves or help them to focus on things that need to be accomplished.

Carver and Scheier (1998) discussed the importance of self-punishment, self-reward and self-goal setting, they claimed that valuable and attainable self-reward, self-punishment and self-cueing can strengthen one's self-regulation, in order to achieve a specific goal better. Teachers in the selected school choose to use notes and lists to remind themselves of their job which was a helpful method in finishing tasks.

Focusing Thoughts on a Natural Reward

The study result conducted score for focusing thoughts on a natural reward was 3.74, which was in the range of 3.51 to 4.50, it meant the teachers were in the high level for thinking of the positive and pleasant part of their work, making the process of task complication more enjoyable.

Previous study had claimed that natural reward paid more attention to the enjoyable and pleasant aspect of a task. Natural reward worked when motivations were built into tasks, the person was rewarded or motivated by the task itself (Manz and Neck, 1999). Through activities such as playing music or decorating the office to increase personal pleasure can highlight the enjoyable part of jobs.

Teachers' Perception towards Job Satisfaction in the Selected Private School in Ayutthaya

According to the findings for this study, the total score for the teachers' job satisfaction in the selected school was 3.85; this score was in the range of 3.51 to 4.50 which meant the teachers' job satisfaction in the selected school was in the high level. The detail of the six factors: *Recognition, work itself, Advancement, Interpersonal Relationship, Salary, Working Conditions* were discussed in the following parts.

Motivation Factors

The *Motivation Factors* of the teachers meant *recognition, work itself, advancement*, the teachers' total mean score for the teachers in the selected school was 3.99, in the range of 3.51 to 4.50, it meant the teachers' job satisfaction towards the motivation factors was at a high level. The reason contributed to high levels of motivation factors might be positive recognition and recommendation for their task from the school leaders or their group leaders.

Recognition Sargent and Hannum (2005) indicated that recognition was the teachers were judged by their advisor for the professional competences which included capability and accomplishment for their job. The teachers' perception in the selected school was 4.01 which was in the high level. Meanwhile, the teachers' got a high level of evaluation from their supervisor when they were doing a job, the fulfillment of pleasant contribution to their high level of recognition, it might promote their work effectiveness.

Work itself referred to the teachers' perception towards their motivation. As employees, they desired their supervisors will support their work. Luthans (1992) discussed that employees would feel satisfied with interesting and changing tasks, or a job that provided them with status. The finding of current study showed that the teachers' perception towards work itself was 4.11, this score was in the range of 3.51 to 4.50, it

was in the high level. This finding means the teachers in this school had a high level of perception towards job itself.

Advancement was identifying the teachers' motivation from the teachers' aspect. According to the result of current study, the teachers' perception towards advancement was 3.85, which meant the teachers from the selected school were at a high level toward their job satisfaction. The teacher's advancement and personal growth in the selected school reached a high level. Herzberg (1959) Stated that the employees will remain longer if they have a chance to join professional training and gain appreciation of resources.

Hygiene Factors

The Hygiene factors involved three demonstrations which were *Interpersonal Relationship, Salary, Working Conditions*. The total mean score for the teachers' perception towards hygiene factors was 3.70, this score was in the high level. Based on this result, the teachers had a high level of job satisfaction on hygiene factors, the teachers had a positive relationship with their colleagues, and were satisfied with their working environment.

Herzberg (1966) stated that the *interpersonal relationship* included the need of belonging to the organization. The data for current study showed the teachers perception towards interpersonal relationship was 3.99, which meant the teachers have a high level on their interpersonal relationship. A good interpersonal relationship will contribute to a positive atmosphere in their school district.

Salary for the teachers in the selected school got 3.31 which was in the range of 2.51 to 3.50, which meant the teachers' perception towards their salary was at a moderate level. Compared with the other factors that affect teachers' job satisfaction got a high level of perception, teachers' salary was at a moderate level. Teachers Salary can be used

to support their family and daily use; it was the basic need of human beings. For the selected school, it was located in the Ayutthaya province in Thailand, the economy for this area was developed slower than the Bangkok area. Students for the selected school were from the local area, which meant the incomes for the families were not in the high level. The school fee is also at a low level, according to the school principal, some students cannot even make the payment on time.

Previous study from Wu (2015) conducted that high salary could be both a motivation factor and also provided recognition to the employees, furthermore strengthening self-esteem and acting as a satisfaction. According to the research results from the teachers, increasing salary was necessary for remaining teachers and promote the teachers' motivation. From the school leaders' aspect, they need to find some solutions to increase teachers' income.

Bishay (1996) identified teachers' *working environment* as a factor that will determine the teachers' attitudes and their behaviors in their work. The teachers' perception for working conditions in the selected school was 3.79, it was at a high level. The owner of the selected school had invested in the school constructions and facilities to improve the school environment. They had extended the football field and parking land for teachers, rebuilt the canteen and teachers' office, added air conditions for the classrooms and office. The owner opened a snack bar inside the school canteen, selling snacks and drinks for the teachers and students. The school scale was not large, but the school leaders were trying to improve the environment, so the teachers' perception towards job satisfaction depends on the working environment. According to the previous studies, the teachers were enjoying their working environment will have a positive influence for their working attitude and working outcomes.

According to the data for this study, the teachers' perceptions towards motivation factors were higher than the hygiene factors, the teachers in the selected school were more satisfied with their motivation factors rather than the hygiene factors.

However, the hygiene factors which included *interpersonal relationships, salary, and working environment* are also very crucial to the teachers' job satisfaction. When a teacher has a high level sense of belonging to the community or has a close relationship with colleagues and administrator they will feel happy to finish a task with other teachers and their subordinates. On the contrary, the relationship among teachers and the relationship between teachers and administrators were not good, it might affect the communication in their work or reduce the collaborations. The mean score for the factor salary from the participants in the selected school was lower than other factors, so the school leaders should pay more attention to this factor and find some solutions. The environment for the teachers was kept on improving by the previous years, but limited by the school financially, it was not at a very high level. Overall, the school leaders can pay more attention with the teacher's hygiene factor, especially salary to promote the teachers' motivation in their work.

In short, there was no previous study on teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya, however teachers are playing a very important role in school activities, and an increasing number of studies paying attention to teachers' role and leadership styles in modern education. It was a global trend to enhance teachers' leadership skills and job satisfaction.

The Relationship between Teachers' Self-directed Leadership and Their Job Satisfaction in the Selected Private School in Ayutthaya

Pearson product moment correlation coefficient was used to identify the relationship between teachers' self-directed leadership and their job satisfaction for this

study. The study result regarded as a significance of .001, it was less than .50. The researcher found that there was a significant relationship between teachers' self-directed leadership and their job satisfaction at the selected school in Ayutthaya.

The Pearson correlation was .428, this score meant the relationship between teachers' self-directed leadership and job satisfaction was in a moderately positive level in the selected school. In the selected school, *self-directed leadership* and *teachers' job satisfaction* were regarded as important for the school teachers and leaders.

Robbins and Judge (2009) presented that specific training for self-directed leadership can help to strengthen employee's self-responsibility and self-determination, then promote to increase employee's motivation. Marco, Pierre and Silvia (2012) showed that self-directed leadership had high significance in relation to employees' professional development, and also promoted individual's career planning. The improvement of teachers' self-directed leadership skills has a positive influence in teachers' professional development and also can promote teachers' motivation in work, as a result, it also can improve teachers' job satisfaction.

Recommendations

The findings of the current study showed the teachers' perception towards self-directed leadership and their job satisfaction. Based on the results, the following were recommendations to the school leaders, teachers and future researchers.

Recommendations for the School Leaders in the Selected School:

According to the research results, the teachers hold a positive perception towards self-directed leadership, while some factors were in the moderate interpretation level. School administrators and leaders are suggested to pay more attention to teachers' self-directed leadership science. It will affect teachers' job satisfaction. According to the

results of the current study, teachers in the selected school are doing well in self-directed leadership but they still have room to improvement in some self-directed leadership skills. They might provide professional training to give teachers more opportunities to learn about self-directed leadership. The aims of training were to improve teachers' perception about self-directed leadership, strengthen the teacher's skills in visualizing successful performance and set suitable and clear goals before taking actions to do a task; in the process of conducting a task, which need self-talk to express individual's opinions on the tasks and observe their own behaviors to perform better, even they have difficulties or failures, but they need to learn to face to it, observe and evaluate one's behaviors.

Furthermore, the study results showed the teachers' job satisfaction in the selected school was at a high level, except the factor for salary, the teachers were satisfied with their work, recognitions, advancement, working conditions, but compared with the other components, their salary was in a lower level. In the job satisfaction component, the item salary got the lowest mean score may indicate the teachers are not so happy with their present salary. Considering this school was a private school and the school income can't provide a very high salary, school leaders can set extra learning support class for students from the selected school and outside school to improve school income. The selected school is a trilingual school, English and Chinese language is a special highlight in this area, organize curriculum and activity to use these languages to improve school income and increase teachers' salary.

Recommendations to the School Teachers:

Teachers are the important role for school activities, they participate in the educational planning, teaching process. Based on the findings, the teachers in the selected school had a high level of perception towards self-directed leadership and their job

satisfaction. While they can improve their skills in self-talk; professional training may lay a strong foundation for knowledge and theoretical guiding, they also need more practice to carry out the knowledge and skills in their work and tasks.

The overall results for the teachers' job satisfaction in this school was high, but the factor salary was in the moderate level. To increase the teachers' income, the teachers' can open their mind to set extra classes for different subjects, but for this ideal the teachers need to improve their own capability in education and professional skills, such as in instrument or certificate for specific skills; based on this they can improve both school and teachers' income. Education quality and teachers' qualifications are also important to the school development, a school with a high standard of teachers and curriculum will attract more students.

Recommendations for the Future Researchers

The following recommendations were for the future researchers who were interested in this topic.

The result for this study was for the relationship of the teachers' self-directed leadership and their job satisfaction in the selected school in Ayutthaya, for the school year of 2019 to 2020, cover 63 full time teachers in this school year. The findings of this study will not be used to generalize or improve other schools. A comparative study on other government schools or International schools might provide a great insight.

Future researchers who want to conduct similar study can also use other quantitative and qualitative methods to identify the teachers' perceptions towards other leadership styles and the other factors may affect teachers' job satisfaction.

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APPENDICES



APPENDIX A

Part I Demographic Data of the Respondents

Direction: This part contains three 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

5. Educational qualification?

- Bachelor degree
- Master degree
- Doctoral
- Other



APPENDIX B

APPENDIX B

Part II The Revised self-leadership questionnaire

Instructions : Read each of the following items carefully and try to decide how true the statement in describing you, and circle the number.

Not at all	Somewhat	A little	Mostly	Completely
accurate	accurate	Accurate	accurate	accurate
1	2	3	4	5

1	I use my imagination to picture myself performing well on important tasks.	12 3 4 5
2	I establish specific goals for my own performance.	1 2 3 4 5
3	Sometimes I find I'm talking to myself (out loud or in my head) to help me deal with difficult problems I face.	1 2 3 4 5
4	When I do assignment especially well, I like to something or activity I especially like.	1 2 3 4 5
5	I think of my own beliefs and assumptions whenever I encounter in a difficult situation.	1 2 3 4 5
6	I tend to get down on myself in my mind when I had performed poorly.	1 2 3 4 5
7	I make a point to keep track of how well I am doing at work (school).	1 2 3 4 5
8	I focus my thinking on the pleasant rather than the unpleasant aspect of my job (school) activity.	1 2 3 4 5
9	I use written notes to remind myself of what I need to accomplish.	1 2 3 4 5
10	I visualize myself successfully performing a task before I do it.	1 2 3 4 5
11	I consciously have goals in my mind for my work efforts.	1 2 3 4 5
12	When I do something well I reward myself with a special event, such as a good dinner, movie, shopping trip, etc.	1 2 3 4 5
13	I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with.	1 2 3 4 5
14	I tend to tough on myself in my thinking when I have not done well on a task.	1 2 3 4 5
15	I usually aware of how well I am doing as I perform an activity.	1 2 3 4 5
16	I try to surround myself with objects and people that bring out my desirable behaviors.	1 2 3 4 5
17	I use concrete reminders (e.g. notes and lists) to help me focus on the things I need to accomplished.	1 2 3 4 5
18	I work towards specific goals I have set for myself.	1 2 3 4 5
19	When I have successfully complete a task, I often reward myself with something I like	1 2 3 4 5
20	I openly articulate and evaluate my own assumptions when I have disagreement with someone else.	1 2 3 4 5
21	I feel guilt when I perform a task poorly.	1 2 3 4 5
22	I pay attention to how well I am doing in my work.	1 2 3 4 5

23	When I have a choice, I try to do my work in ways rather than just trying to get it over with.	1 2 3 4 5
24	I purposefully visualize myself overcoming the challenges I face.	1 2 3 4 5
25	I think about the goals that I intend to achieve in the future.	1 2 3 4 5
26	I think about and evaluate the beliefs and assumptions I hold.	1 2 3 4 5
27	I sometimes openly express displeasure with myself when I have not done well.	1 2 3 4 5
28	I keep track of my progress on projects I' am working on.	1 2 3 4 5
29	I seek out activities in my work that I enjoying doing.	1 2 3 4 5
30	I often mentally rehearse the way I plan to deal with a challenge before I actually face the challenge.	1 2 3 4 5
31	I find my own favorite ways to get things done.	1 2 3 4 5





APPENDIX C

APPENDIX C

Part III Job Satisfaction questionnaire

Direction: This questionnaire contains a total 22 items regarding your present working conditions. Please express your satisfaction degree by drawing circle around the option that best represent your perspective.

1=Very Dissatisfied, 2= Dissatisfied, 3= Neither, 4= Satisfied, 5= Very Satisfied

1	I am satisfied with the degree of respect I receive from my co-workers.	1 2 3 4 5
2	I am Satisfied with the recognition given for doing my job outstanding.	1 2 3 4 5
3	I am satisfied with the prestige of my job inside of school	1 2 3 4 5
4	I am satisfied with the appreciation given by my administrator and co-worker for the job I do for school.	1 2 3 4 5
5	I am satisfied with the nature of my work.	1 2 3 4 5
6	I am satisfied with the feeling that I get from my work.	1 2 3 4 5
7	I am satisfied with the attitude I have for my job.	1 2 3 4 5
8	I am satisfied with the sense of pride of my job.	1 2 3 4 5
9	I am satisfied with the amount of personal growth and development I get in doing my job.	1 2 3 4 5
10	I am satisfied with my chances for salary increases.	1 2 3 4 5
11	I have opportunities to learn new skills in my job.	1 2 3 4 5
12	I am satisfied with the level of promotion I have reached in my job.	1 2 3 4 5
13	The Cordiality of my relationship with my fellow workers.	1 2 3 4 5
14	The Cordiality of my relationship with my administrator.	1 2 3 4 5
15	The sense of the belonging I have when working with my fellow workers.	1 2 3 4 5
16	The interest and concern that the management shows for my job.	1 2 3 4 5
17	I communicate with my superior directly when I have some problems on the job.	1 2 3 4 5
18	I am satisfied with what my government pays me.	1 2 3 4 5
19	My pay is enough to support my family.	1 2 3 4 5
20	The security of my job.	1 2 3 4 5
21	I am satisfied with the location of my school, teacher lounge and technical facilities for the work in school.	1 2 3 4 5
22	I am satisfied with the time allotted to complete assign tasks in my work.	1 2 3 4 5

APPENDIX D



APPENDIX D

ส่วนที่ 2 : แบบสอบถามภาวะความเป็นผู้นำของครู

คำชี้แจง: โปรดอ่านแต่ละรายการต่อไปนี้อย่างถี่ถ้วนและวงกลมหมายเลขที่ตรงกับความเห็นของท่านมากที่สุด

ไม่ตรงกับท่านเลย

ตรงกับท่านบ้าง

ตรงกับท่านเล็กน้อย

ตรงกับท่านมาก

ตรงกับท่านที่สุด

1

2

3

4

5

1	ฉันใช้จินตนาการของฉันในการเห็นภาพตัวเองทำงานสำคัญได้เป็นอย่างดี	1	2	3	4	5
2	ฉันสร้างเป้าหมายเฉพาะเพื่อประสิทธิภาพในการทำงานของตัวเอง	1	2	3	4	5
3	บางครั้งฉันพบว่าฉันกำลังคุยกับตัวเอง (ออกมาดังๆหรือในหัวของฉัน) เพื่อช่วยให้ฉันจัดการกับปัญหาที่กล้ำกลืน	1	2	3	4	5
4	เมื่อฉันได้ทำบางสิ่งหรือกิจกรรมใดๆที่ฉันชอบฉันจะรู้สึกที่ได้รับมอบหมายได้เป็นอย่างดี	1	2	3	4	5
5	ฉันจะนึกถึงความเชื่อและสมมติฐานของฉันเมื่อไหร่ก็ตามที่ฉันเผชิญสถานการณ์ที่ยากลำบาก	1	2	3	4	5
6	ฉันมีแนวโน้มที่จะรู้สึกผิดอยู่ในใจเมื่อฉันทำงานออกมาไม่ดี	1	2	3	4	5
7	ฉันสร้างประเด็นที่จะติดตามว่าฉันทำงานดีแค่ไหนในที่ทำงาน (โรงเรียน)	1	2	3	4	5
8	ฉันเน้นที่จะนึกถึงสิ่งที่น่าพอใจมากกว่าด้านที่ไม่พึงประสงค์เกี่ยวกับงานของฉัน (ในโรงเรียน)	1	2	3	4	5
9	ฉันใช้การจดบันทึกเพื่อเตือนตัวเองถึงสิ่งที่ฉันต้องทำให้สำเร็จ	1	2	3	4	5
10	ฉันเห็นภาพตัวเองประสบความสำเร็จในการดำเนินงานก่อนที่จะทำมัน	1	2	3	4	5
11	ฉันตั้งเป้าหมายอย่างมีสติอยู่ในใจสำหรับความพยายามในการทำงานของฉัน	1	2	3	4	5
12	เมื่อฉันทำงานบางสิ่งออกมาได้เป็นอย่างดีฉันจะให้รางวัลตัวเองเช่น การไปทานอาหารค่ำ, การไปโรงภาพยนตร์, การไปช้อปปิ้งการออกเดินทาง เป็นต้น	1	2	3	4	5
13	ฉันพยายามที่จะประเมินความถูกต้องในความเชื่อของตัวเองเกี่ยวกับสถานการณ์ที่ฉันกำลังมีปัญหา	1	2	3	4	5
14	ฉันมีแนวโน้มที่จะกดดันตัวเองในทางความคิดเมื่อฉันทำงานออกมาได้ไม่ดี	1	2	3	4	5
15	ฉันมักจะระวังว่าฉันกำลังทำงานในกิจกรรมนั้นๆ ได้ออกมาดีหรือไม่ อย่างไร	1	2	3	4	5
16	ฉันพยายามที่จะอยู่ล้อมรอบด้วยวัตถุและผู้คนที่จะช่วยดึงดูดกรรมที่น่าพึงพอใจของฉันออกมา	1	2	3	4	5
17	ฉันมีสิ่งเตือนความจำ (เช่น โน้ต หรือ บันทึกรายการ) เพื่อช่วยให้ฉันจดจ่อกับสิ่งที่ต้องทำให้สำเร็จ	1	2	3	4	5
18	ฉันทำงานไปสู่เป้าหมายเฉพาะที่ฉันตั้งไว้สำหรับตัวเอง	1	2	3	4	5
19	เมื่อฉันทำงานเสร็จสำเร็จเป็นอย่างดีฉันมักจะตอบแทนตัวเองด้วยสิ่งที่ฉันชอบ	1	2	3	4	5
20	ฉันทำการประเมินสมมติฐานของตัวเองอย่างเปิดกว้างเมื่อฉันมีความเห็นไม่ตรงกับผู้อื่น	1	2	3	4	5
21	ฉันรู้สึกผิดเมื่อฉันทำงานแย่	1	2	3	4	5
22	ฉันให้ความสนใจว่าฉันทำงานของฉันดีหรือไม่ อย่างไร	1	2	3	4	5
23	เมื่อฉันมีทางเลือกฉันพยายามที่จะทำงานในแบบของฉัน มากกว่าพยายามทำแบบขอไปที	1	2	3	4	5
24	ฉันเห็นภาพตัวเองอย่างมุ่งมั่นที่จะเอาชนะความท้าทายที่ฉันเผชิญ	1	2	3	4	5

25	ฉันนึกถึงเป้าหมายที่ฉันตั้งใจจะประสบความสำเร็จในอนาคต	1 2 3 4 5
26	ฉันคิดและประเมินความเชื่อและสมมติฐานที่ฉันมี	1 2 3 4 5
27	บางครั้งฉันแสดงความไม่พอใจกับตัวเองอย่างเปิดเผยเมื่อฉันงานออกมาได้ไม่ดี	1 2 3 4 5
28	ฉันติดตามความคืบหน้าของฉันกับ โครงการที่ฉันกำลังทำอยู่	1 2 3 4 5
29	ฉันแสวงหากิจกรรมในงานของฉันที่ฉันได้สนุกกับมัน	1 2 3 4 5
30	ฉันมักจะซื้อวิธีการที่ฉันวางแผนไว้เพื่อจะจัดการกับความท้าทาย ก่อนที่ฉันจะเผชิญหน้ากับมัน	1 2 3 4 5
31	ฉันพบวิธีที่ตัวเองชื่นชอบในการทำสิ่งต่างๆให้ลุล่วง	1 2 3 4 5



APPENDIX E



APPENDIX E

ส่วนที่ 3 : แบบสอบถามความพึงพอใจในงานของครู

คำชี้แจง: ส่วนนี้ประกอบด้วยทั้งหมด 22 รายการเกี่ยวกับสภาพการทำงานของคุณในปัจจุบัน โปรดแสดงระดับความพึงพอใจของคุณ

โดยการวาดวงกลมรอบตัวเลขที่ตรงกับมุมมองของคุณมากที่สุด

1 = ไม่พอใจอย่างยิ่ง, 2 = ไม่พอใจ, 3 = เฉยๆ, 4 = พอใจ, 5 = พอใจอย่างยิ่ง

1	ฉันพอใจกับระดับของความเคารพที่ฉันได้รับจากเพื่อนร่วมงานของฉัน	1 2 3 4 5
2	ฉันพอใจกับการได้รับความยอมรับในการทำผลงานอันโดดเด่นของฉัน	1 2 3 4 5
3	ฉันพอใจกับความมีเกียรติมีศักดิ์ศรีในงานของฉันภายในโรงเรียน	1 2 3 4 5
4	ฉันพอใจกับการชื่นชมที่ได้รับจากผู้ดูแลระบบและเพื่อนร่วมงานสำหรับงานที่ฉันทำเพื่อโรงเรียน	1 2 3 4 5
5	ฉันพอใจกับลักษณะงานของฉัน	1 2 3 4 5
6	ฉันพอใจกับความรู้สึกที่ฉันได้จากการทำงานของฉัน	1 2 3 4 5
7	ฉันพอใจกับทัศนคติที่ฉันมีในงานของฉัน	1 2 3 4 5
8	ฉันพอใจกับความรู้สึกภูมิใจในงานของฉัน	1 2 3 4 5
9	ฉันพอใจกับความเจริญก้าวหน้าส่วนบุคคลและการพัฒนาที่ฉันได้จากการทำงานของฉัน	1 2 3 4 5
10	ฉันพอใจกับโอกาสในการปรับเพิ่มเงินเดือน	1 2 3 4 5
11	ฉันมีโอกาสรู้ทักษะใหม่ๆในงานของฉัน	1 2 3 4 5
12	ฉันพอใจกับระดับการเลื่อนขั้นที่ฉันได้จากการทำงานของฉัน	1 2 3 4 5
13	ความสัมพันธ์อย่างเป็นกันเองกับเพื่อนร่วมงานของฉัน	1 2 3 4 5
14	ความสัมพันธ์อย่างเป็นกันเองกับผู้ดูแลระบบ	1 2 3 4 5
15	ความรู้สึกถึงการเป็นส่วนหนึ่งของงานเมื่อทำงานร่วมกับเพื่อนของฉัน	1 2 3 4 5
16	ผลประโยชน์และความหวังใฝ่ฝ่ายบริหารมีต่องานของฉัน	1 2 3 4 5
17	ฉันสื่อสารกับหัวหน้าของฉันโดยตรงเมื่อมีปัญหาเกิดขึ้นในงาน	1 2 3 4 5
18	ฉันพอใจกับสิ่งที่รัฐบาลจ่ายให้ฉัน	1 2 3 4 5
19	เงินเดือนของฉันเพียงพอที่จะช่วยเหลือสนับสนุนครอบครัวของฉัน	1 2 3 4 5
20	ความมั่นคงในงานของฉัน	1 2 3 4 5
21	ฉันพอใจกับสถานที่ตั้งของโรงเรียนห้องรับรองครู และสิ่งอำนวยความสะดวกทางเทคโนโลยี สำหรับการทำงานในโรงเรียน	1 2 3 4 5
22	ฉันพอใจกับการจัดสรรเวลาให้กับงานที่ได้มอบหมายให้ทำให้สำเร็จ	1 2 3 4 5



Letter of Certification

This is to certify that Ms. Zhongli Yang's Questionnaire for her master thesis in Assumption University of Thailand was translated and edited into Thai version by our professional translator from Real Learning Center & Translation Institute. The translated version was exactly based on the original English file, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated version was confirmed herein this letter.

* มหาวิทยาลัยอัสสัมชัญ *

Real Learning Center &
 Translation Institute
 Bangkok, Thailand

Ekarp Charnas
 Mr. Ekarp Charnas
 (The Translator)
 December 16, 2019

BIOGRAPHY

Personal Profile

Name: Zhongli Yang

Date of Birth: 26.5.1988

Gender: Female

Nationality: China

E-mail: zhongli0526@gmail.com

Religion: Buddhism

Educational Background:

2004 Jian Chuan First Middle School

2008 Bachelor Art (Teaching Chinese as a Second Language)

Yun Nan Normal University

2019 Master of Education (Educational Administration)

Assumption University of Thailand

Professional Experience:

2012-2013 Full time Chinese teachers Nakonthai School, Thailand.

2013-2020 Full time Chinese teachers Singapore International School of Bangkok,
Thailand

