



THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARDS THEIR  
LEADERSHIP CAPACITY AND THEIR LEVEL OF JOB SATISFACTION IN AN  
INTERNATIONAL SCHOOL IN BANGKOK

Bruce Braly

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

2016



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**By: BRUCE BRALY**

**Field of Study: EDUCATIONAL ADMINISTRATION**

**Thesis Advisor: DR. YAN YE**

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**Accepted by the Graduate School of Human Sciences, Assumption University in**

**Partial Fulfillment of the Requirements for the Master Degree in Education**

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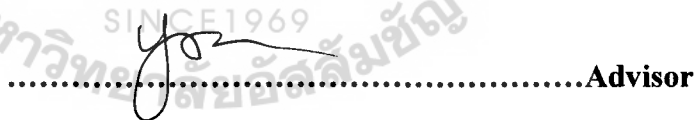
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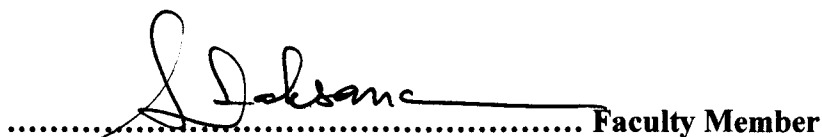
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## **ABSTRACT**

**I.D. No.** 5429513

**Key Words:** TEACHER, PERCEPTION, RELATIONSHIP, LEADERSHIP CAPACITY,  
JOB SATISFACTION, INTERNATIONAL SCHOOL, BANGKOK

**Name:** BRUCE BRALY

**Thesis Title:** THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARDS THEIR  
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**Thesis Advisor:** DR. YAN YE

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The purpose of this research was to study the relationship of the teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok during the academic year 2016-2017.

This researcher used the high capacity leadership instrument adapted from Pierce (2007) based on Lambert's (2003) leadership capacity school survey (LCSS), as well as the job satisfaction survey adopted from Drukpa (2004). This researcher analyzed the collected data from the survey with Descriptive Statistics, Frequency and Percentage, Mean and Standard Deviation, and the Pearson Product Moment Correlation Coefficient.

The survey results showed that the teachers' perception towards their leadership capacity and the level of job satisfaction was high in this international school. The correlation analysis result showed there was a strong positive relationship between teachers' perception towards their leadership capacity and their level of job satisfaction.

The findings were discussed, the research confirmed that sustained school improvement can be facilitated with increased teacher leadership capacity resulting in

increased levels of job satisfaction among teachers as they experience improved student outcomes.

The study recommended the school leaders and teachers to sustain and further develop their leadership capacity and skills so as to maintain the high level of job satisfaction, which will not only benefit the school's management and student achievement, but will also convince more students and parents in the future to trust and come to study in this international school in Bangkok.



**Field of Study:** Educational Administrator

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**Advisor's signature** .....

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Bruce Braly



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## CHAPTER I

### INTRODUCTION

This chapter presents sections such as Background of the Study, Statement of the Problem, Research Questions, Objectives, and Hypothesis, Theoretical and Conceptual Framework, Scope and Limitation of the Study, Definition of Terms and Significance of the Study.

#### Background of the Study

The most important movement in the educational field in the 21<sup>st</sup> century is sustainable school improvement. Teachers are the most important part of this goal. Teachers teach at differing levels of effectiveness. One way to measure this is to consider how much progress children make through the academic year each year. Two reporters for *The Los Angeles Times* did a value added statistical analysis of thousands of standardized yearly tests and found some teachers impart a year and one half of learning in a year and some teachers impart two months of learning in the same year (Song 2011). These effective teachers could have expanded influence for sustainable school improvement if we were able to improve their high leadership capacity. Two of the highest performing teachers in the LA Unified School District were unknown outside their classrooms (Song 2011).

Harris & Lambert (2003) mentioned that the school would lose its vision and purpose if it only depended on one leader (the principal) or a few teachers, to implement vision into the daily functioning of the school. Lambert also pointed out that if schools want to be developed or sustained, every person or teacher should be a leader and involved in school functions to develop a strong capacity for working at that school.

Teachers are one of the main pillars of a sound and progressive society (Kofi Annan Foundation, 2010). They inculcate knowledge, values, and skills; and apart from parents, are held responsible for molding and refining the minds of learners at the kindergarten, primary, secondary, higher education, and finally in vocational training.

Teachers are very essential to our ever changing society. As pointed out by Bee (2010), their importance could never diminish since they are the first people to educate students about society. They are willing and conscientious enough to educate the youth even if they are mistreated or disrespected by the students and parents. They wholeheartedly invest their lives in the care of students. Sometimes they are the last hope to avoid raising criminals.

Teachers who are satisfied with their job as teachers usually work more effectively than the ones who are frustrated or disaffected. It is believed that satisfied teachers are more productive, earn higher salaries, receive better promotions, and climb the career ladder quicker than their less effective or productive colleagues (Life Directions Institute, 2014).

Teachers are the main stakeholders in promoting quality education (Drukpa, 2010). Thus, during the revision of the Filipino employees' benefits, teachers were the primary concern. They were given additional compensation of two-hundred US dollars, fifty US dollars for medical allowances, an increase in retirement benefits, and the ability to take out higher loan amounts.

In the international schools in Thailand, there is a need for teachers to develop leadership capacity immediately because the available resources can be less than their expectations. Many times they must improvise or modify their lesson plans to accommodate the resources they can access. This requires them to collaborate with their fellow teachers, especially the ones who have experience making these adjustments with creative solutions. The administrative teams at international schools are there to help the teachers perform at a high level, but they still expect the teachers to show initiative and creative thinking with the



resources available. They do not want to hear how nice and wonderful it was in the teacher's particular home country. Building leadership capacity is not easy and takes time and experience. At first this may lead to some job dissatisfaction but as the teachers improve their capacity, their efficacy and job satisfaction will improve.

This researcher wanted to investigate the teachers' perception towards their leadership capacity and their level job satisfaction in a selected international school in Bangkok, as well as to test the relationship between the teachers' perception towards their leadership capacity and the level of their job satisfaction in an international school in Bangkok. This research's results could be helpful in notifying the school leaders how to make new advancements on new ways to expand teachers' leadership capacity, and improve the level of teachers' job satisfaction at the same time.

### **Statement of the Problem**

This research's purpose was to determine the relationship between the teachers' perception towards their leadership capacity and their level job satisfaction in an international school in Bangkok. As teachers develop their leadership capacity, a school will begin to move towards improvement in both teacher effectiveness and student achievement. No previous research has been done on teachers' leadership capacity and their level of job satisfaction of teachers teaching in an international school in Bangkok. This kind of research will allow us to assess how leadership capacity influences the job satisfaction levels for teachers.

This research was carried out with the purpose of exploring the teachers' perception towards their leadership capacity, improving the level of job satisfaction of teachers, reforming human resource management, and improving teacher training.

### **Research Questions**

The research questions in this study were set out as follows:

1. What is the teachers' perception towards their leadership capacity in this international school in Bangkok?
2. What is the level of teachers' job satisfaction of teachers teaching in this international school in Bangkok?
3. Is there any relationship between the teachers' perception of their leadership capacity and the level of their job satisfaction of teachers teaching in this international school in Bangkok?

### **Research Objectives**

The research objectives in this research were set out as follows:

1. To identify teachers' perception towards their leadership capacity in this international school in Bangkok.
2. To determine the level of teachers' job satisfaction of teachers teaching in this international school in Bangkok.
3. To determine the relationship between the teachers' leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

### **Research Hypothesis**

There is a significant relationship between teachers' perception of their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

## Theoretical Framework

In this study, the researcher has set out the objectives to determine the relationship between teachers' leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

Firstly, the researcher used *Lambert's (2003) High Leadership Capacity Theory* as the main foundation to support the investigation of the teachers' perception towards their leadership capacity.

In Lambert's (2003) High Leadership Capacity Theory, high leadership capacity was composed of four necessary elements required for continuous school improvement. They include *intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement*.

Regarding *intense focus on vision*, it needs to improve teachers' abilities and make school more effective with high leadership capacity. Every teacher involved in leadership should engage with other teachers in a teaching and learning cycle as they reflect with each other through dialogue and shared purpose while developing the school jointly. They must keep their school moving forward by reviewing the school vision regularly to maintain improvement.

High leadership capacity needs *reflection and innovation* in order to make schools achieve with high leadership capacity. It is important for all members to ensure that everybody is in the cycle of inquiry and involved in the reflective process. They need to make sure that everybody performs and is encouraged to join into the group initiative process. Moreover, every teacher or member should be involved in collaborative innovation.

Meanwhile, schools will be improved if the teachers are effective *in shared governance*. Shared governance is about participation and integrated innovation in the

process of decision making. Teachers and all academic members should develop their relationships to find new strategies and new opportunities for improving the school.

High leadership capacity should include *monitoring and responding to student achievement*. Student achievement is the most measurable aspect of school improvement and school sustainability. To help achieve the mission of the school, every teacher should be good at lesson planning, teaching, coaching, and assessing. Then all teachers, support staff, and administrators should provide and receive both positive and negative feedback to and from teacher/administrative coaches and to and from students' parents. Thus the school is continually improving in a sustainable way.

Secondly, the researcher also used Herzberg's Hygiene Theory (1959) to support the teachers' level of job satisfaction part of this study. This theory postulates that work motivation and level of job satisfaction can provide valuable insights into an individual's needs and factors that contribute to satisfaction/dissatisfaction (Su, 2004). According to Herzberg (1957), people have basic needs (hygiene needs) which, when not met, cause us to be dissatisfied. Meeting these needs does not make us satisfied; it merely prevents us from becoming dissatisfied. The word 'hygiene' is deliberately medical as it is an analogy of the need to do something that is necessary, but which does not contribute towards making the patient healthier. It only stops them from becoming ill. There is a separate set of needs which, when we acquire them, do make us satisfied. These are called motivators. They are also called maintenance needs. In addition, employees' job satisfaction can be affected by factors like pay, supervision, company policy and administration, advancement, recognition, and achievement.

Accordingly, the good feelings generally associated with the job itself are intrinsic, psychological, or content factors (Lunenberg and Ornstein, 2008). The bad feelings, on the



other hand, are generally associated with the environmental surroundings of the job such as the physical environment, context, or extrinsic factors (Lunenberg and Ornstein, 2008). This theory is also called Herzberg's two-factor theory.

### Conceptual Framework

The conceptual framework of this study was shown in Figure 1. The study has two main variables, namely, teachers' leadership capacity and teachers' job satisfaction.

Based on Lambert's (2003) High Leadership Capacity Theory, four constructs of teachers' perception towards the high leadership capacity were used in the research questionnaire, which includes *intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement*.

Following Herzberg's Hygiene Theory (1959), seven components, including the *work itself, pay, working conditions, self-esteem, intrinsic rewards, interpersonal relations, policy and management* were used in the questionnaire to survey the level of teachers' job satisfaction in this study.

This study was conducted to determine the relationship between teachers' perception of their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

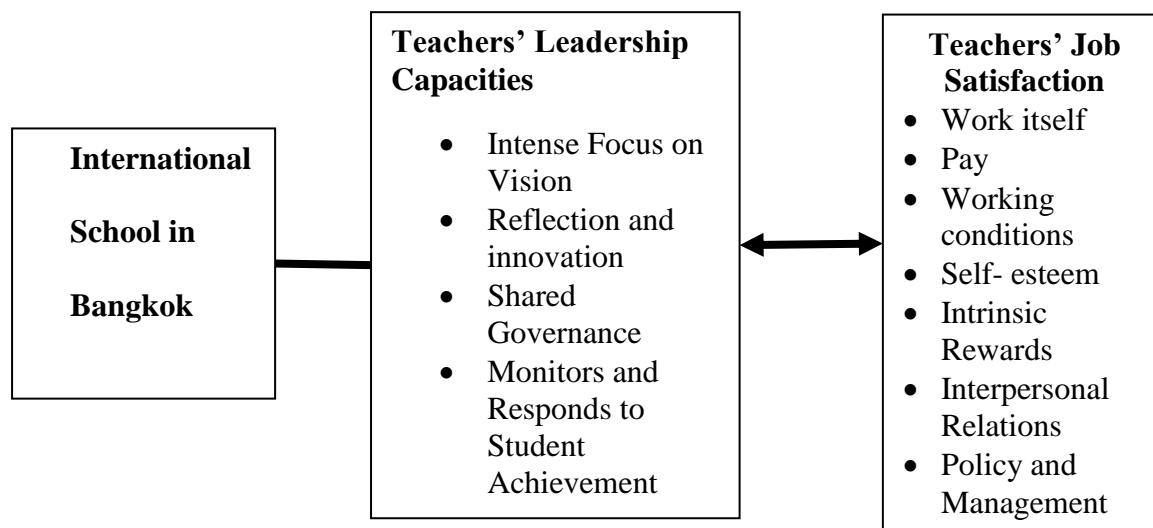


Figure 1. Conceptual Framework of This Study

### Scope of the Study

This study aimed to determine the relationship between teachers' leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

The theoretical support for this study was developed from Lambert's (2003) High Leadership Capacity Theory and Herzberg's Hygiene Theory (1959). The four components of teachers' perception towards the high leadership capacity based on Lambert's (2003) High Leadership Capacity Theory were used in this study's survey. They included: *intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to students' achievement*. This researcher is using seven components of Herzberg's Hygiene Theory (1959) to survey the teachers' job satisfaction in this study. They are: the *work itself, pay, working conditions, self-esteem, intrinsic rewards, interpersonal relations, policy and management*.

This study used all 55 full time teachers teaching in this international school in Bangkok, in the Academic Year 2016-2017.

### Definitions of Terms

**Teachers** refer to full-time teachers teaching in this international school in Bangkok, in the Academic Year 2016-2017.

**Leadership Capacity** refers to the perception of teachers on their strengths, their skills and their abilities as teachers in this international school in Bangkok, to take effective action and leading roles in the development of their school, which includes the following four key components. (Part II of the questionnaire was designed to assess the teacher' perception towards their leadership capacity in the school.)

- **Intense Focus on Vision** refers to a dream, desired state, purpose, inspiration, or destiny. The intention of the teachers in this international school in Bangkok, is to share and coordinate their actions in school. (This topic was covered in questions 1-6 in part II of the survey.)
- **Reflection and innovation** refers to the conversations and dialogue between teachers from this international school in Bangkok, engaged in to perform the business of the school. (This topic was covered in questions 7-11 in part II of the survey.)
- **Shared Governance** refers to the collaboration, position, authority, or responsibility shared in this international school in Bangkok. (This topic was covered in questions 12-14 in part II of the survey.)
- **Monitors and Responds to Student Achievement** refer to teachers' performance and students' achievement in this international school in Bangkok. (This topic is covered in questions 15-17 in part II of the survey.)

**Job satisfaction** refers to the following seven contentment factors of teachers' perception towards their level of job satisfaction in this international school in Bangkok. (Part III of the questionnaire measured the teachers' level of Job Satisfaction.)

- **Work itself** refers to the individuals' feeling of achievement or progress which fosters job satisfaction. (This topic was covered in questions 1-3 in part III of the survey.)
- **Pay** refers to teachers' perceptions of pay level, personnel input, pay equity, pay satisfaction, and job demands. Pay is significant to individuals since this satisfies security, self-esteem, and social needs. (This topic was covered in questions 4-10 in part III of the survey.)
- **Working conditions** refers to the atmosphere where the teacher works i.e. the facilities, services, environment, and the degree of safety and danger. (This topic was covered in questions 11-23 in part III of the survey.)
- **Self-esteem** refers to the teacher's confidence in his/her own worth or abilities. (This topic was covered in questions 24-30 in part III of the survey.)
- **Intrinsic rewards** refer to the psychological rewards teachers receive for doing a successful job. (This topic was covered in questions 31-34 in part III of the survey.)
- **Interpersonal relationships** refer to the strong or deep associations among the teachers in the school. (This topic was covered in questions 35-39 in part III of the survey.)
- **Policy and Management** refers to the guidelines and administrative philosophy provided by the school or school leaders. (This topic was covered in questions 40-43 in part III of the survey.)



### **Significance of the Study**

This study could be useful for the teachers. Every teacher can be self-evaluated on his or her performance and be able to understand and identify the leadership capacity that he or she is performing. Teachers also need to improve and build more leadership capacity as needed by the school.

This study could be useful for this international school in Bangkok to be able to develop educational programs and improve teachers' leadership capacity. Through this study, the school's leaders could better understand the needs and satisfactions of teachers, which may help them be more considerate when recruiting teachers.

Moreover, this study could help future researchers by offering them ideas and encouraging them to conduct similar research in other organizations in other countries. Teachers, administrators, support staff, and managers realize that leadership capacity is the most important factor for a school's success. Therefore, future researchers will be encouraged to conduct this kind of research more often in other organizations and other countries to measure leadership capacity.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The following review of literature on leadership capacity and job satisfaction will be presented in this chapter as follows:

- Leadership Capacity
- High Leadership Capacity
- Teacher Leadership Capacity
- Previous Studies on Teacher Leadership Capacity
- Concepts of Job Satisfaction
- Major Theories of Job Satisfaction
- Determinants of Job Satisfaction
- Job Satisfaction and Selected Variables
- Related Research on Job Satisfaction
- Background of School
- Summary of the Literature Review

#### **Leadership Capacity**

Leadership capacity is a wide, broad term which has been used for decades. It is one of the more popular terms in 21<sup>st</sup> century description of leaders' roles. There are many criteria in leadership capacity building but to build leadership capacity, people should have two main critical conditions in order to successfully establish sustainability. They should have understanding and skillfulness. These two factors are the most important in leadership capacity. Skillfulness in a person can access the skill of leadership to allow some teachers to

understand the imagination of their colleagues. Skillfulness in leaders help make it possible for others to negotiate real change in their organizations or schools. On the other hand teacher leaders can also resolve the unavoidable conflicts that come from inside and outside the organization Harris & Lambert (2003) observed.

Moreover, discussions about leadership capacity are closely related to discussions about re-organization or school improvement. Leadership capacity is the one criteria that can achieve improvement because it motivates people to build trust and encourages people to become involved in working together through collaboration.

According to Harris & Lambert (2003), when people are building leadership capacity, they should be:

1- Surfacing; clarify and define values, beliefs, assumptions, perceptions and experiences. This process can discover what people value in their jobs. Do they value people such as staff, students, and tasks? They need to know what information each person can provide and what they really believe in because working and learning and sharing beliefs is a way to build leadership capacity.

2- Enquiry into practice; try to accomplish school improvement through experiment and practice together. It would include how people best implement the task. If this condition is in the school, it would show how well students learn and how much the school is developing sustainability.

3- Construct meaning and knowledge; this point is more an emphasis on strategies. Every school and organization needs effective strategies. To evolve effectively, each person needs to be involved in sharing information, actively listening to each other in a positive way, respecting each idea, and discovering a good result as a team.

4- Frame action and develop implementation plans; this action plan is the agreed upon strategy that everyone should implement. To be able to make sustainable improvement in schools and organizations, people and teachers must act as drivers of change.

All four of these processes are needed for building leadership capacity. They are the main organizational tools for leading people individually and collaboratively to accomplish sustainable improvement in schools.

### **High Leadership Capacity Theory**

Lambert (1998, 2003) published the book, *Building Leadership Capacity for School Improvement*. Her books with high leadership capacity have four characteristics to achieve sustainable school improvement. They were: intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement. These four elements of high leadership capacity are required for the school to develop high leadership capacity for sustainable school improvement. Lambert also conducted and published her questionnaire entitled “Leadership Capacity School Survey”, which this researcher used to conduct this study.

Lambert (1998, 2003) proposed the high leadership capacity matrix into four areas of the combination of skillfulness and participation on (1) high skill to high participation, (2) high skill to low participation, (3) low skill to high participation, and (4) low skill to low participation. These four matrix levels demonstrate the role model of leadership capacity for each individual leader. According to Lambert (1998), there were five critical categories of leadership capacity found to improve school success such as (1) broad-based, skillful participation in the work of leadership, (2) inquiry-based use of information to inform shared

decisions and practice, (3) roles and responsibilities that reflect broad involvement and collaboration, (4) reflective practice and innovation as the norm, and (5) high student achievement.

But Lambert (2003) added one more element to make six critical features of high leadership capacity. They now included shared vision which helps maintain program coherence. Moreover, Pierce (2007) who did a doctoral dissertation on Lambert (2003) LCSS combined the six categories into four categories of high leadership capacity. The four combination leadership capacities are; (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) monitoring and responding to student achievement. The four categories are explained below.

### ***Intense Focus on Vision***

The first important feature of a school with high leadership capacity (Lambert, 2003) is intense focus on vision. Leadership should be clear about the importance of developing a shared vision by working together (Lambert 2003). Participants or teachers reflect on their core values and the way those values contribute to a shared vision to which all can commit. Teachers usually describe this vision as a dream, a desired state, a purpose, an inspiration or a destiny. The result is the same as if they are asking themselves a question “How does instructional practice connect to our vision” (Lambert, 2002). Coordinating the elements of the vision create meaning and purpose. Senge (1990) commented when you have continual change occurring such as new technology, new legal requirements, or social change, it is important to have a nimble shared vision to help make organizational adjustments.

Warren G. Bennis once said “Leadership is the capacity to translate vision into reality.” Thus without vision the organization or school has no chance to maintain sustainable improvement. Vision is the great unifier of organizations or schools to make progress. With



vision in control change can seem appropriate and manageable in a school or organization. Motivated by a coherent vision, teachers can conceptualize their own vision before they make strategies and design a plan of implementation. Harris & Lambert (2003) commented a shared vision is consistent with inquiry-based education. It encourages teachers or parents to share and construct knowledge, involve decision making, ask questions and reflects through dialogue, and share values to focus on what students learn and gain from the learning process (Lambert, 2002, and Harris & Lambert, 2003). Therefore, shared vision and shared decision making leads to high leadership capacity and improves sustainable school success.

### ***Reflection and innovation***

The second important feature of high leadership capacity (Lambert, 2003) is reflection and innovation when it becomes standard procedure in a school. Reflective practice is essential during the process of inquiry based discussion. According to (Lambert, 1998), reflection is being formed in several parts of the school, such as reflection on beliefs, assumptions, and past practice which is the first step of the constructivist approach. The constructivist explores by reflecting on their beliefs, their assumptions of their beliefs, and on past experience.

Next reflection is reflected in action, and practice. These continual evaluations enable head teachers, teachers, parents, and students to consider and reconsider how they do things well, and then incrementally improve the school in a sustainable fashion.

The last reflection is accomplished through dialogue and coaching relationships. Reflection also leads to variation and creative innovation and organizational learning (Nonaka & Takeuchi, 1995). To norm these habits of mind requires the necessary amount of time. Schon (1983), stated that deep learning in a school or in an organization can only be accomplished by employing reflection. The process of reflection leads to challenging status

quo positions to construct new ideas and process new understanding into transformational results.

### ***Shared Governance***

The third important component of high leadership capacity in schools is shared governance, Lambert (2003). Shared governance means working across grade levels collaboratively and cooperatively. One must share authority, responsibility, and decision making (Lambert, 1998 and Harris & Lambert, 2003). Shared governance is the process whereby all members and stakeholders of the school, principals, teachers, support staff, parents, and students share authority and responsibility for decision-making in matters affecting the operation of the school (Office of the Provost, University of Louisville, 2010).

According to Lambert (1998), unless people continually renew and expand the new vision, they will revert back gradually to the old, comfortable, unchallenging, and less difficult to implement vision. By reviewing and renewing the vision on a weekly, monthly, and yearly basis through shared responsibility for decision making, the high capacity leadership skills become the norm of the school. Everyone is responsible for meaningful and purposeful collaboration, building trust and transparency about ones roles and responsibilities. Lambert remarks that shared governance transforms the whole process of vision making in the school into an ever changing, improving, blue print for the organization.

### ***Monitors and Responds to Student Achievement***

The fourth or last component is seen as the most important characteristic of the high leadership capacity in schools (Lambert (2003). It monitors and responds to student achievement. According to Marshall (2013), sustainable student achievement is the goal of the school improvement movement. In order for schools to be successfully improved, the

principals and teachers need to work well in the following four areas: teacher supervision, curriculum planning, interim assessments, and teacher evaluations. Marshall commented supervision and evaluation should be fair and logical.

According to Marshall while he was studying with Ronald Ferguion, he found some logical models on how to conduct reasonable evaluations. They were as follows: (1) the principal and teachers should share an understanding of good teaching, (2) the principal should frequently appear in the classroom to see a teachers' daily routine, (3) the principal should have much knowledge and positive perceptive observations, (4) teachers should get frequent feedback and teaching instruction from the principal, (5) teachers should be in a strong team and should trust the team process to engage with the feedback, (6) the principal should create a team spirit in effective teaching, and (7) improving student learning should be the main purpose of the process.

Lambert and Harris (1998, 2003) emphasized that high student achievement includes realistic performance in academic achievement, positive school involvement, achievement of resilient behavior, equitable gains and narrowing the gaps between socioeconomic groups, and sustaining improvement over time. Teacher collaboration is a progressive focus on the needs of the student on increasing learning and on building a professional learning community. Moreover, the development of student achievement was more directed in classroom management and school evaluations. As Marshall's (2013) study stated, Harvard professor Ronald Ferguson and his colleagues developed the seven Cs which are: caring students, controlling behavior, clarifying lessons, challenging students' achievement, captivating relevant lessons, conferring students' ideas, and consolidating knowledge.

Louis, Wahlstrom, Michlin, Gordon, Thomas, Leithwood...et al.(2010) commented that collective leadership is effective on both teacher and student achievement because

collective leadership has a strong inspirational effect on student achievement compared to individual leadership, and collective leadership has an influence on student achievement through the influence on teachers' motivation and working conditions. All high leadership capacity components - intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement are the way to sustainably and steadily improve student achievement (Harris and Lambert 2003).

### **Teacher Leadership Capacity**

In a school, not just the head teacher can take a leadership role; every teacher can be in the role of leadership depending on their professionalism and skillfulness. This study will present four main elements of teacher leadership capacity based on the Lambert's (2003) High Leadership Capacity Theory. The four main elements include (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) monitoring and responding to student achievement. These four elements include within them the following educational factors. They are collaboration, motivation, progressive teaching, student achievement, school development, classroom management, individual self-regulation, and self-efficacy. These elements will be used in this study's research instrument.

Collaboration is the main function in leadership capacity for a shared school vision and mission. By exchanging information, the most effective solution will sometimes be self-evident and make the decision making process easy.

A good teacher should be a good motivator in the school, in order for the school to be sustainable and continue to improve. Every teacher should be self-motivated, encouraging everyone in a helpful way, giving positive feedback, and inspiring student achievement. Teachers are the largest work group in a school. Teachers should be of strong mind and have the courage to take responsibility in the school (Lambert 2000).

Additionally, teachers' leadership capacity primarily focuses on the functioning of the school. They should be skillful in lesson planning, classroom management, progressive evaluations, and monitoring student achievement. An effective teacher will not only be networking, collaborating, and motivating, they also will be positively affecting student achievement.

Finally, self-regulation, and self-efficacy always make a teacher more creative at work while teaching. If someone loses his or her self-efficacy, he or she may lose the goal and ongoing task will deteriorate. Leadership capacity needs self-regulation and self-efficacy to increase and improve.

### **Previous Studies on Teacher Leadership Capacity**

Although teacher leadership capacity is a popular research topic in the western world, there is very little published research in the non-western part of the world. No research with similar topics exists in Myanmar, Vietnam, China, Cambodia, or Thailand. Moreover, the researcher attempted to find something on international level but it is difficult to find similar topics or related topics. This researcher found only one related research. It would be better if the researcher can get at least three or four more previous research. The researcher will keep looking.

Akomolafe (2012) studied Principals' leadership capacities as perceived by teachers in secondary schools in Ekiti State, Nigeria and found that every teacher perceived their principal leadership capacity positively. The third research objective was to identify the strength of the principals' leadership capacities. The researcher based his study upon the ten key dimensions or elements of a principals' leadership capacities such as (1) school vision,



(2) capacity building, (3) collaboration, (4) motivation, (5) curriculum leadership, (6) school discipline, (7) delegation, (8) executive behavior, (9) managing time, and (10) resourcefulness. By using mean and standard deviation on data analysis, the results shown were strong to moderate leadership capacity.

Akomolafe noted there were strong leadership capacities identified in collaboration, motivation, delegation and executive behavior by the principals in the secondary schools in Nigeria.

He also observed that it was rare to find positive results on leadership and managerial capacity. It was important as a principal to keep the school system healthy and to meet the needs of society within the school's vision of motivation, capacity building, leader behavior, and teacher performance.

Greenlee (2004) conducted a research entitled "Building Teacher Leadership Capacity through Educational Leadership Programs". The data collection of this study was done with school principals and students (who serve as teachers during study time) from a large state university in Florida. The demographic data were only collected from the students. The purpose of researcher was to find the perception from educational leadership students and their principals. Would leadership skills acquired by teachers in an educational leadership program enhance the leadership capacity in their schools. According to the researcher, teachers who were involved in the educational leadership program should have experience of leadership in a different way such as fiscal and personnel management skills, legal issues, design and development of curricula, delivery and assessment of instruction and contextual understanding of leadership and policy development.

Moreover, Greenlee raised three research questions to investigate the educational leadership capacity in school. The three questions are; (1) what teacher leadership dynamics

occur and are enhanced as students engage successfully in an educational leadership program? (2) How do principals accept and accommodate educational leadership students as teacher leadership? (3) Can the knowledge base and pedagogy of an administrator preparation program foster and impact teacher leadership?

This study was done through a quantitative methodology to collect experimental data on educational leadership capacity. The researcher used a 17 item questionnaire for teacher leadership activities identified in the literature. These 17 questions asked the students about their perception of their involvement in educational leadership. The researcher used a 12 item questionnaire for principals to identify the literature that supports teacher leadership. In this study, the researcher used sample two-tailed t-test to compare the mean value of the teachers and the principal's response and if the p-value is less than .05, it would be considered a significant difference.

Both educational leadership students (who serve as teachers) and their principals reported highly into six areas to increase involvement of teacher's activities. Those six areas were, (1) Decision making, (2) Planning school improvement, (3) Sharing ideas with colleagues, (4) Collaboration with peers, (5) Leading school committees, and (6) Reflecting on their- own practice.

Greenlee (2004) suggested, teacher leadership capacity in schools was important in order to increase or improve educational leadership preparation programs. The improvement of leadership capacity would need to develop in both sectors of teachers and principals leading into a democratic learning community. And some future researcher can investigate into the quality of the principals' investment in teacher leadership and in the future of school administration.

Majoni & Kasowe (2011) conducted a research entitled *Analyzing the Leadership Capacity Challenges towards Potential Intervention Strategies for Open and Distance Learning Academic Administrators in Zimbabwe*. This study was done to determine what leadership related qualifications they held and what leadership roles they were accomplishing. The researcher said that it is important to ensure leaders support the survival of open distance leadership institutions and to promote the development of academic leadership styles to ensure effective and productive academic departments. The study found that most program coordinators were focusing on their management roles to the detriment of their leadership roles. Although their leadership role was needed to direct and guide people during these great changes and opportunities, the program coordinators held a very limited view of their leadership role. The result was they did not assume a position of leadership, but assumed a caretaker role. According to the study results, the researcher recommended that staff and coordinator needed to develop leadership capacity in operating and maintaining a distance learning facility. Further research is needed to be conducted on related topics to develop a context specific training that is conducive to developing high leadership capacity for the open distance leadership context. The transformational leadership style could help open and distance learning programs improve motivation in program coordinators.

Mitchell (2012) did a paper, *How can leadership capacity of school principals and supervisors be effectively developed to support educational reform in Ethiopia*. The research was conducted from a cluster unit in a teacher education college in Northern Ethiopia. There were three main research questions explored. The first question was, “What does leadership mean in the Ethiopian context?” The second question was, “What is the role of school leaders in supporting educational reform?” And the third question was, “What capacity building is required by school leaders, and what form should such activities take?”

In this paper, the researcher tried to investigate three sectors. He studied principals, supervisors, and a cluster unit (teachers of education). The researcher noted that capacity building activities were needed and they needed to focus on the skills required to support the school reform process. The researchers noted that the use of an open system and encouraged use of professional networks was the main role of leadership in educational reform and important for increasing leadership capacity performance.

Then to make educational reform more effective the researcher felt transformation leadership based on four characteristics of Bass (1990) such as (1) individualized consideration, (2) intellectual stimulation, (3) inspirational motivation, and (4) idealized influence was needed. In conclusion, the researcher supported the idea that educational leaders should use a transformational approach rather than communities of leaders' in which everyone was a partner because transformational leadership was one of the main relevant approaches to improving leadership capacity.

Hang (2011) conducted the study entitled, "*Teachers' Perception of Their Principals' Leadership Capacities*". This study was conducted by a master of education graduate, Royal University of Phnom Peng, Cambodia. This study had four main objectives. They were; (1) to examine teachers' perception of the leadership capacities of their principals using the framework of ISLLC (Interstate School Leaders Licensure Consortium). (2) To identify principals' leadership capacities as perceived by teachers who have different demographic factors such as gender, age, years of teaching experience and professional development. (3) To identify if principals with higher educational attainment and longer years of experience are perceived to have better leadership capacities than their counterparts. (4) To identify which characteristics of the principals' leadership are valued highly by teachers.

In this study, Hang mentioned that a principal's capacities can be assessed by many forms and methods because principals are always thinking positively about their school so they can create a positive vision for future. And also the principals' role is to ensure a good school culture. The researcher also mentioned that principals must have good relationships with the community to enlist support for the school.

According to the results from this research it was found that teacher perceived their principals' capacities more positively. Principals were perceived highest in respect to the rights of others, develop a school vision, treat students fairly, promote a positive school culture, and understanding of the policies and laws that affect the school. But principals were perceived least positively on some dimensions of leadership (e.g. use of public funds appropriately, implementing professional development). The research found that urban teachers' perception were significantly higher than rural teachers' perception. The research also found that principals who had longer work experience were perceived more positively than principals who had shorter work experience. Principals who held higher educational degrees were perceived significantly higher than who held a lower educational level. In addition, female principals were perceived significantly higher than male principals.

In conclusion, Hang recommended that further researcher be considered on the study of principals' and teachers' demographic factors in perception of leadership capacities.

### **Concepts of Job Satisfaction**

Despite its wide usage in research, there is still no general definition of job satisfaction. Many experts have explored it conceptually and come up with different meanings or explanations. Some of the most commonly used definitions are presented as follows.



Hoppock, owning one of the earliest and still widely used definitions, affirmed that job satisfaction is any combination of physiological, environmental, and psychological circumstances that causes an individual to honestly say that he/she is satisfied with his/her job (Webb, 2012).

Furthermore, in John Locke's illustration, job satisfaction was defined as a gratifying or positive emotional state resulting from the evaluation of an individual's job or job experiences (Atlassian Confluence, n.d.).

Vroom, in his own assessment, believed that job satisfaction is considered to be an "individual's perceptual or emotional reaction to important parts of work" (Business Consi, 2013).

Elaine, Pat, Marie, and Judy (1984) also explained that job satisfaction could be achieved if individual's needs and job characteristics are congruent and/or the level of expectancy and reality are reduced.

The last but not the least definition to be considered is that of Greenberg and Baron (2008). According to them, job satisfaction is the feeling that produces a positive or negative effect toward an individual's roles and responsibilities at work (UK Essays, 2014). They also added that it is important to understand the concept of job satisfaction as there is no single solution to satisfy every worker in the workplace.

As a conclusion, these diverse concepts and definitions provided above by experts conclude that there are several similarities and dissimilarities of job satisfaction. The only definite conclusion that could be drawn is that the work itself is very significant in determining job satisfaction.

## Major Theories of Job Satisfaction

There are quite a number of theories dealing with job satisfaction. Upon reviewing these theories, Frederick Herzberg's Motivation-Hygiene theory and Albert Maslow's of Hierarchy of Needs theory were chosen for this research.

### Motivation- Hygiene Theory

Motivation- Hygiene Theory, also termed the Two- Factor Theory, is one of the relative and realistic models of job satisfaction that seeks to determine the factors that causes motivation (Lunenberg and Ornstein, 2008).

According to Frederick Herzberg, this theory has two main factors: one being called motivators, job satisfiers, and the other being called hygiene factors, or job dissatisfiers. Motivators pertain to the good feelings that are associated with the job itself - psychological factors, content, or intrinsic factors that produce employee satisfaction. These include growth, advancement, responsibility, the work itself, recognition, and the achievements of the employee (Lunenberg and Ornstein, 2008). On the other hand, hygiene factors, the bad feelings that are linked with the environmental surroundings of the job - physical factors, context, or extrinsic factors; produce employee dissatisfaction. These include company working conditions, policies, supervision, interpersonal relations, and employee pay (Lunenberg and Ornstein, 2008).

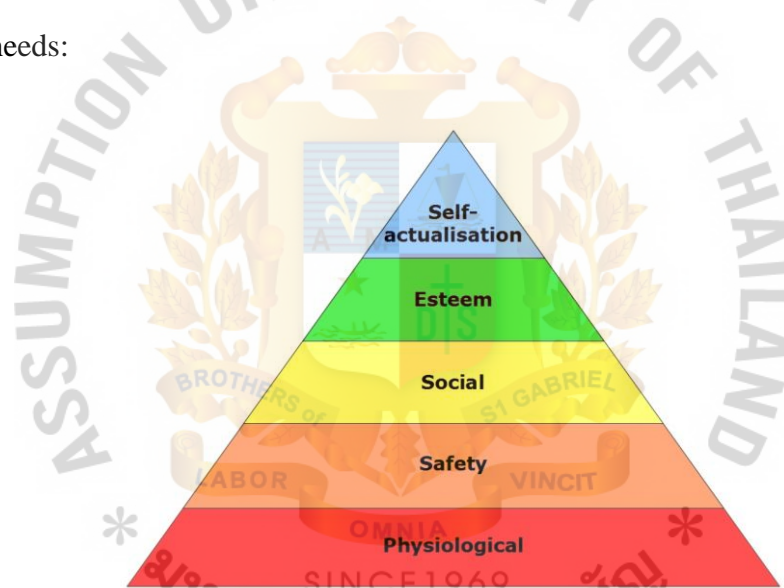


Figure 2. Motivation-Hygiene Theory: Source from: Dudovskiy, J. (2013)

## Hierarchy of Needs

The Hierarchy of Needs, developed by Abraham Maslow, is one of the most acknowledged and most used theories for the study of motivation in organizations. This concept is frequently portrayed in the shape of a pyramid with the largest and most essential needs at the bottom and the highest or the self-actualization need at the top (Maslow's Hierarchy of Needs, 2014). According to this construct, people are inspired to accomplish certain needs. Once these needs are fulfilled, individuals aspire to fulfill their next higher level of needs.

The earliest and most prevalent version of the Hierarchy of Needs includes five motivational needs:



*Figure 3.* Maslow's Hierarchy of Needs: Source from: Clark, D (2012)

**Level 1 Physiological Needs** - This fulfills the physical needs for human survival like water, air, shelter, food, sleep, sex, and medicine. In organizations or companies, this need is satisfied by means of base salaries and working conditions such as cafeteria services, heat, and air conditioning (Lunenberg and Ornstein, 2008). Without these needs being met, sustaining human life would be difficult.

Level 2 Safety Needs - Subsequent to the satisfaction of the physiological needs, individuals crave for the higher level of need like protection against, danger, safety, security, and avoiding deprivation.

In organizations, employees could meet this need through fair rules and regulations, safe working conditions, job security, freedom to unionize, and financial security (Lunenberg and Ornstein, 2008).

Level 3 Social Needs - This need involves feelings of belongingness, affection, friendship, and acceptance. The absence of this level could impact a human's ability to form and maintain vital relationships like family, friends, and intimacy.

On the other hand, the organization could step - up to meet this need by including employee - centered supervisions, following group norms, providing opportunities for teamwork, and sponsoring group activities such as school sports programs and field trips (Lunenberg and Ornstein, 2008).

Level 4 Esteem Needs- At this stage, people desires for mastery, self- respect, achievement, self- esteem, freedom, status, dominance, reputation, and managerial responsibility (Businessballs, 2014).

Organizations could take part in satisfying this need through promotions, recognition and award programs, prestigious job titles, and articles in the company newsletter (Lunenberg and Ornstein, 2008).

Level 5 Self-actualization Needs - This pertains to individual's full potential. At this stage, people are concerned with their own personal growth; they are interested in fulfilling their own potentials and are less concerned with what other people say about them (Cherry, 2014).

Organizations could meet employees' self- actualization needs by involving them in creative assignments that capitalizes on an employees' unique skills, planning job designs,

relaxing structure so that employees' personal growth and self- development is facilitated. (Lunenberg and Ornstein, 2008).

### **Determinants of Job Satisfaction**

The following discussions of the major determinants of job satisfaction were drawn from the work of Robbins and Judge (2013).

*Mentally challenging work:* This is the work or job that requires the employee to use his or her skills and abilities with considerable independence. However, too many extreme challenges one after the other can often lead to frustration and a feeling of failure and isolation.

*Equitable rewards:* This is the promotion and pay system that is perceived by most employees as just and clear. The employees' perception of fairness is more significant than their actual compensation.

*Working conditions:* These are the policies and compensations provided by the organization that is intended for the employees. In some cases, individuals may receive less compensation even if they are assigned to a preferred job or a less demanding job.

*Colleagues:* This includes friendly/supportive co-workers and an understanding supervisor. A supervisor who appreciates, listens, and shows interest to workers helps to boost the job satisfaction of employees.

In a study done by Chiyachantana (1994) on this topic, she categorized job satisfaction determinants into two categories: situational and personal correlates. Situational correlates, which are determined by both the job and larger environment, include supervision, company identification, type and amount of work, career future, physical working conditions, co-workers, and financial rewards. Personal correlates, are the individual differences that



influence job satisfaction including gender, age, longevity, and the level of management (Chiyachantana, 1994).

### **Job Satisfaction and Selected Variables**

Some of these variables are the work itself, pay, working conditions, self- esteem, intrinsic rewards, interpersonal relations, and policy and management. Also, demographic variables including education, age, gender, marital status, work experience, position, and work load.

*Work itself:* The individuals' feeling of achievement or progress which fosters job satisfaction. As theorized by Smith, Kendal, and Hulin (1969), an individual's level of job satisfaction might depend upon perceived alternatives rather than on results of the action of universal satisfiers or dissatisfiers.

*Pay:* Based from the study conducted by Orpen & Bonnici(1990) between perceptions of pay level, personnel input, pay equity, pay satisfaction, and job demands, pay came out to be significant to individuals since this satisfies security, self-esteem, or social needs.

*Working conditions:* The physical condition of employees' environment in the workplace. Generally, most employees desire for a place that is neither dangerous nor uncomfortable. Most of them would prefer a location which is either close to home and is clean and new.

*Self-esteem:* The individual who has high self- esteem or positive self- image appears to be more satisfied with the job they have.

*Intrinsic rewards:* The compensations received by most employees for the success of their work which includes the use of knowledge and skills, the opportunities for learning, growth, and self- development.

*Interpersonal relations:* A friendly and positive relationship between supervisors and subordinates contribute to high level of job satisfaction.

*Policy and management:* The unclear, incomplete, or undefined procedures and directions from the organization itself directly affect the satisfaction of employees.

*Qualification:* The relationship between education and job satisfaction could either be positive as well as negative. *e.g.* In the study conducted by Carell and Elbert (1974), it was found out that fresh graduates possessing high qualification were not satisfied with the ordinary job they have. Another study by Desantis and Durst (1996) discovered that qualifications had a strong negative job satisfaction effect in private schools than in public schools.

*Gender:* There are multiple viewpoints regarding the relationship between gender and job satisfaction. Many of these researches concluded that females are more satisfied. Other results concluded that it is the males who are more satisfied with their jobs. But D'Arcy, Syrotuik, and Siddique (1984) came to a conclusion that there is no relationship between gender and job satisfaction.

*Marital status:* Empathetic and helpful family members can raise the level of individuals' job satisfaction (Drukpa, 2010). Researchers said that people who display positive characters in the workplace come from a well-groomed family. They tend to be helpful and kind to their colleagues. It is then concluded that these people have high level of satisfaction.

*Work experience:* Teachers serving in the business for a longer period of time are less satisfied with teaching. But on some aspects of job satisfaction like pay, promotion, and intrinsic rewards, differences were statistically significant.

### **Related Research on Job Satisfaction**

Ma Khin Su (2010) conducted a study on the job satisfaction of two- hundred sixty faculty members teaching in the undergraduate level at Assumption University of Thailand. The study found that the level of job satisfaction of faculty members who are teaching in undergraduate levels at Assumption University is high. There is a statistically significant difference in the job satisfaction of faculty members in the undergraduate levels at Assumption University relative to demographic variables. The teachers were highly satisfied regarding job-in-general, supervision, and co-workers and are moderately satisfied on pay. With the work itself, Thai teachers appear to be highly satisfied compared to the foreign teachers. In terms of promotion, Thai faculty members were moderately satisfied and foreign teachers were least satisfied.

Hkwan San Mai (2013) studied the relationship between teachers' job satisfaction and teachers' teaching performance in three basic high schools in Myitkyina, Kachin State, Myanmar. The studies' population was one- hundred and twenty teachers in selected high schools in Myanmar. The respondents were highly satisfied with achievement, recognition, work itself, responsibility, and supervision. They were moderately satisfied with personal growth and advancement, interpersonal relations, salary, working condition, and company policy.

### **Background of the School**

This international school located on Sukhumvit Road in Bangkok, Thailand, was founded in the 1980's. Because they were so successful with the kindergarten, the parents asked the owners to expand the grade levels. The Ministry of Education gave the school a new license and it changed its name.

The purpose of school is well enunciated in the second paragraph of the mission statement: *This international school strives to provide your child with a world class academic education and develop him or her into an independent individual with many leadership qualities and skills. Through the delivery of this curriculum with an international perspective, we put your child on the path to becoming an independent leader in the global community.*

The approach this school applies is to use the latest trends to help each student walk a path to mastery, this is reflected in the school slogan of LEARN, IMPROVE, MASTER. What this means is that a student must first learn the correct information to start their improvement. The school then implements proper practice protocols to aid in their improvement. Finally, teaching them how to become autonomous and create self-mastery.

### **Summary of Reviewed Literature**

The reviewed literature starts with leadership capacity and the work of Harris & Lambert (2003). To build leadership capacity, their initial work emphasized surfacing, inquiry into practice, constructing meaning/ knowledge, and framing, developing, implementing action plans.

Two major theories of job satisfaction such as Frederick Herzberg's Motivation-Hygiene Theory and Albert Maslow's Hierarchy of Needs, as well as some research on determinants of job satisfaction were reviewed. The previous studies on leadership capacity and job satisfaction were also reviewed in this chapter.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study was mainly to determine the relationship between teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in an international school in Bangkok. The design and methodology of this research includes the following:

#### **Research Design**

This research was designed as a quantitative and correlational research. The data gathered was analyzed based on the previously stated objectives: to determine the relationship between teachers' perception towards their leadership capacity and their level of job satisfaction of teachers' teaching in an international school in Bangkok.

In addition, this study used a five-point Likert Scale to measure the level of job satisfaction variables.

#### **Population**

The target population of this study was comprised of full-time faculty teachers teaching in an international school in Bangkok in the academic year of 2016-2017. As there were 55 teachers currently teaching in the school, so all 55 teachers were used as the target group for this study's investigation.

#### **Research Instrument**

Survey questionnaires were used to gather the needed information for this research. This study used a survey questionnaire composed of three parts.



Part (I) of the Questionnaire contained the general information of the teachers' demographic variables such as gender, age, nationality, and education.

Part (II) of the Questionnaire used Lambert's Leadership Capacity School Survey LCSS (2003) questionnaire directly. This part had 17 questions in four key constructs: (1) Intense Focus on Vision, included questions 1-6. (2) Reflection and Innovation, included questions 7-11. (3) Shared Governance, included questions 12-14, and (4) Monitoring and Responding to Student Achievement, included questions 15-17. According to the instructions of Lambert's (2003) questionnaire, the participants were required to answer the questions based on their perception toward their leadership capacity in their school.

*Table 1.* Breakdown of Survey Questions of Leadership Capacity

Perception toward leadership capacity	Question Number
Intense Focus on Vision	1, 2, 3, 4, 5, and 6
Reflection and innovation	7, 8, 9, 10, and 11
Shared Governance	12, 13, and 14
Monitors and Responds to Student Achievement	15, 16, and 17

Table 2 shows the detailed interpretation with the related scores and ranges, based on the instructions of Lambert's (2003) questionnaire and her High Leadership Capacity Theory.

Table 2. Interpretation and Scale for Leadership Capacity

<i>Interpretation for Leadership Capacity</i>	<i>Score</i>	<i>Scale</i>
The greatest need	1	1.00 – 1.50
Need	2	1.51 – 2.50
Good enough	3	2.51 – 3.50
Strength	4	3.51 – 4.50
Represent exemplary	5	4.51 – 5.00

Part (III) of the questionnaire included the job satisfaction factors for the respondents: teaching job, pay, working conditions, self-esteem, intrinsic rewards, interpersonal relations, and policy and management. These were adopted from the related research conducted by Drukpa (2004).

Table 3. Breakdown of Survey Question of Job satisfaction

Components	Question Number
1. Work	1-3
2. Income	4-10
3. Working conditions	11-23
4. Self- esteem	24-30
5. Intrinsic rewards	31-34
6. Interpersonal relationships	35-39
7. Policy and management	40-43

The responses from this part of the survey were measured based on a five-point Likert scale. The details of the score, scale and interpretation are as follows:

*Table 4.* Interpretation and Scale for Level of Job Satisfaction

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

### **Validity and Reliability of the Instrument**

This research used Lambert's (2003) Leadership Capacity School Survey (LCSS) in the second part as the major research instrument for this study. This survey was accepted as high validity since the questionnaire had been used many times by Lambert herself and other researchers to conduct school self-assessments (Lambert, 2003).

According to Pierce (2007), who also used this questionnaire for conducting his research, reported the reliability of Lambert's (2003) questionnaire especially the 4 components of LCSS. This questionnaire has demonstrated high reliability with an Alpha score of .945. Alpha Coefficients of each component and the overall is displayed in Table 5.

Table 5. Alpha Coefficients of Pierce's (2007) and this Study

Components	Parts	Pierce's (2007) Cronbach's Alpha	Current Study Cronbach's Alpha
Component 1	Intense Focus on Vision	.918	.810
Component 2	Reflection and innovation	.909	.789
Component 3	Shared Governance	.783	.826
Component 4	Monitors and Responds to Student Achievement	.863	.863
Overall		.945	.819

Then in the third part, job satisfaction factors of the respondents: teaching job, pay, working condition, self-esteem, intrinsic reward, interpersonal relation, and policy and management; which were adopted from the related research conducted by Drukpa (2004).

Table 6. Alpha Coefficients of Seven Components of Job Satisfaction

Component	Parts	Drukpa's (2004) Cronbach's Alpha	Current Study Cronbach's Alpha
Component 1	Teaching job	.901	.809
Component 2	Pay	.897	.853
Component 3	Working conditions	.921	.856
Component 4	Self-esteem	.897	.876
Component 5	Intrinsic rewards	.965	.836
Component 6	Interpersonal relation	.936	.845
Component 7	Policy and management	.920	.813
Overall		.960	.835

### **Collection of Data**

To legally collect data, a written permission to survey the international school in Bangkok was sent to the school principal first. Upon receiving the approval, the researcher visited the school to meet with the principal to have a discussion about the purpose of the study and to hand over the questionnaires to all the teachers.

The questionnaires were collected during Nov, 2016 – May, 2017. A few personal visits to the school were made by this researcher, as the data collection process was very slow for months, but finally the researcher received 45 returned and valid questionnaires from the 55 teachers, so the returned rate reached 81.8% for this study.

### **Data Analysis**

The following statistical tools were used to analyze the data from the forty-five collected questionnaires:

Objective 1: To identify teachers' perception towards their leadership capacity in this international school in Bangkok.

Mean and Standard Deviation were used to determine the teachers' perception of their leadership capacity from the respondents in this international school in Bangkok.

Objective 2: To determine the level of job satisfaction of teachers teaching in this international school in Bangkok.

Mean and Standard Deviation were utilized to determine the level of job satisfaction of the respondents in this international school in Bangkok.



Objective 3: To determine the relationship between teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

The Pearson product-moment coefficient of correlation was used to determine if there was a significant relationship between the teachers' perception toward their leadership capacities and their level of job satisfaction in this international school in Bangkok.

#### Summary of the Research Process

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To identify the teachers' perception towards their leadership capacity in this international school in Bangkok.	55 Teachers in an international school in Bangkok.	<b>Part I</b> was questions about the demographic information of respondents.	Mean and Standard Deviation
2. To determine the level of the teachers' job satisfaction of teachers teaching in this international school in Bangkok.		<b>Part II</b> was questions concerning the teachers' perception towards their leadership capacity.	Mean and Standard Deviation
3. To determine the relationship between the teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.		<b>Part III</b> was questions about the level of the teachers' job satisfaction.	Pearson Product - Moment Coefficient of Correlation

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the survey results and the data analysis and interpretation of the responses received from the 45 respondents (81.8%) out of the 55 teachers, who were full-time teachers in an international school in Bangkok, Thailand, during the school year 2016 - 2017.

To collect data, research questionnaires were utilized to analyze each objectives and the research hypothesis. The commentary of the analysis begins with the general demographic profiles of the respondents followed by the statistical findings. The results of these research findings were interpreted and presented to demonstrate the three main objectives as follows:

1. To identify the teachers' perception towards their leadership capacity in this international school in Bangkok
2. To determine the level of the teachers' job satisfaction of teachers teaching in this international school in Bangkok.
3. To determine the relationship between the teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

#### **General Demographic Profile of Teachers**

The researcher conducted the survey by distributing questionnaires to 55 teachers in an international school in Bangkok and 45 (81.8%) questionnaires were returned. There were four demographic factors the teachers answered. They were nationality, age, gender, and level of education. This data on the teachers' demographic profile has only been

collected to provide general information. These demographic findings are shown with the use of frequency distribution and percentages as follows:

*Table 7. The Number and Percentages of the teacher's Nationality*

Nationality	Number	Percentage
Asian	6	13.3
Thai	12	26.7
Western	27	60.0
Total	45	100.0

Table 7 demonstrates the data on Nationality. There were a total of 45 responding teachers of which 27 (60 %) were of Western background while 12 (26.7%) were of Thai background and finally 6 (13.3 %) were Asian other than Thai. These 13.3 % could represent the Chinese language teachers or a Philippine advanced math teacher in the school.

*Table 8. The Number and Percentages of the teacher's age.*

Age	Number	Percentage
<31	1	2.2
31 - 50	35	77.8
over 50	9	20.0
Total	45	100.0

Table 8 shows the majority 35 (77.8%) of the responding teachers are between 31 and 50 years old. The 9 (20%) above 50 must represent the senior teachers who are not yet administrative but are still very valuable to the school. Only one teacher is less than 31(2.2%).

*Table 9.* The Number and Percentages of teacher's Gender

Gender	Number	Percentage
Female	32	71.1
Male	13	28.9
Total	45	100.0

Table 9 shows the majority of the responding teachers, 71.1 %, are female and 28.9% are male.

*Table 10.* Number and Percentage of the teachers' Educational Background

Educational background	Number	Percentage
Bachelor's Degree	18	40.0
Master's Degree	27	60.0
Doctor's Degree	0	00.0
Total	45	100.0

Table 10 demonstrates that educational background was divided into 3 levels, which consisted of Bachelor, Master's and Doctor's degrees. According to the results of the survey data, 18 (40%) of the responding teachers had bachelor degrees while 27 (60%) of the responding teachers had Master's degrees. Those teachers with Master's degrees were the majority group of the responding teachers. None of the responding teachers possessed a doctoral degree.

*Table 11. The Number and Percentage of the Teachers' Work Experience*

Teaching in international schools	Number	Percentage
<5 years	0	00.0
5-10 years	10	22.6
>10 years	35	77.4
Total	45	100.0

Table 11 indicates the findings of teachers' work experience in international schools. Of the 45 teachers, 35 (77.4%), have taught for more than 10 years in international schools. 10 teachers (22.6%) have taught in international schools for five to ten years. No responding teacher has taught for less than five years. Once again this researcher observes this is a very mature and experienced teacher population.

### **Research Objective One**

Research objective one was to identify teachers' perception towards their leadership capacity in an international school in Bangkok.

To identify the teachers' perception towards leadership capacity in an international school in Bangkok this researcher used part II of the research questionnaire that had four (4) constructs of evaluation with a total of 17 questions. The four constructs included: intense focus on vision with questions 1 through 6, reflection and innovation with questions 7 through 11; shared governance with questions 12 through 14, and monitoring and responding to student achievement with questions 15 through 17.

A five- point Likert scale (1) = the greatest need, (2) = Need, (3) = Good enough, (4) = Strength, and (5) = Represent Exemplary) was used by this researcher to measure the



teachers' perception towards their leadership capacity with statistical analysis to interpret the results.

For this first objective, the researcher has utilized total score of means and standard deviations of four constructs of teachers' perception towards their leadership capacity to identify the teachers' perception towards their leadership capacity in an international school in Bangkok.

*Table 12.* Teachers' Perception towards Leadership Capacity in the area of Intense Focus on Vision (n=45)

<b>Construct 1: Intense focus on vision</b> <b>In our school, we:</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Develop school vision jointly.	3.90	.98	Strength
2. Ask each other questions that keep us on track with our vision.	3.65	.95	Strength
3. Think together about how to align our standards, instruction, assessment, and programs with our vision.	3.65	1.17	Strength
4. Keep our vision alive by reviewing it regularly.	3.65	1.05	Strength
5. Focus on student learning.	4.42	.62	Strength
6. Use data/evidence to inform our decisions and teaching practices.	3.77	.99	Strength
Total	3.84	.81	Strength

Table 12 shows the total mean scores in the area of Intense Focus on Vision. Question No.5 on how intensely teachers *focus on student learning* achieved the highest mean score of 4.42 in the range 3.51 – 4.50 which is interpreted as strength according to our data interpretation standards. The second highest mean was for question No.1, 3.90,

*developing a school vision jointly*. This score is also rated as strength so that these two elements of intense focus on vision are well developed in this school. Even the lowest mean, 3.65, which is the score for questions No.2, No.3, and No.4 is still in the range 3.51 – 4.50 and according to our data interpretation standards is still rated strength.

*Table 13.* Teachers' Perceptions towards Leadership Capacity in the area of Reflection and Innovation (n=45)

<b>Construct 2: Reflection and innovation</b> <b>In our school, we:</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
7. Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning).	3.61	.88	Strength
8. Encourage individual and group initiative by providing access to resources, personnel, and time.	3.71	1.07	Strength
9. Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.	4.03	1.01	Strength
10. Practice and support new ways of doing things.	3.94	1.12	Strength
11. Develop our own criteria for accountability regarding individual and shared work.	3.65	.99	Strength
Total	3.79	.83	Strength

Table 13 shows the total mean scores in the area of Reflection and Innovation. In question No.9 where the school reaches outside their own confines to another school or a collection of schools to secure feedback on their own work, the mean was 4.03 in the range of 3.51- 4.50 which was interpreted as *strength* according to our data interpretation standards. Question No.7 was the lowest mean at 3.61 but is still ranked as *strength* according to our data interpretation standards. Question No.7 may be a low mean score because it requires

extra time in a busy schedule to perform journaling, peer coaching, and collaborative planning.

*Table 14.* Teachers' Perception towards Leadership Capacity in the area of Shared Governance (n=45)

<b>Construct 3: Shared Governance In our school, we:</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
12. Have established representative governance groups.	3.97	.98	Strength
13. Seek to perform outside of traditional roles.	3.58	.96	Strength
14. Have developed new ways to work together.	3.48	.96	Good Enough
Total	3.68	.88	Strength

Table 14 shows the total mean scores in the area of Shared governance. The highest mean was question #12, *Have established representative governance* was 3.97 in the range of 3.51- 4.50 which was interpreted as *strength* according to our data interpretation standards. The lowest mean, Question No.14, *Have developed new ways to work together*, was 3.48 in the range of 2.51 – 3.50 which was interpreted as *good enough* according to our data interpretation standards.

*Table 15.* Teachers' Perceptions towards Leadership Capacity in the area of Monitors and Responds to Student Achievement (n=45)

<b>Construct 4: Monitors and Responds to Student Achievement. In our school, we:</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
15. Teach and assess so that all children learn.	4.23	.81	Strength
16. Provide feedback to children and families about student progress.	4.29	.74	Strength
17. Talk with families about student performance and school programs.	4.48	.57	Strength
Total	4.33	.53	Strength

Table 15 illustrates the total mean scores in the area of Monitors and Responds to Student Achievement. The highest mean score 4.48, was for question No.17, *Talk with families about student performance and school programs* and was in the range of 3.51- 4.50 and was interpreted as *strength* according to our data interpretation standards. Please note, question No.15, *Teach and assess so that all children learn* got the lowest mean score, 4.23 in this group of questions although it is still ranked as strength.

*Table 16.* The Summary of Means and Standard Deviations of Teachers' Perception towards Their Leadership Capacity (n=45)

<b>Leadership capacity</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Construct 1: Intense Focus on Vision	3.84	.83	Strength
Construct 2: Reflection and Innovation	3.79	.83	Strength
Construct 3: Shared Governance	3.68	.88	Strength
Construct 4: Monitors and Responds to Student Achievement	4.33	.53	Strength
Total	3.91	.77	Strength

Table 16 shows the summary of the total of means and standard deviations scores of teachers' perceptions towards leadership capacity at an international school in Bangkok. The total mean score was 3.91 in the range of 3.51- 4.50 and is interpreted as *strength* according to our data interpretation standards. Among the four constructs, Monitors and Responds to Student Achievement had the highest mean score 4.33 whereas, Shared Governance received the lowest mean score of 3.68. Teachers in this international school are deeply focused on monitoring and responding to student achievement.

### **Research Objective Two**

Research objective two was to determine level of job satisfaction of teachers teaching in this international school in Bangkok.

Part (III) of the questionnaire included seven job satisfaction factors for the respondents to answer: teaching job, pay, working conditions, self-esteem, intrinsic rewards, interpersonal relationships, and policy and management. There were 43 questions concerning these seven factors. These were adopted from the related research conducted by Drukpa (2004). The researcher has used the seven factors as mentioned in chapter 3.

For objective two, the researcher has utilized the total score of means and standard deviations of the seven components of teachers' perception of level of job satisfaction to determine the teachers' perception towards their level of job satisfaction in an international school in Bangkok.



Table 17. Teachers' Perceptions towards their level of satisfaction on the job of teaching (n=45)

Satisfaction of teaching job	Mean	SD	Interpretation
1. I am usually assigned important work.	4.13	.81	High
2. I am happy with my assigned responsibilities as it gives me the opportunity to utilize my knowledge and skills.	4.29	.94	High
3. I have enough freedom to make my own decision within my assigned responsibilities.	4.16	1.00	High
Total	4.19	.82	High

Table 17 shows the total mean scores in the area of level of satisfaction with the job of teaching. Question No.2, *I am happy with my assigned responsibilities*, had the highest mean score 4.29, and being in the range of 3.51- 4.50, was interpreted as *high* according to the data interpretation criteria. Question No.1, *I am usually assigned important work*, had the lowest mean 4.13 but is still in the range 3.51 – 4.50 and was interpreted as *high* according to the data interpretation criteria.

Table 18. Teachers' Perceptions towards their level of satisfaction on pay (n=45)

Satisfaction of pay	Mean	SD	Interpretation
4. My monthly income is sufficient to lead a decent life in this society.	4.45	.89	High
5. My income is appropriate to my qualifications.	4.39	.88	High
6. I am underpaid in relation to the amount of work I do.	2.45	1.44	Low
7. I am paid an appropriate wage level for the amount of work I do.	3.97	.88	High
8. Supervisors have a fair promotion and salary advancement process for staff.	3.74	.86	High
9. I am concerned about doing my job successfully and my performance evaluations.	3.16	1.53	Moderate
10. Current salary levels are suitable for staffs' responsibilities in the school.	3.90	.94	High
Total	3.72	.62	High

Table 18 shows the total mean scores in the area of level of satisfaction on the level of pay. Question No.4, *My monthly income is sufficient to lead a decent life in this society* had the highest mean score 4.45, and being in the range of 3.51- 4.50, was interpreted as *high* according to the data interpretation criteria. Question No.6, *I am underpaid in relation to the amount of work I do*, had the lowest mean 2.45 and in the range 1.51 – 2.50 and was interpreted as *low* according to the data interpretation criteria. As you can see, these two questions, #4 and #6, ask the same question from opposite directions and therefore the answers given by the teachers are valid and confirm the level of high job satisfaction on pay.

Table 19. Teachers' Perceptions towards their level of satisfaction on working conditions (n=45)

Satisfaction level of working conditions	Mean	SD	Interpretation
11. I feel comfortable working in this school.	4.23	.92	High
12. The school has enough resources.	4.71	.53	Very High
13. The school has an environment conducive to teaching and learning.	4.42	.77	High
14. I am happy with the number of teaching periods allocated to me.	3.90	1.22	High
15. I have more co- curricular responsibilities than teaching.	2.74	1.41	Moderate
16. I am not overloaded with work.	3.10	1.22	Moderate
17. The school provides standard items, materials, tools, and utensils in the workplace	4.52	.72	Very High
18. School provides a handbook, regulation, discipline, and mandate to facilitate my performance.	4.03	1.12	High
19. School is developed in accordance with Thai Educational System.	4.36	.80	High
20. There is a proper ratio of staff to students.	3.74	1.34	High
21. I am capable of performing well.	4.39	.72	High
22. School environment facilitates performances.	4.36	.84	High
23. There is a positive work atmosphere in this school.	3.74	1.15	High
Total	4.02	.65	High

Table 19 shows the total mean scores in the area of level of satisfaction on working conditions. This job satisfaction factor had 13 questions associated with it. Question No.12, *The school has enough resources*, had the highest mean score 4.71, and being in the range of 4.51- 5.00, was interpreted as *very high* according to the data interpretation criteria. Question No.15, *I have more co-curricular responsibilities than teaching*, had the lowest

mean 2.74 and being in the range 2.51 – 3.50 was interpreted as *moderate* according to the data interpretation criteria.

Table 20. Teachers' Perceptions towards their level of satisfaction on self-esteem (n=45)

Satisfaction level of self-esteem	Mean	SD	Interpretation
24. My work is duly acknowledged by my supervisor.	4.00	.93	High
25. My principal gives me credit when I do a good job.	3.32	1.20	High
26. My work is normally successful but I seldom receive praise or recognition for my efforts.	2.55	1.34	Moderate
27. I am proud to be a teacher.	4.71	.46	Very High
28. People respect me as a teacher.	4.48	.57	High
29. I want my children to join the teaching profession.	3.52	1.06	High
30. Teachers are highly respected in this society	4.23	.81	High
Total	3.91	.61	High

Table 20 shows the total mean scores in the area of level of satisfaction on self-esteem. Question No.27, *I am proud to be a teacher* had the highest mean score 4.71, and being in the range of 4.51- 5.00, was interpreted as *very high* according to the data interpretation criteria. Question No.26, *My work is normally successful but I seldom receive praise or recognition for my efforts*, had the lowest mean 2.55 and being in the range 2.51 – 3.50 was interpreted as *moderate* according to the data interpretation criteria. Question No.27, 28, and 30 all speak to the same theme and received high to very high rankings on the mean scores.

Table 21. Teachers' Perceptions towards their level of satisfaction on Intrinsic Rewards (n=45)

Satisfaction level of Intrinsic Reward	Mean	SD	Interpretation
31. I play a role in the educational staff's performance evaluations.	3.07	1.34	Moderate
32. I have opportunities to be promoted in accordance with my competence.	3.71	.94	High
33. I have opportunities to attend workshops or seminars to enhance my skills and broaden my experiences.	4.48	.72	High
34. Job designs of my position have been regularly improved.	3.65	1.05	High
Total	3.73	.80	High

Table 21 shows the total mean scores in the area of level of satisfaction on Intrinsic Rewards. Question No.33, *I have opportunities to attend workshops or seminars to enhance my skills and broaden my experiences* had the highest mean score 4.48, and being in the range of 3.51- 4.50, was interpreted as *high* according to the data interpretation criteria. Question No.31, *I play a role in the educational staff's performance evaluations* had the lowest mean 3.07 and being in the range 2.51 – 3.50 was interpreted as *moderate* according to the data interpretation criteria.



Table 22. Teachers' Perceptions towards their level of satisfaction on Interpersonal Relationships (n=45)

Satisfaction level of Interpersonal Relationships	Mean	SD	Interpretation
35. My colleagues and superiors collaborate with each other.	4.23	.85	High
36. There is a pleasant and friendly work atmosphere between my superiors and I.	4.13	.81	High
37. I am supported in my educational quality development by my superiors.	4.29	.78	High
38. My colleagues and superiors are enthusiastic to collaborate with me.	4.16	.90	High
39. Superiors give practical advice on my performance.	3.74	.97	High
Total	4.11	.73	High

Table 22 shows the total mean scores in the area of level of satisfaction on Interpersonal Relationships. Question No.37, *I am supported in my educational quality development by my superiors* had the highest mean score 4.29, and being in the range of 3.51-4.50, was interpreted as *high* according to the data interpretation criteria. Question No.39, *Superiors give practical advice on my performance* had the lowest mean 3.74 and being in the range 3.51 – 4.00 was interpreted as *high* according to the data interpretation criteria.

Table 23. Teachers' Perceptions towards their level of satisfaction on Policy and Management (n=45)

Satisfaction level of Policy and Management	Mean	SD	Interpretation
40. Action plans are prepared before actual implementation.	3.23	1.30	Moderate
41. I am satisfied with the staff's annual appointments and deployments.	3.74	1.09	High
42. Educational reform encourages teachers to take part in decision making with school administrators.	3.68	1.10	High
43. I am satisfied with this school's educational policy.	4.10	.83	High
Total	3.69	.95	High

Table 23 shows the total mean scores in the area of level of satisfaction of Interpersonal Relationships. Question No.43, *I am satisfied with this school's educational policy* had the highest mean score 4.10, and being in the range of 3.51- 4.50, was interpreted as *high* according to the data interpretation criteria. Question No.40, Action plans are prepared before actual implementation had the lowest mean 3.23 and being in the range 2.51 – 3.50 was interpreted as *moderate* according to the data interpretation criteria.

Table 24. Summary of the means of the seven job factors presented in part III of the research questionnaire ( $n=45$ )

Satisfaction levels of	Mean	SD	Interpretation
Teaching job	4.19	.82	High
Pay	3.72	.62	High
Working condition	4.02	.65	High
Self- esteem	3.91	.61	High
Intrinsic Reward	3.73	.80	High
Interpersonal Relation	4.11	.73	High
Policy and Management	3.69	.95	High
<b>Total</b>	3.92	.86	High

Table 24 shows the summary of the total of means and standard deviations scores of teachers' perceptions towards the level of job satisfaction in an international school in Bangkok. The total mean score was 4.19 in the range of 3.51- 4.50 and is interpreted as *high* according to our data interpretation standards. These results indicate the teachers' perceptions towards their level of job satisfaction is high. The job itself satisfaction level had the highest mean of 4.19. The teachers in this international school on Bangkok are satisfied to be teachers in this school. The lowest mean, 3.69, Policy and Management, is very often the most difficult part of a teacher's daily life but still this mean is in the range of 3.51 – 4.50 and was interpreted as *high* according to the data interpretation criteria.

### Research Objective Three

Research objective three of this study was to determine the relationship between the teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

This researcher utilized a statistical software program to analyze the data according to the selected variables. The total scores of teachers' perception towards their leadership capacity and the total scores of teachers' job satisfaction in this international school were used for this calculation. The Pearson product moment correlation coefficient was used to analyze the relationship between the teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

*Table 25. Pearson Correlation between Teachers' Perceptions towards their Leadership Capacity and their Level of Job Satisfaction (n=45)*

		Job Satisfaction
Leadership Capacity	Pearson Correlation	.775**
	Sig. (2-tailed)	.000
	N	45
**. Correlation is significant at the 0.01 level (2-tailed).		

The results of Table 25 showed the relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok. Accordingly, as the significance value was 0.00, which is smaller than .05. Thus, it was concluded that there was a significant relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok. Thus this researcher accepted the research hypothesis and rejected the null hypothesis in this study. Additionally the r value .775\*\* indicates there was a very strong

positive relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in this international school in Bangkok. This researcher's Dean, Dr. Sangob Laksana, commented, "The correlation coefficients could be computed for each pair between the four components of teachers' leadership capacity and the seven components of teachers' job satisfaction and would make for a more meaningful discussion in chapter five." He allowed that this information was not required for this particular thesis and could be added in the future.





## CHAPTER V

### CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a review of how this study was conducted, what instrument was used to collect the data, as well as the study's findings and conclusions. There follows a discussion, and the recommendations for the particular international school selected and suggestions for future researchers. The first section summarizes the overview of the findings of the study with respect to the research objectives and hypothesis. The second section summarizes all this study's outcomes based on the research objectives and hypothesis. The third section discusses the importance of the findings and the results of the study. The fourth section is a discussion of the conclusions of the study. The final section is the researcher's recommendations for further improvement in leadership capacity for the teachers and administrators in this international school in Bangkok, and suggestions for continuing additional research to increase the leadership capacity of all teachers.

#### Overview

This study tried to measure the teachers' perception towards their leadership capacity and their level of job satisfaction and determine the relationship between the teachers' perceptions towards their leadership capacity and the level of job satisfaction in an international school in Bangkok.

The researcher had three objectives and they were as follows:

1. To identify the teachers' perception towards their leadership capacity in this international school in Bangkok.

2. To determine the level of teachers' job satisfaction of teachers teaching in this international school in Bangkok.
3. To determine the relationship between the teachers' perception toward their leadership capacity and their level of job satisfaction of teachers teaching in this international school in Bangkok.

The research hypothesis of this study was, "There is a significant relationship between teachers' perception towards their leadership capacity and their level of job satisfaction of teachers teaching in this international school".

In order to test the research hypothesis, the researcher selected one international school with a long history and a good reputation among the community. 55 survey questionnaires were distributed to all full time teachers from the selected school, and 45 respondents (81.8%) returned the completed questionnaires.

### Findings

Based on the results shown in chapter 4, this study's researcher had the following significant findings:

#### 1. Teachers' perception towards their leadership capacity in an international school in Bangkok:

- 1.1. The total mean score of the construct, Monitoring and Responding to Student Achievement was 4.33, regarded as **strength**. *Talk with families about student performance and school programs* had the highest mean, 4.48; *Provide feedback to children and families about student progress* was the second highest mean result.
- 1.2. The total mean score of the construct, Intense Focus on Vision was 4.23, regarded as **strength**. The highest mean question within this construct was 4.42 for *Focus on student learning*.

1.3. The total mean score of the construct, Reflection and Innovation was 3.78, regarded as **strength**. The highest mean was *Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work* had a mean, 4.03; the lowest mean was 3.71 for *Encourage individual and group initiative by providing access to resources, personal, and time*.

1.4. The total mean score of the construct with the lowest total mean Shared Governance was 3.68, regarded as **strength**. The highest mean question in this construct was 3.97 for *Have established representative governance groups*.

1.5. Out of these four constructs, the total mean score of the teachers' perceptions towards their leadership capacity was 3.91, which was regarded as **strength**. These results are very positive toward the teachers' perception toward their leadership capacity in this international school in Bangkok. The means scores from the highest to the lowest are: (1) Monitors and Responds to Student Achievement 4.33, (2) Intense Focus on Vision 3.84, (3) Reflection and Innovation 3.79, and Shared Governance 3.68.

## **2. The teachers' perceptions towards their level of job satisfaction in an international school in Bangkok.**

2.1 The total mean score of the **Teaching Job** was 4.19, which was **high**. The highest mean was 4.29 for *I am happy with my given responsibilities as it gives me the opportunity to utilize my knowledge and skills*. The lowest mean was 4.16 for *I have enough freedom to make my own decisions within my given responsibilities*.

2.2 The total mean score of **Interpersonal Relationships** was 4.11, which was regarded as **high**. The highest mean was 4.29 for *I am supported in my educational*

*quality development from my superiors.* The lowest mean score was 3.74 for *Superiors give practical advice on performance.*

2.3 The total mean score of **Working Conditions** was 4.02, which was regarded as **high**. The highest mean was 4.71 for *this school has enough resources.* The lowest one was 2.74 *I have more co-curricular responsibilities than teaching.*

2.4 The total mean score of **Self-Esteem** was 3.91, which was regarded as **high**. The highest mean was 4.71 for *I am proud to be a teacher.* The lowest one was 2.55 for *My work is normally successful but I seldom receive praise or recognition for my effort.*

2.5 The total mean score of **Intrinsic Rewards** was 3.73, which was regarded as **high**. The highest mean was 4.48 for *I have opportunity to attend a workshop or a seminar to enhance my skills and broaden my experiences,* and the lowest one was 3.07 for *I play a role in educational staff's performance evaluation.*

2.6 The total mean score of **Pay** was 3.72, which was regarded as **high** according to our data interpretation standards. The highest mean was 4.45 for *My monthly income is sufficient to lead a decent life in this society,* and the lowest mean was 2.45 for *I am underpaid in relation to the amount of work I do.*

2.7 The total mean score of **Policy and Management** was 3.69, which was regarded as **high**. The highest mean was 4.10 for *I am satisfied with the educational policy,* and the lowest one was 3.23 for *Action plans are prepared before actual implementation.*

2.8 The total mean scores of the teachers perceptions' toward their level of job satisfaction for the seven factors in the survey questionnaire was 3.92, regarded as **high**. The teachers' satisfaction from high to low by mean score was: Teaching Job 4.19, Interpersonal Relationships 4.11, Working Conditions 4.02, Self-Esteem 3.91, Intrinsic Rewards 3.73, Pay 3.72, and Policy and Management 3.69.

### **3. The relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok.**

The Pearson Product Moment Correlation was used to analyze the relationship between the total mean scores of the two variables, (1) the teachers' perception towards their leadership capacity and (2) their job satisfaction. The result of this analysis was a finding of the correlation significance value between the teachers' perception towards their leadership capacity and their level of job satisfaction was 0.00 which is smaller than .05. Thus it was concluded that there was a significant relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok. Additionally the Pearson Correlation  $r$  value was .775, which could be interpreted as a very strong positive relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok.

### **Conclusion**

The following conclusions were drawn from the findings derived from the data analysis of this study,

#### **1. Teachers' perception towards their leadership capacity in an international school in Bangkok:**

The total mean score of teachers' perception towards their leadership capacity in this international school in Bangkok was regarded as *strength* according to the data interpretation criteria. All four of the leadership capacity constructs received substantial mean scores which were regarded as *strength* according to the data interpretation criteria. These are arranged in order with highest to the lowest mean



score as follows: (1) Monitors and Responds to Student Achievement, (2) Intense Focus on Vision, (3) Reflection and Innovation, and (4) Shared Governance.

## **2. Teachers' perceptions towards their level of job satisfaction**

The total mean score of teachers' perception towards their level of job satisfaction in an international school in Bangkok was regarded as *high* according to the data interpretation criteria. The seven factors of job satisfaction received *high* mean scores according to the data interpretation criteria. They are arranged high to low by mean score as follows: Teaching Job, Interpersonal Relationships, Working Conditions, Self-Esteem, Intrinsic Rewards, Pay, and Policy and Management.

## **3. The Relationship between teachers' perceptions towards their leadership capacity and their level of job satisfaction**

According to the research results, there was a strong positive relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in this international school in Bangkok.

## **Discussion**

The discussion was made according to the research questions and the findings:

### **1. Teachers' perception towards their leadership capacity in an international school in Bangkok.**

The total mean score of teachers' perception towards their leadership capacity in this international school in Bangkok was regarded as strength according to the data interpretation criteria. All four of the leadership capacity constructs received

substantial mean scores which were regarded as strength according to the data interpretation criteria. These are arranged in order with highest to the lowest mean score as follows: (1) Monitors and Responds to Student Achievement, (2) Intense Focus on Vision, (3) Reflection and Innovation, and (4) Shared Governance.

In a school, not just the head teacher can take a leadership role; every teacher can be in the role of leadership depending on their professionalism and skillfulness. This study found the strong teacher leadership capacity based on the Lambert's (2003) four main elements include (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) Monitoring and Responding to Student Achievement.

According to Lambert (2000), collaboration is the main function in leadership capacity for a shared school vision and mission. By exchanging information, the most effective solution will sometimes be self-evident and make the decision making process easy. A good teacher should be a good motivator in the school, in order for the school to be sustainable and continue to improve. Every teacher should be self-motivated, encouraging everyone in a helpful way, giving positive feedback, and inspiring student achievement. Teachers are the largest work group in a school. Teachers should be of strong mind and have the courage to take responsibility in the school. Additionally, teachers' leadership capacity primarily focuses on the functioning of the school. They should be skillful in lesson planning, classroom management, progressive evaluations, and monitoring student achievement. An effective teacher will not only be networking, collaborating, and motivating, they also will be positively affecting student achievement. Finally, self-regulation, and self-efficacy always make a teacher more creative at work while teaching. If someone loses his or her self-efficacy, he or she may lose the vision/goal and the ongoing task

will deteriorate. Leadership capacity needs self-regulation and self-efficacy to increase and improve.

Like this study, Akomolafe (2012) studied Principals' leadership capacities as perceived by teachers in secondary schools in Ekiti State, Nigeria and found that every teacher perceived their principal leadership capacity positively. Akomolafe's study confirmed that there were strong leadership capacities identified in collaboration, motivation, delegation and executive behavior by the principal in the sampled school.

Greenlee (2004) conducted research entitled, *Building Teacher Leadership Capacity through Educational Leadership Programs*. Greenlee (2004) suggested, teacher leadership capacity in schools was important in order to increase or improve educational leadership preparation programs. The improvement of leadership capacity needs to be developed in both teachers and principals leading to a democratic learning community. This researcher agreed and also believes the quality of the principals' investment in teacher leadership capacity will be an important process in the future of school administrations.

Majoni & Kasowe (2011) conducted research entitled, *Analyzing the Leadership Capacity Challenges towards Potential Intervention Strategies for Open and Distance Learning Academic Administrators in Zimbabwe*. This study was done to determine what leadership related qualifications they held and what the leadership roles were accomplishing. The researcher believed that it was important to ensure leaders support the survival of open distance leadership institutions and to promote the development of academic leadership styles to ensure effective and productive academic departments. Based on this study's finding, this researcher also supported

Majoni & Kasowe (2011) that teachers, staff or administrators need to develop leadership capacity in to accomplish sustainable improvement in operating and maintaining a high quality effective school.

The study findings indicated the impotence of teachers' leadership capacity, as other previous researchers, such as Mitchell (2012), Majoni & Kasowe (2011), also mentioned and supported that to improve leadership capacity was not just the job of administrators and leaders. Hang (2011) also mentioned the importance of principals' and teachers' factors in perception of leadership capacities.

## **2. Teachers' perceptions towards their level of job satisfaction**

The total mean score of teachers' perception towards their level of job satisfaction in an international school in Bangkok was regarded as **high** according to the data interpretation criteria. The seven factors of job satisfaction received **high** mean scores according to the data interpretation criteria. From high to low the study found the teachers' satisfaction were namely: *Teaching Job*, *Interpersonal Relationships*, *Working Conditions*, *Self-Esteem*, *Intrinsic Rewards*, *Pay*, and *Policy and Management*.

This study revealed a high level of teacher satisfaction in the sampled international school. It is a very good international school, with a good ranking in Thailand's International School Association list. Opened in 1983, the school offered private education and is accredited by the Western Association of Schools and Colleges (WASC), the Thai Ministry of Education, and the Thai Office for National Education Standards and Quality Assessment (ONESQA). Students from 50 nations attend the school. The school offers a pre-kindergarten through high school program. Students are educated in a US curriculum which features inquiry-based learning,

project-based learning in middle school, and advanced placement (AP) classes in high school. The school is a designated AP school, and as part of its community outreach program the school orders and processes AP exams for students who attend other institutions. The study confirmed that the school had good learning facilities, working conditions, and professional teacher teams; therefore, the teachers' job satisfaction was very high in this school.

Similar studies like Ma Khin Su's (2010), where he conducted a study on the job satisfaction of two-hundred sixty faculty members at an international University of Thailand. The study found that the level of job satisfaction of faculty members who are teaching in undergraduate levels was high. The teachers were highly satisfied regarding job-in-general, supervision, and co-workers and were moderately satisfied on pay. With the work itself, Thai teachers appear to be highly satisfied compared to the foreign teachers. In terms of promotion, Thai faculty members were moderately satisfied and foreign teachers were least satisfied.

From Myitkyina, Kachin State, Myanmar, another researcher Hkwan San Mai (2013) studied the teachers' job satisfaction of three basic high schools. The results showed that all respondents were highly satisfied with achievement, recognition, work itself, responsibility, and supervision. They were moderately satisfied with personal growth and advancement, interpersonal relations, salary, working condition, and company policy.

### **3. The Relationship between teachers' perception towards their leadership capacity and their job satisfaction.**



According to the research results, there was a strong positive relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in this international school in Bangkok.

According to Harris & Lambert (2003), leadership capacity is a wide, broad term which has been used for decades. It is one of the more popular terms in 21<sup>st</sup> century leaders' roles. There are many criteria in leadership capacity building but to build leadership capacity, people should have two main critical conditions in order to successfully establish sustainability. As this study found there was a strong positive relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in an international school in Bangkok, this researcher believed these two factors are the most important in terms of sustainably improving school management and administration.

Teachers' leadership capacity was closely related to their satisfaction, which should be noted by the school leaders in re-organization or school improvement process. Leadership capacity is one of the most important factors that can achieve sustainable improvement because it motivates people to build trust and encourages people to become involved in working together through collaboration, as Harris & Lambert (2003) stated.

According to Lambert (1998), there were critical categories of leadership capacity found to improve school success such as broad-based, skillful participation in the work of leadership; inquiry-based use of information to inform shared decisions and practice; roles and responsibilities that reflect broad involvement and collaboration; reflective practice and innovation as the norm, and high student achievement. Since this study also confirmed the strong positive relationship between teachers' perception towards their leadership capacity and their job satisfaction in the

school, this research wanted the school leaders and administrators to understand this relationship and the importance for the sustainable development and improvement of the school in the future.

### **Recommendations**

In consideration of the findings of this study, the researcher would like to propose some recommendations in order to improve the relationship between teachers' perception towards their leadership capacity and their level of job satisfaction in this international school in Bangkok. The following recommendations would help the head of school, teachers and future researchers.

#### **1. Recommendations for the Teachers**

*Shared Governance* had the lowest mean score but it was still relatively high. This researcher would encourage the teachers to work on improving communications between each other especially when collaborating. The lowest mean was on *Policy and Management* so this researcher would encourage teachers to volunteer to help in administrative projects to develop a better relationship between them and the administration.

#### **2. Recommendations for the Administrators**

The head of school and assistant administrators should find more ways to collaborate with teachers to share ideas and future plans. There should be collaboration by the administration with teachers when preparing the school vision and mission. They also need to find a way to improve teachers' leadership capacity in the school. The head of school should pay careful attention to recruit qualified

teaching staff that have well developed leadership capacity and are ready to prepare students for the 21<sup>st</sup> century challenges.

### **3. Recommendations for the school**

*Shared Governance* in the leadership capacity construct and *Policy and Management* in the job satisfaction factors had the lowest mean in each set of questions. They have in common the relationship between the administration and the teachers. In order to improve teachers' leadership capacities the school board, management board, or owner needs to provide more opportunities for teachers to develop leadership capacity and create opportunities for teachers to perform outside their traditional roles.

### **4. Recommendations for future researchers**

Future researchers should investigate the teachers' perception towards leadership capacity and the level of job satisfaction using both quantitative and qualitative methods. The qualitative approach can garner more data than the quantitative study. These studies could also involve structured interviews with the teachers. The mixed approach could give a greater depth of understanding of teachers' perception towards their leadership capacity and their level of job satisfaction.

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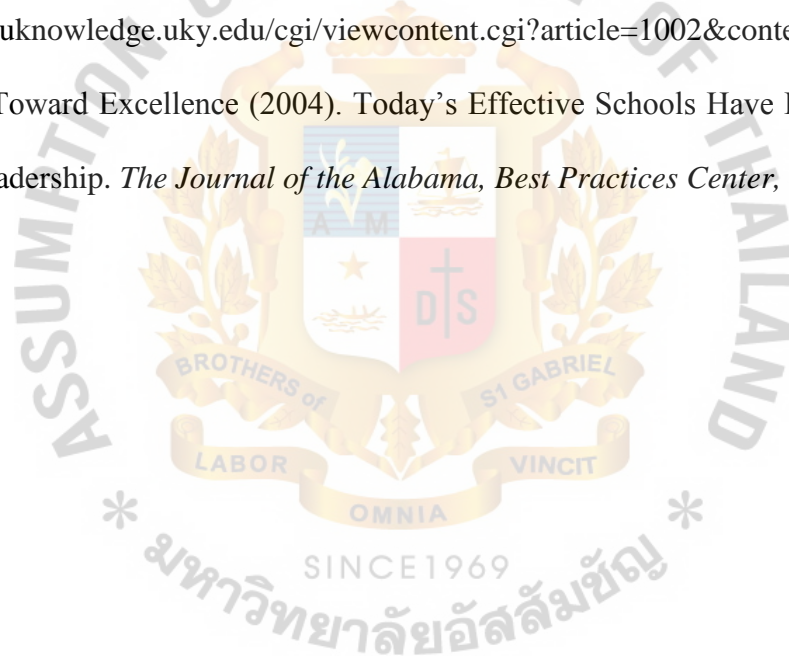
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## Appendix A

### Letter to the Principal

**Assumption University of Thailand**  
GRADUATE SCHOOL OF EDUCATION  
*Bangkok, Thailand*

November 20, 2016

Mr. Neil Walton  
Head of School

49 Sukhumvit  
Wattana,  
Klongtoey-nua,  
Bangkok 10110

Dear Mr. Neil Walton,

Thank you for your kind attention.

Bruce Braly, a student of Assumption University of Thailand is currently conducting a research entitled, “**THE RELATIONSHIP OF TEACHERS’ PERCEPTION TOWARDS THEIR LEADERSHIP CAPACITY WITH THEIR JOB SATISFACTION IN AN INTERNATIONAL SCHOOL IN BANGKOK**”, in partial fulfillment of the thesis requirement of a master’s degree.

In this connection, I would like to ask your permission to allow me to conduct the study here at this international school in Bangkok, by giving a survey to the teachers at your school.

I am hoping for your approval in this matter.

Very respectfully yours,

.....  
Researcher



## Appendix B

### HLC & JS Questionnaire

**Part I. General Information:** Please tick (/) the following information in the space provided.

**1. Nationality:**

- ☐ Thai
- ☐ Asian
- ☐ Western

**2. Age:**

- ☐ <30
- ☐ 31-50
- ☐ 50+

**3. Gender:**

- ☐ Male
- ☐ Female

**4. Education:**

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate Degree

*The 1-5 scale represents the following:*

1= We do not do this at our school= **The greatest Need.**

2= We are starting to move in this direction= **Need**

3= We are making good progress here= **Good enough**

4= We have this condition well established= **Strength**

5= We are refining our practice in this area= **Represent exemplary**

**Part II. High leadership Capacity Questionnaire:** this school survey is designed to assess the teachers' leadership capacity in their school.

*Please tick (/) your answer to the following statements.*

Items No.	<b>Construct 1: Intense focus on vision</b> In our school, we:	<b>The greatest need</b>	<b>Need</b>	<b>Good enough</b>	<b>Strength</b>	<b>Represent exemplary</b>
1.	Develop school vision jointly.	1	2	3	4	5
2.	Ask each other questions that keep us on track with our vision.	1	2	3	4	5
3.	Think together about how to align our standards, instruction, assessment, and programs with our vision.	1	2	3	4	5
4.	Keep our vision alive by reviewing it regularly.	1	2	3	4	5
5.	Focus on student learning.	1	2	3	4	5
6.	Use data/evidence to inform our decisions and teaching practices.	1	2	3	4	5

	<b>Construct 2: Reflection and innovation</b> In our school, we:	<b>The greatest need</b>	<b>Need</b>	<b>Good enough</b>	<b>Strength</b>	<b>Represent exemplary</b>
7.	Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning).	1	2	3	4	5
8.	Encourage individual and group initiative by providing access to resources, personnel, and time.	1	2	3	4	5
9.	Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.	1	2	3	4	5
10.	Practice and support new ways of doing things.	1	2	3	4	5
11.	Develop our own criteria for accountability regarding individual and shared work.	1	2	3	4	5

	<b>Construct 3: Shared Governance</b> In our school, we:	<b>The greatest need</b>	<b>Need</b>	<b>Good enough</b>	<b>Strength</b>	<b>Represent exemplary</b>
12.	Have established representative governance groups.	1	2	3	4	5
13.	Seek to perform outside of traditional roles.	1	2	3	4	5
14.	Have developed new ways to work together.	1	2	3	4	5

	<b>Construct 4: Monitors and Responds to Student Achievement</b> In our school, we:	<b>The greatest need</b>	<b>Need</b>	<b>Good enough</b>	<b>Strength</b>	<b>Represent exemplary</b>
15.	Teach and assess so that all children learn.	1	2	3	4	5
16.	Provide feedback to children and families about student progress.	1	2	3	4	5
17.	Talk with families about student performance and school programs.	1	2	3	4	5

**Part III. Job Satisfaction:** Please tick (/) your answer to the following statements.

	Very Low	Low	Moderate	High	Very High
<b>Satisfaction level of teaching job</b>					
1. I am usually assigned important work.	1	2	3	4	5
2. I am happy with my assigned responsibilities as it gives me the opportunity to utilize my knowledge and skills.	1	2	3	4	5
3. I have enough freedom to make my own decisions within my assigned responsibilities.	1	2	3	4	5
<b>Satisfaction level of pay</b>	Very Low	Low	Moderate	High	Very High
1. My monthly income is sufficient to lead a decent life in this society.	1	2	3	4	5
2. My income is appropriate to my qualifications.	1	2	3	4	5
3. I am underpaid in relation to the amount of work I do.	1	2	3	4	5
4. I am paid an appropriate wage level for the amount of work I do.	1	2	3	4	5
5. Supervisors have a fair promotion and salary advancement process for staff.	1	2	3	4	5
6. I am concerned about doing my job successfully and my performance evaluations.	1	2	3	4	5
7. Current salary levels are suitable for staffs' responsibilities in the school.	1	2	3	4	5
<b>Satisfaction level of working conditions</b>	Very Low	Low	Moderate	High	Very High
1. I feel comfortable working in this school.	1	2	3	4	5
2. The school has enough resources.	1	2	3	4	5
3. The school has an environment conducive to teaching and learning.	1	2	3	4	5
4. I am happy with the number of teaching periods allocated to me.	1	2	3	4	5
5. I have more co- curricular responsibilities than teaching.	1	2	3	4	5
6. I am not overloaded with work	1	2	3	4	5
7. The school provides standard items, materials, tools, and utensils in the workplace.	1	2	3	4	5
8. The school provides a handbook, regulation, discipline, and a mandate to facilitate my performance	1	2	3	4	5
9. School is developed in accordance with Thai Educational System.	1	2	3	4	5
10. There is a proper ratio of staff to students.	1	2	3	4	5
11. I am capable of performing well.	1	2	3	4	5
12. School environment facilitates performance.	1	2	3	4	5
13. There is a positive work atmosphere in this school.	1	2	3	4	5

	Very Low	Low	Moderate	High	Very High
<b>Satisfaction level of self- esteem</b>					
1. My work is duly acknowledged by my supervisor.	1	2	3	4	5
2. My principal gives me credit when I do a good job.	1	2	3	4	5
3. My work is normally successful but I seldom receive praise or recognition for my efforts.	1	2	3	4	5
4. I am proud to be a teacher.	1	2	3	4	5
5. People respect me as a teacher.	1	2	3	4	5
6. I want my children to join the teaching profession.	1	2	3	4	5
7. Teachers are highly respected in this society.	1	2	3	4	5
<b>Satisfaction level of Intrinsic Reward</b>	Very Low	Low	Moderate	High	Very High
8. I play a role in the educational staff's performance evaluations.	1	2	3	4	5
9. I have opportunities to be promoted in accordance with my competence.	1	2	3	4	5
10. I have opportunities to attend workshops or seminars to enhance my skills and broaden my experience.	1	2	3	4	5
11. Job designs of my position have been regularly improved.	1	2	3	4	5
<b>Satisfaction level of Interpersonal Relation</b>	Very Low	Low	Moderate	High	Very High
1. My colleagues and superiors collaborate with each other.	1	2	3	4	5
2. There is a pleasant and friendly work atmosphere between my superiors and I.	1	2	3	4	5
3. I am supported in my educational quality development by my superiors.	1	2	3	4	5
4. My colleagues and my superiors are enthusiastic to collaborate with me.	1	2	3	4	5
5. Superiors give practical advice on my performance.	1	2	3	4	5
<b>Satisfaction level of Policy and Management</b>	Very Low	Low	Moderate	High	Very High
1. Action plans are prepared before actual implementation.	1	2	3	4	5
2. I am satisfied with the staffs' annual appointments and deployments.	1	2	3	4	5
3. Educational reform encourages teachers to take part in decision making with school administrators.	1	2	3	4	5
4. I am satisfied with this schools educational policy.	1	2	3	4	5

## BIOGRAPHY

I grew up in the foothills of northern California and received my first degree at the University of California at Davis 1972, in English literature. I ran a small business in Davis for 45 years, raised two sons with my wonderful wife, and then came to Bangkok to manage an international school in Rangset. The owner of the school required I pursue a master's degree in educational administration at Assumption University. My studies at Assumption turned out to be one of my most enjoyable experiences in Thailand.

Bruce Braly, June 2017





