

**A CORRELATION STUDY ON TEACHERS' PERCEPTION OF THE  
SCHOOL CLIMATE AND THEIR DEGREE OF WORK  
MOTIVATION AT ASSUMPTION COLLEGE SAMUTPRAKARN,  
THAILAND**

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**Abstract:** This study sought to examine the relationship between teachers' perceptions of the school climate and their degree of work motivation at Assumption College Samutprakarn, Thailand. The study evaluated the teachers' perceptions of the school's climate and their degree of work motivation in which Means and Standard Deviations were used for quantitative analysis. Finally, these two constructs' relationship was analyzed through Pearson Product Moment Correlation Coefficient analysis. The study was conducted in 2020, where 160 Thai teachers participated with a return rate of 91 percent from the total target population of 175. The result revealed that the teachers at Assumption College Samutprakarn had a relatively high perception and positive attitude towards the school climate. It also revealed that the teachers' degree of work motivation based on regulatory styles were relatively high on intrinsic (4.06), identified (4.15), and introjected (4.20). Furthermore, among the three recognized regulatory styles of motivation with a high level of perception, introjected regulated type resulted in the highest mean score. However, as the data has shown, they are moderately extrinsically motivated (3.42). The study's main purpose was to examine the relationship between the teachers' perception of the school climate and their work motivation. It revealed that the relationship between these two constructs was moderately positively correlated,  $r = .559$ ,  $p < .05$ . The present study provided valuable information and extensive confirmation regarding the relationship between school climate and work motivation which other researchers must further explore.

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