

A COMPARATIVE STUDY OF TEACHERS' MOTIVATION ACCORDING TO THEIR DEMOGRAPHICS AT BANGKOK CHRISTIAN COLLEGE, THAILAND

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Abstract: The major purpose of this study was to compare teachers' motivation according to their demographics including gender, age, teaching grade, and year of work at Bangkok Christian College, Thailand. The researcher surveyed teachers' motivation and their demographics in the academic year of (2016-2017). Herzberg's motivation-hygiene theory and job satisfaction questionnaire adopted from Ghanbahadur, (2014), was distributed to all the primary teachers at Bangkok Christian College. The results confirmed that teachers' motivation was regarding as "very high" based on their perception of working at this school. Furthermore, significant differences of teachers' motivation according to their gender was found. However, there were no significant differences of teachers' motivation according to their age, teaching grade, and year of work at Bangkok Christian College.

Key Words: Demographic profiles, Teachers' motivation, Job satisfaction

Introduction

Friedman (2005) in his influential work on globalization argues that those countries which do not adequately train their people for the new knowledge economy will be left behind and would not be able to compete effectively in global economy. Education is an important factor to ensure that the workforce is ready and able to tackle challenges that arise. Thailand also needs to provide good and equable education to people. For this reason, Thais have to connect and compete with the others countries. The evolution of educational reform in Thailand began with the realization of globalization's influence. Many Thais are not adequately interconnected with the global knowledge system, largely because of language limitations. With Thailand's rapidly increasing internationalization, Rung Kawedang, emphasizes that it is essential for Thais to become at least tri-lingual. Bangkok Christian College, as the big private school of Thailand which provide good welfare to satisfy their staffs. However, it may not contribute to the greater achievement motivation of teachers. Researcher plan to study teachers' motivation and hope the finding from this research could provide some perception, and also expand the knowledge of teachers' motivation in other private school of Thailand.

Research Objectives

There were three research objectives:

1. To identify the demographic profile of teachers at Bangkok Christian College including their gender, age, teaching grade and year of work.
2. To determine teachers' motivation at Bangkok Christian College.
3. To compare teachers' motivation at Bangkok Christian College according to their demographics: gender, age, teaching grade and year of work.

Literature Review

Motivation is the process of proposal reasonableness for employees to be satisfied and to do their work keeping in view the best interests of the organization.

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Mullins (1996, p.520) refers motivation as a process which may direct to job satisfaction. Motivation refers to forces within an individual that account for the level, direction and persistence of effort expended at work as Schermerhorn(1985) stated.

Latham (2012) has mentioned that importance of motivation in field of human resource management, industrial and organization psychology, and organization behavior. Relevance of this topic is becoming more important in modern management given the importance of motivation at work.

Terpstra (1979) explained that it was necessary for organization to understand what motivates their employees and the reasons why employees become motivated. Understanding the employees' motivators can be applied to the organizations to provide the useful management to response the employees' needs. Pfeffer (1998) argued that creating meaningful work keeps employees happy and motivated and was a central factor at fostering organizational effectiveness.

Ghanbahadur's (2014) research, stated that the process of Motivation and Job satisfaction as the reviewed literature describes it can be compared to an automobile. The chassis of the automobile was Maslow's understanding that human motivation and satisfaction are limited into needs.

These five needs need to be satisfied in steps, while new information on the theory says that higher level satisfaction of needs is important because it forms the basis of intrinsic job satisfaction. This leads to an autonomy factor at the workplace and further tests of the theory mean that Maslow's needs are not actually hierarchical and it is social needs which are more important.

According to these studies motivation is beneficial factor to the organization to sustain employees' satisfaction in work. When employees are satisfied with their work, they will dedicate and to put their capability to it. They will pledge their loyalty to the organization, it conduce to the organization achievement. For this reason, motivation is also important to educational organizations.

Conceptual Framework

Figure 1 below is the conceptual framework, which explains the study's variables and the design of the study.

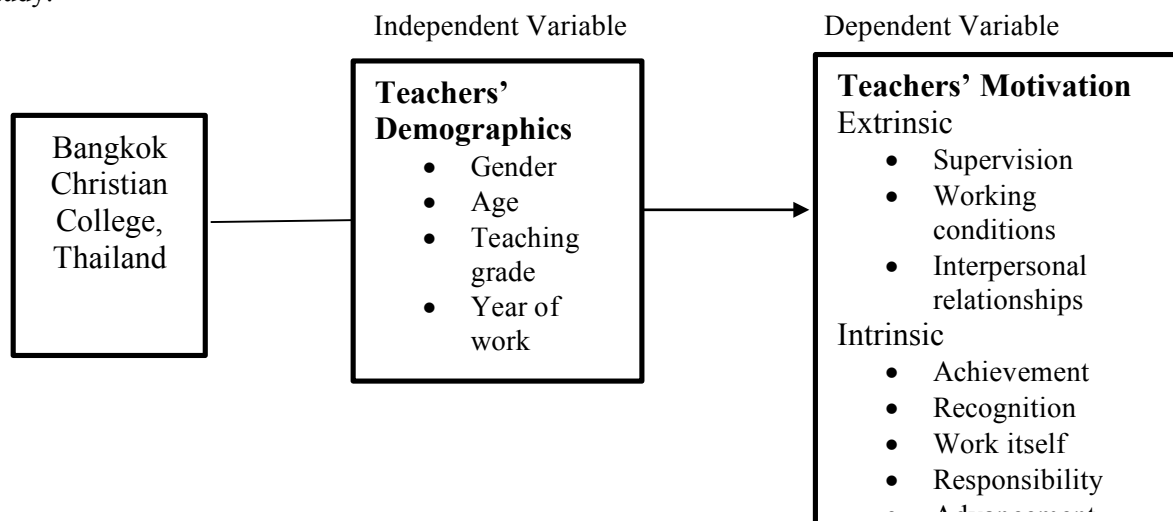


Figure 1. Conceptual Framework of this Study

Research Instrument

This study aimed to determine and compare the teachers' motivation according to their demographics: gender, age, teaching grade and year of work at Bangkok Christian College in the academic year of 2017.

This research was designed as a quantitative and comparative study. The questionnaire was used as a primary instrument for this study. The research questionnaire consisted of two main parts. Research questionnaire Part I surveys the demographics of the teachers including respondent's (1) age, (2) gender, (3) teaching grade and (4) year of work, which is based on the real situation of teachers at Bangkok Christian College, Thailand.

Questionnaire Part II was adopted from the study of Rohit Rajendra Ghanbahadur's (2014). This part of questionnaire surveyed the teachers' motivation according to respondents' demographics. There

were totally 45 questions under 8 evaluation factors. (1) Supervision (2) Working condition (3) Interpersonal relationships (4) Achievement (5) Recognition (6) Work itself. (7) Responsibility (8) Advancement.

Population

The population of this survey are all primary teachers who are currently working in academic year 2017 at Bangkok Christian College, Thailand.

Findings

The findings of this study based on three primary objectives.

Research Objective One

Table 1 below exposed the first demographic factor, gender of the teachers at primary department of Bangkok Christian College in academic year 2016-2017. It was found that 38% of the respondents were males and 62% were females. Therefore, the number female primary teachers were greater than male primary teachers at Bangkok Christian College.

Table 1: The Number of teachers at Bangkok Christian College Categorized by Gender

Gender	Number	Percentage
Male	46	38
Female	76	62
Total	122	100

Table 2 below revealed the number of teachers at Bangkok Christian College categorized by age. The result of this study, 17 teachers aged below 30 years old, which is 14% of the primary teacher population surveyed, 52 teachers aged between 30-40 years old, representing 42% of the survey population, there are 24 teachers aged between 41-50 years old, which is 20% of the primary teacher population surveyed, while 29 teachers aged 51 years old and above, which is 24% of the survey population in Bangkok Christian College.

Table 2: The Number of teachers at Bangkok Christian College Categorized by Age.

Age	Number	Percentage
Below 30 years	17	14
30-40 years	52	42
41-50 years	24	20
51 years and above	29	24
Total	122	100

Table 3 below presented the teaching grade of teachers at Bangkok Christian College. The result revealed that 50% of the respondents have taught in grade 1-3 while 50% of the respondents have taught in grade 4-6.

Table 3: The Number of teachers at Bangkok Christian College Categorized by Teaching Grade.

Teaching Grade	Number	Percentage
Grade 1-3	61	50
Grade 4-6	61	50
Total	122	100

Table 4 below represented teachers' years of work at Bangkok Christian College. The finding found that 40% of the teachers have worked for 10 years and below, 39% of the teachers have worked for 11-20 years, while 14% of the teachers have worked for 21-30 years. 7% of the teachers have worked 31 years and above. Therefore, the result revealed that the majority of primary teachers in Bangkok

Christian College were teachers who have worked 10 years or below while teachers who have worked more than 30 years and above were a minority.

Table 4: The Number of teachers at Bangkok Christian College Categorized by Years of work

Years of Work	Number	Percentage
10 years and below	49	40
11-20 years	48	39
21-30 years	17	14
31 years and above	8	7
Total	122	100

Research Objective Two

Table 5 below listed the total mean scores of teachers' motivation in Factor 1, teachers' perceptions on term of their motivations during their work experience at Bangkok Christian College. The total mean score (4.27) in the range of (3.51- 4.50) was interpreted as *high level* according to the scale interpretation criteria.

Table 5: Teachers' motivation at Bangkok Christian College for Supervision

Supervision	Mean	SD	Interpretation
The competence of my supervisor in making decisions.	4.38	.65	High
The way my boss handles his people.	4.25	.74	High
The way organization policies are put into practice.	4.15	.75	High
The attitude of the administration is very accommodative in my company.	4.15	.84	High
I am proud to work for this company because the company policy is favorable for its workers.	4.44	.73	High
I completely understand the mission of my company.	4.26	.69	High
Total	4.27	.52	High

Table 6 below illustrated that the total mean score of the teachers' motivation in Factor 2: Working Condition was 4.38 on the scale of 3.51- 4.50 according to the criteria of interpretation. The total result of Table 10 implied that teachers' motivation received *high level* from teachers in Working Condition.

Table 6: Teachers' motivation at Bangkok Christian College for Working Condition

Working Condition	Mean	SD	Interpretation
The physical environment where I work.	4.52	.63	Very High
I believe safe working at my workplace.	4.63	.55	Very High
I believe my job is secure.	4.53	.77	Very High
My workplace is located in an area where I feel comfortable.	4.60	.62	Very High
I feel satisfied because of the comfort I am provided at work.	4.58	.59	Very High
I am proud to work for my company because of the pleasant working conditions.	4.43	.76	High
I am encouraged to work harder because of my salary.	3.69	1.04	High
I believe my salary is fair.	4.06	.86	High
Total	4.38	.49	High

Table 7 below demonstrated the total mean score of teachers' motivation towards teachers' perception during their work experiences at Bangkok Christian College. The total mean score of this section was

4.30, which is the scale of 3.51- 4.50 according to the criteria of interpretation. The total result of table 7 implied that teachers' motivation received *high level* from teachers in Interpersonal Relationship.

Table 7: Teachers' motivation at Bangkok Christian College for Interpersonal Relationship

Interpersonal Relationship	Mean	SD	Interpretation
It is easy to get along with my colleagues.	4.31	.83	High
My colleagues are helpful and friendly.	4.38	.70	High
Colleagues are important to me.	4.43	.70	High
I feel my performance has improved because of the support from my supervisor.	4.20	.84	High
I feel satisfied at work because of my relationship with my supervisor.	4.24	.74	High
My supervisors are strong and trustworthy leaders.	4.28	.80	High
The way my co-workers get along with each other.	4.29	.77	High
Total	4.30	.56	High

Table 8 below showed that the overall total mean scores of three extrinsic factors perceived by the primary teachers at Bangkok Christian College according to their work experience was 4.32 in the range of 3.51-4.50.

According to the scale interpretation criterions, the result was interpreted as teachers' motivation received *high level* from the teachers during their work experiences.

Table 8: Summary of Extrinsic Motivation of Teachers at Bangkok Christian College for Extrinsic Motivation Factors

Extrinsic Motivation Factors	Mean	SD	Interpretation
Supervision	4.27	.52	High
Working Condition	4.38	.49	High
Interpersonal Relationship	4.30	.56	High
Total	4.32	.46	High

Table 9 below showed the total mean score of teachers' motivation towards teachers' perception during their work experiences at Bangkok Christian College. The total mean score of this section was 4.31, which is the scale of 3.51- 4.50 according to the criteria of interpretation. The total result of table 9 implied that teachers' motivation received *high level* from teachers in Achievement.

Table 9: Teachers' motivation at Bangkok Christian College for Achievement

Achievement	Mean	SD	Interpretation
I am proud to work in this company because it recognizes my achievements.	4.25	.79	High
I feel satisfied with my job because it gives me feeling of accomplishment.	4.26	.75	High
I feel I have contributed towards my company in a positive manner.	4.42	.57	High
The feeling of accomplishment that I get from the job.	4.30	.60	High
Total	4.31	.55	High

Table 10 below indicated the total mean scores of teachers' motivation in Achievement. The total mean score (4.21) in the range of (3.51- 4.50) was interpreted as *high level* according to the scale interpretation criteria.

This finding implied that the recognition received High level with teachers' motivation at Bangkok Christian College.

Table 10: Teachers' motivation at Bangkok Christian College for Recognition

Recognition	Mean	SD	Interpretation
I feel appreciated when I achieve or complete a task.	4.20	.87	High
My manager always thanks me for a job well done.	4.25	.70	High
I receive adequate recognition for doing my job well.	4.20	.72	High
The praise I get for doing a good job.	4.20	.71	High
Total	4.21	.67	High

Table 11 below demonstrated that the total mean score of the teachers' motivation in Work Itself was 4.15 on the scale of 3.51- 4.50 according to the criteria of interpretation. The total result of Table 10 implied that teachers' motivation received *high level* from teachers in Work Itself during their work experiences at Bangkok Christian College.

Table 11: Teachers' motivation at Bangkok Christian College for Work Itself

Work Itself	Mean	SD	Interpretation
My work is thrilling and I have a lot of variety in tasks that I do.	4.07	.75	High
I empowered enough to do my job.	4.11	.69	High
My job is challenging and exciting.	4.13	.74	High
I have the chance to tell my colleagues what to do.	3.92	.89	High
I am able to do things that don't go against my conscience.	4.35	.74	High
Total	4.15	.72	High

Table 12 below showed the total mean score of teachers' motivation towards teachers' perception during their work experiences at Bangkok Christian College. Factor 7: Responsibility. The total mean score of this section was 4.34, which is the scale of 3.51- 4.50 according to the criteria of interpretation. The total result of table 16 implied that teachers' motivation received *high level* from teachers in Factor 7: Responsibility during their work experiences at Bangkok Christian College.

Table 12: Teachers' motivation at Bangkok Christian College for Responsibility

Responsibility	Mean	SD	Interpretation
I have freedom to use my own judgment.	4.12	.70	High
I have a chance to do different thing from time to time.	4.11	.70	High
I have chance to work alone on the job.	4.42	.60	High
I have a chance to try my own methods of doing the job.	4.35	.62	High
I have a chance to do something that makes use of my abilities.	4.37	.63	High
Total	4.34	.66	High

Table 13 below showed that the total mean score of the teachers' motivation in Factor 8: Advancement was 4.00 on the scale of 3.51- 4.50 according to the criteria of interpretation. The total result of Table 13 implied that teachers' motivation received *high level* from teachers in Factor 8: Advancement during their work experiences at Bangkok Christian College.

Table 13: Teachers' motivation at Bangkok Christian College for Advancement

Advancement	Mean	SD	Interpretation
I will choose career advancement rather than monetary incentives.	3.85	.82	High
My job allows me to learn new skills for career advancement.	4.15	.79	High
There are chances to advance on this job.	3.87	.92	High
I am proud to work in my company because I feel I have grown as a person.	4.43	.67	High
My job allows me to grow and develop as a person.	4.32	.70	High
My job allows me to improve my experience, skills and performance.	4.39	.69	High
Total	4.00	.71	High

Table 14 below demonstrated that the overall total mean score of five Intrinsic factors perceived by the primary teachers at Bangkok Christian College according to their work experience was 4.80 in the range of 4.51-5.00. According to the scale interpretation criterions, the result was interpreted as the intrinsic motivation factors have *very high* from the teachers' motivation during their work experiences.

Table 14: Summary of Intrinsic Motivation of Teachers at Bangkok Christian College for Intrinsic Motivation Factors

Intrinsic Motivation Factors	Mean	SD	Interpretation
Achievement	4.31	.55	High
Recognition	4.21	.67	High
Work Itself	4.15	.72	High
Responsibility	4.34	.66	High
Advancement	4.00	.71	High
Total	4.80	.55	Very High

Table 15 below revealed that the overall total mean score of motivation factors perceived by the primary teachers at Bangkok Christian College according to their work experience was 4.56 in the range of 4.51-5.00. According to the scale interpretation criterions, the result was interpreted as teachers' motivation received very high level from the teachers during their work experiences.

Table 15: Summary of Overall Motivation of Teachers at Bangkok Christian College for Motivation Factors

Motivation Factors	Mean	SD	Interpretation
Extrinsic	4.32	.46	High
Intrinsic	4.80	.55	Very High
Total	4.56	.47	Very High

Research Objective Three

Table 16 below demonstrated that the comparison of teachers' motivation according to their gender. Based on the research objectives of this study and the findings of previous researchers, this research set up the research hypothesis, "There are significant differences of teachers' motivation at Bangkok Christian College according to their gender". According to the finding of t-test data analysis in the above table, it was pointed out that the probability significant value was .000, which was smaller than .05, the level of significance.

Table 16: Comparison of Teachers at Bangkok Christian College According to their Gender

Gender	N	Mean	SD	t	Sig.(2-tailed)
Male	46	4.34	.52	4.33	.000*
Female	76	4.69	.39		
Total	122				

Table 17 below indicated that the comparison of teachers' motivation according to their age. Based on the research objectives of this study and the findings of previous researchers, this research set up the research hypothesis, "There are significant differences of teachers' motivation at Bangkok Christian College according to their age". According to the finding data analysis of One-way (ANOVA) for this section witnessed that the probability significant value was .506, which was bigger than .05, the level of significance. Therefore, the result of Table 16 was interpreted, as there was no significant difference among teachers' motivation at Bangkok Christian College regardless of their age.

Table 17: Comparison of Teachers at Bangkok Christian College According to their Age

Age	Sum of Squares	df	Mean Square	F	Sig.(2-tailed)
Between Groups	.526	3	.175	.783	.506
Within Groups	26.436	118	.224		
Total	26.962	121			

Table 18 below illustrated the comparison of teachers' motivation according to their teaching. Based on the research objectives of this study and the findings of previous researchers, this research set up the research hypothesis, "There are significant differences of teachers' motivation at Bangkok Christian College according to their teaching grade". According to the finding of t-test data analysis in the above table, it was pointed out that the probability significant value was .256, which was bigger than .05, the level of significance. Therefore, the result of Table 16 was interpreted as there are no significant differences of teachers' motivation at Bangkok Christian College according to their teaching grade.

Table 18: Comparison of Teachers at Bangkok Christian College According to their Teaching Grade

Grade	N	Mean	SD	t	Sig.(2-tailed)
G.1-3	61	4.61	.51	1.14	.256
G.4-6	61	4.51	.43		
Total	122				

Table 19 below demonstrated that the comparison of teachers' motivation according to their years of work. Based on the research objectives of this study, the hypothesis of this study was "There are significant differences of teachers' motivation at Bangkok Christian College according to their years of work". According to the finding data analysis of One-way (ANOVA) for this section witnessed that the probability significant value was .074, which was bigger than .05, the level of significance. Therefore, the result of Table 23 was interpreted, as there was no significant difference among teachers' motivation at Bangkok Christian College according to their years of work.

Table 19: Comparison of Teachers at Bangkok Christian College According to their Years of Work

Years of Work	Sum of Squares	df	Mean Square	F	Sig.(2-tailed)
Between Groups	1.534	3	.511	2.372	.074
Within Groups	25.428	118	.215		
Total	26.962	121			

Discussion

According to the finding of this study, the researcher found that the numbers of female teachers exceeded the number of male teachers at Bangkok Christian College. The possible reasons for the variation could be: Men and women view life goals differently. Men want to have professional

advancement. On the contrary, women want to balance both sides of work and life. Additionally, Teaching is not a profitable profession. As a family leader, a man may not choose to work as a teacher. Furthermore, social values say that women are more suitable to be a teacher than men, because female teachers may better educate the student than male teachers.

The One-way ANOVA result showed that there was no significant difference among teachers' motivation, in regard to their age. The majority of teachers' age between 30-40 years was 52 out of 122. As the researcher understood and observed that at BCC, the young teachers were the majority of the teachers who are energetic to teach and develop students' ability would bring the achievement to the school, therefore, it was not surprising that the result of t-test for this section discovered no significant difference among teachers' motivation, in regard to their teaching grade. It could be assumed that teaching environment could be very effective with the youngest teachers, who were sufficient to teach and take care of the students' behavior.

Meanwhile, this study found there was no significant difference among teachers' motivation in regard to their years of work. As this study found that 49 of teachers (40%) had worked for 10 years and below, followed 11-20years of work 48 teachers (39%), then 21-30years of work 17 teachers (14%), and the least was 30years of work and above 8 teachers (7%). Based on this study's finding of demographics, it could be assumed the school should keep more experienced teachers to support and develop the school to reach the goal.

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