**Organizational Climate and Teachers’ Work Motivation: A Case Study of Selected Schools in Prachinburi, Thailand**

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The main purpose of this study was to investigate the factors of organizational climate that influence teachers’ work motivation. There were 138 teachers who participated in the study. They were selected through purposive sampling. Data were collected using the survey technique and analyzed using descriptive statistics. The findings indicated that organizational climate significantly influence teachers’ work motivation. Two factors of organizational climate namely, collegial leadership and school community interrelationships were found to be significant factors that influence teachers' work motivation. The findings of this study have implications on the role of administrators particularly in enhancing a positive school climate in order to motivate teachers to improve their work performance.

**Key Words:** Organizational Climate, Teachers’ Work Motivation

**INTRODUCTION**

The success of an institution depends on the level of motivation of its employees. One of the critical roles of school management is playing a balanced role in creating a pleasant working atmosphere or climate for teachers.

School climate is an important component of effective schools. It influences teachers’ work motivation and dedication in their work. Understanding the influence of organizational climate on teachers’ work motivation is important to improve schools. Johnson (2003) and Sergiovanni (2002) confirmed that keeping good teachers should be one of the major concerns of school leaders. The capable teachers have the largest impact on student’s learning (Hammond 2003).

Changes in the education system and policy from centralization to decentralization, in Thai education system allow leaders to exercise their power in staff management. One of the main challenges of Thai school leaders is how to effectively utilize their resources to motivate teachers and improve teachers’ work quality.

Studies reported by ONEC (2000) show that in Thailand low teacher morale and low teacher motivation for teaching are one of the problems that affect student achievement particularly at the K-12 levels. Teachers’ are the key to the improvement of the quality of education. Dr. Direk Pornsima, former chairperson of Teachers ‘ Council Thailand and Dr. Kim Kwang Cho, Director of the Bangkok UNESCO office (Pongwat 2006), shared the same conviction that improving the quality of teachers and their instruction lead to increased quality of education.

Researches with regard to school climate and teachers’ performance have been conducted in Thailand (Sansanayudh 1992, Panykon, 2000, Sukhphiboon 2008). However, no study focused on investigating the influence of Organizational Climate on Teachers’ Work Motivation of the selected schools in Prachinburi, Thailand which is the reason why this present study has been conducted.

**Research Questions**

1. What is the level of teachers’ work motivation in terms of:
   a. achievement,
   b. professional advancement,
   c. work itself,
   d. recognition, and
   e. responsibility?
2. What is the level of organizational climate as perceived by teachers in terms of:

   a. collegial leadership,
   b. teacher professionalism,
   c. school-community interrelationships, and
   d. academic press?

What are the factors of Organizational Climate that influence teachers' work motivation?

Research Objectives

1. To determine the level of teachers' work motivation in terms of:

   a. achievement,
   b. professional advancement,
   c. work itself,
   d. recognition, and
   e. responsibility

2. To determine the level of organizational climate as perceived by teachers in terms of:

   a. collegial leadership,
   b. teacher professionalism,
   c. school-community interrelationships, and
   d. academic press

3. To investigate the factors of organizational climate that influence teachers' work motivation.

Conceptual Framework of the Study

As shown in Figure 1, Organizational Climate consists of four factors namely collegial leadership, teacher professionalism, school-community interrelationships and academic press. Teachers' work motivation on the other hand comprises achievement, professional advancement, responsibility, recognition and work itself. This study tried to determine the factors of organizational climate that influence teachers' work motivation.

RESEARCH METHODOLOGY

Research Design

This study made use of the descriptive method. The survey technique was employed in gathering data. The respondents were identified through the use of purposive sampling. The research instrument was a questionnaire adopted from Wayne K. Hoyt's (2002). Organizational Climate Index for the measure of Organizational Climate and on Herzberg's motivation factors for the measure of teachers' work motivation.

Research Instrument

The items in the questionnaire were grouped into two categories: Organizational Climate with the four factors of Collegial Leadership, Teacher Professionalism, School Community Interrelationships and Academic Press; and Teachers' Work Motivation with the five factors of Achievement, Professional Advancement, Work Itself, Recognition and Responsibility. The questionnaire was provided with five possible responses to which numerical ratings were assigned. The questionnaire was developed originally in English and was translated into Thai with the assistance of an official translation service.
Table 1. Distribution of Respondents from Selected Schools in Prachinburi.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Questionnaires Distributed</th>
<th>Total Number of Questionnaires Retrieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marywitthaya Prachinburi School</td>
<td>55</td>
<td>54 (98%)</td>
</tr>
<tr>
<td>Prachinkallayanee School</td>
<td>40</td>
<td>37 (93%)</td>
</tr>
<tr>
<td>Prachinratsadornamroong</td>
<td>40</td>
<td>24 (60%)</td>
</tr>
<tr>
<td>Anuban Prachinburi School</td>
<td>30</td>
<td>23 (77%)</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>138 (82%)</td>
</tr>
</tbody>
</table>

Table 2. Basic Statistics for the Overall Level of Teachers' Work Motivation

<table>
<thead>
<tr>
<th>Teachers’ Work Motivation</th>
<th>Rank</th>
<th>Basic Statistics</th>
<th>Descriptive Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Responsibility (K=5)</td>
<td>1</td>
<td>36.5 s.d. 5.34</td>
<td>C.V. 0.1462 High</td>
</tr>
<tr>
<td>2.Achievement (K=4)</td>
<td>2</td>
<td>31.1 s.d. 4.69</td>
<td>C.V. 0.1504 High</td>
</tr>
<tr>
<td>3.Work-itself (K=4)</td>
<td>3</td>
<td>29.9 s.d. 4.69</td>
<td>C.V. 0.1564 High</td>
</tr>
<tr>
<td>4.Professional Advancement (K=7)</td>
<td>4</td>
<td>51.0 s.d. 9.20</td>
<td>C.V. 0.1801 High</td>
</tr>
<tr>
<td>5.Recognition (K=5)</td>
<td>5</td>
<td>36.5 s.d. 5.34</td>
<td>C.V. 0.1816 High</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>185.5 s.d. 25.98</td>
<td>C.V. 0.1401 High</td>
</tr>
</tbody>
</table>

K = number of items

Validity and Reliability of the Questionnaire

The items in the questionnaire were validated through the use of the Index of Concurrence (IOC) by three experts and reliability was established with Cronbach’s Alpha result of 0.82. The recommendations on the improvement of the questionnaire were noted and revisions duly made. The opinionnaire was pre-tested to a sample of 30 respondents in Prachinburi, Thailand.

Research Respondents

The respondents of the study were 165 teachers of the four selected schools in Prachinburi, Thailand. The schools that participated in the study were Marywitthaya Prachinburi School, Prachinkallayanee School, Prachinratsadornamroong and Anuban Prachinburi School. All of these schools are located in Nameaung, Prachinburi.

Sampling

Purposive sampling was used to identify the number of respondents. The calculated sample size from the total population of 480 teachers was 165. The distribution of the respondents is presented in Table 1.

As shown in Table 1, the total number of questionnaires retrieved was 138 with overall response rate of 82%. The response rate for each school are as follows: for Marywitthaya Prachinburi School, 54 or 98% were retrieved out of the 55 questionnaires distributed; for Prachinkallayanee, 37 or 93% were retrieved out of 40 questionnaires distributed; for Prachinratsadornamroong, 24 or 60% were retrieved out of 40 questionnaires distributed; and for Anuban Prachinburi School, 23 or 77% out of 30 questionnaires distributed.

Data Gathering Procedure

1. An endorsement letter was obtained from the Graduate Program Dean.
2. Permission from the directors of the four selected schools to distribute questionnaires to the respondents was obtained.
3. Survey questionnaires to 165 respondents in the four selected schools were distributed.
4. The questionnaires were retrieved after one month.
5. Analysis was done by using the software ‘The Statistical Package for the Social Sciences’ (SPSS) for windows version 16.0

Statistical Treatment of Data

The data gathered were analyzed and interpreted using the Statistical Packages for Social Sciences (SPSS) software. The statistics used to analyze and interpret the data gathered were: mean, standard deviation, standard error of the mean, coefficient of variation, and multiple
Table 3. Basic Statistics of the Overall Level of School Organizational Climate.

<table>
<thead>
<tr>
<th>Organizational Climate</th>
<th>Rank</th>
<th>Basic Statistics</th>
<th>Descriptive Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>s.d.</td>
</tr>
<tr>
<td>1. School-community interrelationships (K=4)</td>
<td>1</td>
<td>28.72</td>
<td>4.13</td>
</tr>
<tr>
<td>2. Academic Press (K=7)</td>
<td>2</td>
<td>49.34</td>
<td>8.10</td>
</tr>
<tr>
<td>3. Teacher Professionalism (K=7)</td>
<td>3</td>
<td>51.33</td>
<td>8.73</td>
</tr>
<tr>
<td>4. Collegial Leadership (K=7)</td>
<td>4</td>
<td>50.87</td>
<td>10.13</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>180.27</td>
<td>25.40</td>
</tr>
</tbody>
</table>

K=number of items

Table 4. Factors of Organizational Climate that Influence Teachers’ Work Motivation

<table>
<thead>
<tr>
<th>Variables in the Equation</th>
<th>Method Enter</th>
<th>Method Stepwise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>s.e</td>
</tr>
<tr>
<td>Constant</td>
<td>75.487</td>
<td>13.724</td>
</tr>
<tr>
<td>Collegial Leadership</td>
<td>.661</td>
<td>.233</td>
</tr>
<tr>
<td>Teacher Professionalism</td>
<td>.470</td>
<td>.274</td>
</tr>
<tr>
<td>School Community Interrelationships</td>
<td>1.511</td>
<td>.642</td>
</tr>
<tr>
<td>Academic Press</td>
<td>.180</td>
<td>.300</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<.05

regression analysis.

FINDINGS

Research Question 1: What is the level of teachers’ work motivation in terms of achievement, professional advancement, work itself, recognition and responsibility?

Based on the results of data analysis on Table 2, it was found that the level of teachers’ work motivation was high with mean of 185.5 and standard deviation of 25.98. In terms of the different factors of Responsibility, Achievement, Work-Itself, Professional Advancement, and Recognition, it was found that all of them were in the high level with means of 36.57, 31.18, 29.99, 51.06 and 36.57; and standard deviation of 5.34, 4.69, 4.69, 9.20, and 5.34 respectively.

Based on the results in Table 3, it was found that the level of Organizational Climate as perceived by teachers is high/open climate with mean of 180.27 and standard deviation of 25.40. Among the four factors, in terms of School-community Interrelationships, Academic Press, and Teacher Professionalism, it was found that all of them are high/open climate with means of 28.72, 49.34, 51.33 and 50.87; and standard deviation of 4.13, 8.10, 8.73 and 10.13 respectively.

In terms of C.V values, it was found that three of the five factors of teachers’ work motivation namely Responsibility, Achievement, and Work-Itself were consistent with C.V values of .1462, 1504, and .1564 respectively, while two them namely Recognition and Professional Advancement were inconsistent with C.V values of .1801 and 0.1816, respectively. By considering their rank based on C.V values, it was found that Responsibility is the highest or most important motivator of teachers’ work motivation, while Recognition was the lowest or least important motivator of teachers’ work motivation.

Research Question 2: What is the level of organizational climate as perceived by teachers in terms of School-community Interrelationships, Academic Press, Teacher Professionalism, and Collegial Leadership?

Teacher Professionalism and Collegial Leadership, it was found that all of them are high/open climate with means of 28.72, 49.34, 51.33 and 50.87; and standard deviation of 4.13, 8.10, 8.73 and 10.13 respectively.

In terms of C.V values, it was found that three factors of
Organizational Climate, namely School Community-Interrelationships, Academic Press, and Teacher Professionalism are consistent with C.V values of .1438, .1641, and .1701 respectively. Meanwhile, factor number four, namely Collegial Leadership is inconsistent with C.V values of .1991.

By considering their rank based on C.V values, it can be found that factor one, School-Community Interrelationships is the highest or most open climate among the factors of Organizational Climate. On the other hand, factor number four, Collegial Leadership is the lowest or least open climate among the factors of Organizational Climate.

**Research Question 3:** What are the factors of organizational climate that influence teachers’ work motivation?

By using the method enter multiple regression analysis, it was found that the linear combination of the predictor variable or Organizational Climate was significant to predict Teachers’ Work Motivation at the level of significance \( \alpha = .05 \), F value of 18.098 and p-value of .000. However among the four predictor variables, two predictors namely Collegial Leadership and School-Community Interrelationships were significant to predict teachers’ work motivation at the level of significance \( \alpha = .05 \), with t-values of 2.832, 2.354 with p-values of .005, and .020 respectively. It was also found that the coefficient of determination, \( R^2 \), was .3520, which means that 35.20% of the variation in the criterion variable, Teachers’ Work Motivation was accounted for, by the linear combination of the predictor variables. The regression equation is

\[
y = 75.487 + 0.661X_1 + 0.470X_2 + 1.151X_3 + 0.180X_4; R^2 = .352, F-Value = 18.098, p-value = 0.000
\]

where,

- \( Y \) is teachers’ work motivation
- \( X_1 \) is Collegial Leadership
- \( X_2 \) is Teacher Professionalism
- \( X_3 \) is School-Community interrelationships
- \( X_4 \) is Academic Press.

By using the stepwise multiple regression analysis, it was found that only two among the four predictors namely Collegial Leadership, and School-Community Interrelationships were sufficient to predict Teachers’ Work Motivation. It was also found that the coefficient of determination, \( R^2 \), from the stepwise multiple regression was .333. \( R^2 \). By using all of the predictor variables from the conceptual framework of the study, it means that 33.30% of the variation in the criterion variable, Teachers Work Motivation was accounted for, by the linear combination of the predictor variables. And the regression equation is

\[
Z_Y = .779Z_X1 + 2.157Z_X2, R^2 = .333, F-value = 33.713, p-value = 0.00.
\]

**SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

**Summary of Findings**

1. The findings of this study reveal that teachers have high level of motivation in their work. Among the five factors, responsibility is the highest or most important motivator of teachers’ work while recognition is the lowest or least important motivator of teachers’ work.

2. The findings of this study reveal that open organizational climate exists in schools as perceived by teachers. Among the four factors of organizational climate, School-Community Interrelationship is found to be the highest or most open climate, while Collegial Leadership is the lowest or least open climate.

3. Organizational Climate influences teachers’ work motivation. By using method enter and method stepwise multiple regression analysis, it was found that two factors of organizational climate namely, collegial leadership and school – community interrelationships were significant to predict teachers’ work motivation.

**CONCLUSIONS**

1. Teachers have high level of motivation in their work. The most important motivator among the five factors is Responsibility. It is most motivating for teachers to feel personally responsible in doing their work; free to choose their own style of teaching with strong obligation to carry out their duties. They know what are expected of them and they have enough work which do not overwhelm them.

2. Open organizational climate exists among schools in Prachinburi. Among the five factors of Organizational Climate, School-Community Interrelationships is the most open climate.

3. Organizational Climate influences Teachers’ Work Motivation. Two factors of Organizational Climate namely, Collegial Leadership and School Community Interrelationships significantly influence teachers’ work motivation.

**RECOMMENDATIONS**

1. To enhance the level of teachers’ work motivation, administrators can use the result of this study as guidelines in their effort to motivate teachers.

2. To enhance the level of teachers’ work motivation, administrators should continue to create and provide recognition programs for teachers and development.
programs for professional advancement.

3. To encourage a more open climate, administrators should continue to promote shared leadership and supportive workplace for teachers.

4. Future researchers may conduct investigations on school climate and teachers motivation using other factors.

REFERENCES


Internet Resources