Influence of School Culture on Teacher Motivation in Selected International Schools in Bangkok, Thailand

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Abstract

Understanding school culture is essential in the efficient management of schools. A crucial component of successful schools is the level of teacher motivation which basically affects the teaching-learning process.

The objectives of this study were: 1) to determine the level of Teacher Motivation in selected international schools in Bangkok in terms of Drive, Control, Challenge, Relationship and Reward; 2) to determine the level of School Culture in selected international schools in Bangkok in terms of Collaboration, Support, Professional Development, Unity and Partnership; 3) to investigate the significant influence of School Culture on Teacher Motivation in selected international schools in Bangkok.

The research instrument was a questionnaire, which was adapted from Motivation Questionnaire developed by John Smith (2004) and School Culture Questionnaire by Gruenert and Valentine (1998). The statistics used for the treatment of the data were mean, standard deviation (s.d.), standard error of the mean (s.e. mean), coefficient of variation (C.V.) and multiple regression analysis.

The results showed that the level of Teacher Motivation is high with Drive dimension as highest and control dimension the lowest. The level of School Culture is high with Support as the highest and lowest is Unity. Among the five dimensions of School Culture, it was found that Support and Collaboration have a significant of influence on Teacher Motivation.

Given the results of this study, the researcher highly recommends that administrators focus on strengthening the Support dimension of School Culture. This may be done through consistent team building activities and opening opportunities for dialogues within the members of the faculty. Collaboration dimension must be reinforced within the members of the school community by conducting regular meetings among the stakeholders to establish a positive school culture.

Keyword (s): International schools, School Culture, Teacher Motivation

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INTRODUCTION

Understanding school culture is essential in the efficient management of schools. A crucial component of successful schools is the level of teacher motivation which basically affects the teaching-learning process.

Sociologists recognized the importance of school culture as early as 1930s, but it wasn't until the late 1970s that educational researchers began to draw direct links between the quality of school culture and its educational outcomes (Jerard, 2006). In any given circumstance, a school culture is one of the influential factors that can be associated with the growth of the members of a certain community.

Yet despite its importance, school culture is possibly the least discussed element in practical conversations about how to improve teacher motivation. It is one factor that is very often neglected and not taken in consideration. School culture has been described as being similar to the air we breathe. No one notices it unless it becomes foul (Freiberg, 1998).

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, not all teachers are highly motivated.

Research Questions

1. What is the level of school culture in terms of the following dimensions?
   a. Collaboration
   b. Support
   c. Professional Development
   d. Unity
   e. Partnership
2. What is the level of teacher motivation in terms of the following dimensions?
   a. Drive
   b. Control
   c. Challenge
   d. Relationship
   e. Reward
3. What is the significant influence of school culture on teacher motivation in selected international schools in Bangkok, Thailand?
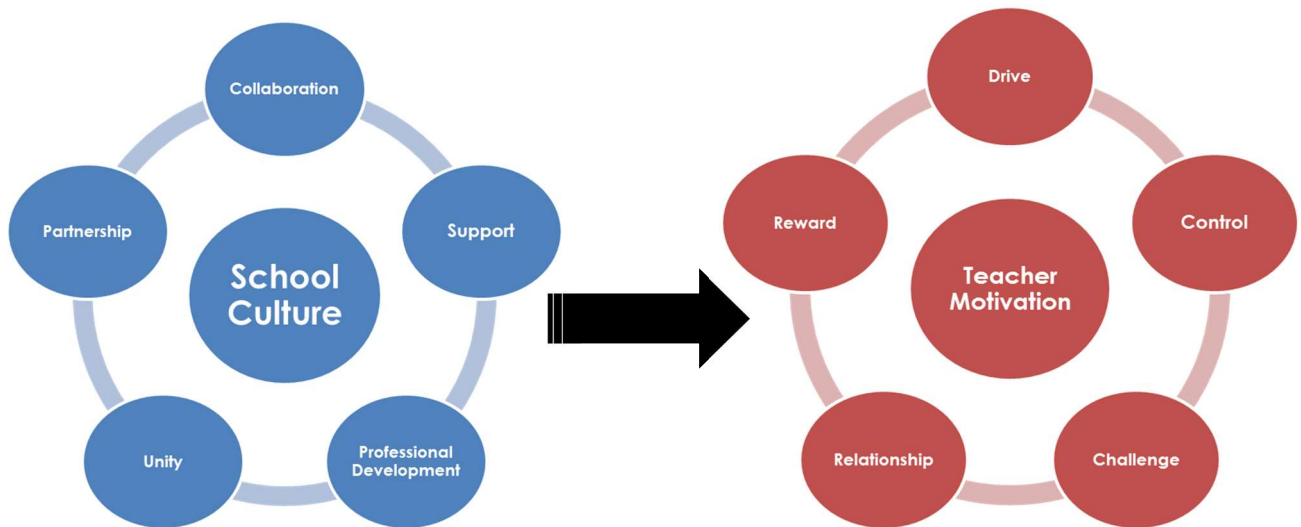
Figure 1: Conceptual Framework of the Study

Figure 1 shows the conceptual framework of the study. The figure consists of two radial cycles. The first radial cycle shows the five dimensions of school culture namely collaboration, support, professional development, unity and partnership (Gruenert and Valentine, 1998). The second radial cycle shows the five dimensions of teacher motivation which are drive, control, challenge, relationship and reward (Smith, 2004). The arrow in the figure indicates the influence of school culture on teacher motivation.

RESEARCH METHODOLOGY

Research Design

This study used the descriptive method. The research instrument was a questionnaire which consists of 40 Likert-style items. It used a 0-10 rating scale, 0 as lowest and 10 as the highest. Purposive sampling was applied in choosing the respondents for this study because it only focused on teachers with more than two years of experience. The study was conducted in Bangkok, Thailand. The participants of the study were faculty/teaching staff, academic/non-academic support staff personnel from each of the selected international schools in Bangkok. The selected schools were NIVA, Kevalee International School (KIS), Singapore International School Bangkok (SISB), Anglo-Saxon International School, Trail International School and St. Andrews International School.

The first phase of this study involved the completion of a questionnaire consisting of two parts: dimensions of teacher motivation and dimensions of school culture. The teacher motivation part was of five components with four Likert-style questions each. School culture was divided into five dimensions consisting of four Likert-style questions each.

The research instrument was adapted by the researcher from Motivation Questionnaire (John Smith, 2004) and School Culture Survey (Gruenert and Valentine, 1998). The adapted questionnaire was

slightly modified by the researcher by adding items to make the number of items for each dimension and component even.

The second phase of this study involved the pilot-testing of the research instrument for validity and reliability. The questionnaires were sent out to thirty teachers from KPIS International School (KPIS).

The third phase of the study involved the floating of the questionnaire. With permission from the school principals, teachers were given informed consent forms together with the questionnaire briefly describing the purpose of the study and direction to answer the questionnaire attached to it.

Participants were asked to complete the questionnaire which took less than 20 minutes to complete. The questionnaire uses 0-10 Rating Scale with 0 as the lowest possible choice and 10 as the highest. The scale 0-10 was represented in a number line. Participants were asked to put a mark on the scale that best describes their opinion and return the questionnaire to the researcher.

The data obtained from the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS v16.0).

PRESENTATION AND DATA ANALYSIS

Table 1 Distribution of Respondents

No.	Name of School	Number of Questionnaires Sent	Total Questionnaires Retrieved	
			n	%
1.	NIVA	30	30	100%
2.	Kevalee International School	30	30	100%
3.	Singapore International School Bangkok	30	30	100%
4.	Anglo-Saxon International School	30	30	100%
5.	Trail International School	30	30	100%
6.	St. Andrews International School	30	30	100%
	TOTAL	180	180	100%

As shown in Table 1, all the questionnaires distributed to six international schools were retrieved 100%.

Table 2 The level, rank and basic statistics on Teacher Motivation

Dimensions of Teacher Motivation	Rank	Basic Statics				Descriptive Equivalent
		mean	s.d	s.e mean	C.V.	
DRIVE	1	26.7278	5.2233	0.3893	*0.1954*	High
CHALLENGE	2	28.8111	5.7565	0.4291	*0.1998*	High
RELATIONSHIP	3	28.7944	5.9652	0.4446	*0.2072*	High
REWARD	4	27.9278	6.7799	0.5053	*0.2428*	High
CONTROL	5	26.4444	7.6962	0.5736	*0.2910*	High
TOTAL		*138.7056*	*24.8233*	*1.8502*	*0.1790*	High

As shown in Table 2, the level of Teacher Motivation is High with the mean of 138.7056 and a standard deviation of 24.8233. The overall value of the mean of all dimensions of Teacher Motivation is High. By the values of C.V. (varies from 0.1954 to 0.2910), it shows that the variation of all aspects of Teacher motivation in selected International Schools is inconsistent or diverse. According to rank, the highest level is Drive and the lowest level is Control.

Table 3 The level, rank and basic statistics on School Culture

Dimensions of School Culture	Rank	Basic Statics				Descriptive Equivalent
		mean	s.d	s.e mean	C.V.	
SUPPORT	1	29.1833	5.8391	0.4352	*0.2001*	High
PARTNERSHIP	2	27.1611	6.6351	0.4945	*0.2443*	High
COLLABORATION	3	26.5833	7.6442	0.5698	*0.2876*	High
PROFESSIONAL DEVELOPMENT	4	26.6667	7.7402	0.5769	*0.2903*	High
UNITY	5	27.8056	8.1234	0.6055	*0.2922*	High
Total		*137.4000*	*31.8701*	*2.3755*	*0.2320*	High

As shown in Table 3, the level of School Culture in different international schools is High with the mean of 137.4000 and standard deviation 31.8701. By the values of C.V. (varies from 0.2001 to 0.2922), it shows that the variation of all the aspects of School Culture is inconsistent or diverse. The coefficient of variation of "support"0.2001, "partnership" has coefficient of variation of 0.2443, "collaboration" has coefficient of variation of 0.2876, "professional development" has coefficient of variation of 0.2903, and "unity" has coefficient of variation of 0.2922

In terms of rank of the dimensions of School Culture, it was found that "support" was the highest level while the lowest was "unity".

Table 4 The Influence of School Culture on Teacher Motivation using method enter and method stepwise

METHOD ENTER					Variables in the Equation	METHOD STEPWISE				
p-value	t	beta	s.e.	b		b	s.e.	beta	t	p-value
0.0000	9.1530*		7.3280	67.0700	constant	68.4030	7.1720		9.5380*	0.0000
0.0000	3.7710*	0.4100	0.3530	1.3300	Collaboration	1.6660	0.2300	0.5130	7.2310*	0.0000
0.0140	2.4930*	0.2020	0.3450	0.8610	Support	0.8910	0.3020	0.2100	2.9560*	0.004
0.9140	-0.1080	-0.0120	0.3620	-0.0390	Professional Development					
METHOD ENTER					Variables in the Equation	METHOD STEPWISE				
p-value	t	beta	s.e.	b		b	s.e.	beta	t	p-value
0.1830	1.3380	0.1500	0.3420	0.4580	Unity					
0.9650	-0.0440	-0.0050	0.4360	-0.0190	Partnership					
0.4450	R^2	0.4380								
27.8920*					F	68.9420*				
0.0000					p-value	0.0000				

By using method enter of multiple regression analysis; it was found that the linear combination of the predictor variables (five dimensions of School Culture) significantly influence Teacher Motivation

with F value of 27.8920 and p-value of 0.000. Among the five dimensions of School Culture, two of them namely "Collaboration" and "Support" were significant to influence Teacher Motivation with t value of 3.7710* and 2.4930* respectively.

It was also found that the coefficient of determination, R-squared, was 0.4450. It means that 44.50 % of the variation in the criterion variables was accounted for by the linear combination of the five dimensions of School Culture.

By using method stepwise of multiple regression analysis, it was found that two predictor variables, "Collaboration" and "Support" were the necessary and sufficient dimensions to influence "Teacher Motivation" with t value of 7.2310* and 2.9560* respectively. It was also found that 43.80 % of the variation on the criterion variable was accounted for by the linear combination of the predictor variable.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

1. The level of Teacher Motivation in selected international schools in Bangkok in general was high in the areas of Drive, Control, Challenge, Relationship and Reward. "Drive" of teachers was found to have the highest level among other dimensions. Control had the lowest level. This means that teachers, team teachers and specialists from the selected international schools are highly motivated in terms of "drive".

2. The level of School Culture in selected international schools in Bangkok in the areas of Collaboration, Support, Professional Development, Unity and Partnership was high. "Support" dimension has the highest level. This means that participants highly value the support that they receive from their colleagues.

3. The most influential factors in School Culture are Support and Collaboration. Teachers are motivated to work and stay in a school because of the support and collaboration that they are receiving. They are highly driven whenever they feel they can get support and work harmoniously with their colleagues.

Conclusions

This study showed that teachers, however long or short their tenure is in the school, are directly motivated by their personal drive. Drive is an intrinsic motivation that pushes them, regardless of the surrounding environment. According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs (Cherry, 2016). It was also found that Support and Collaboration are dimensions of School culture that influence Teacher Motivation.

Recommendations

1. Given the results of this study, the researcher highly recommends that administrators conduct more activities to build rapport among their staff since it encourages and motivates teachers to work and stay in their field of work.

2. The researcher also recommends that administrators focus on strengthening the Support dimension of School Culture. This may be done through consistent team building activities and opening opportunities for dialogues within the members of the faculty. Collaboration dimension must be reinforced within the members of the school community by conducting regular meetings among the stakeholders to establish a positive school culture.

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