

**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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Received: 27th October 2020

Revised: 16th December 2021

Accepted: 10th January 2022

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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Keywords: Teachers' Perception; School Climate; Degree of Work Motivation

Introduction

Organization in its broadest sense pertains to an environment with people working together systematically and harmoniously. Every organization has its unique identity; it vividly differentiates it from other organizations known as its organizational climate (Forehand & Von Haller, 1964). A school is an example of an organizational environment with its climate and identity. It is a social organization that involves people with a common goal of cultivating students to become productive community members. Moreover, it integrates administrators, teachers, and students who all take part in all the educational activities and teaching-learning process systematically (Musgrave, 2017). The school as an educational organization has a huge responsibility in imparting knowledge, strengthening ability, and enhancing the students' attitudes in line with the principles of the educational system (Turkkahraman, 2015). Many aspects of the school accompany this responsibility to be conducive to learning. It involves maintaining a good social environment for all the stakeholders as well as other factors like exceptional leadership and resilience against external pressure while at the same time being able to maintain, adapt, and develop in achieving its goals (Hoy, Smith, & Sweetland, 2002). It is vital for the school to have a positive climate in which there is a spirit of collegiality and collaboration among the people within it in reaching the goals and where teaching and learning are at the core value and is satisfied (Pashiardis, 2000). In order to assess whether its function and objectives are being fulfilled and accomplished, the relationship between these people can be analyzed as a whole (Turkkahraman, 2015).

Several studies have been conducted which aims at understanding school climate. However, each study focuses on separate levels of education: elementary, middle, or secondary schools, and college or university level. With the widely proven influence and importance of school climate in determining the effectiveness of a school, it has been a subject in many researches leading to an extensive introduction of various variables, models, methodologies, and theories making it a challenge to define school climate with a singular notion (Anderson, 1982). However, most studies suggested that a unified definition of school climate could be conceptualized. School climate pertains to the lasting quality of the school environment as perceived and experienced by the people within it, including the administrators, teachers, and students, which directly influences their behavior towards instruction and achievement of the institution's goals.

Halpin and Croft (1962) articulated that school climate can be classified as either open or close. They enunciated that a principal demonstrates a democratic type of leadership in an open school climate. In contrast, in a close school climate, a principal utilizes a more authoritarian type of leadership. In another study conducted by Miles (1969), he defined school climate as healthy or unhealthy where he described a healthy school climate as one that thrives and strives despite the changes and challenges in its environment while on the other hand, an unhealthy school climate is one where turmoil is evident.

Likewise, motivation is also a vital concern for those working or who desire to work as administrators in different sectors of society, including education which involves managing and influencing others to attain a certain goal (Ryan & Deci, 2000). In general, motivation may be considered a singular paradigm; however, many studies suggest that motivation is affected by varying factors directly dependent on situations. When teachers are motivated, it is reflected in their practice, making the teaching-learning process effective. In addition, it was found that students whose teachers exhibit autonomous motivation had shown relatively high intrinsic motivation, are more confident, and enjoy the learning process compared to students whose teachers' motivation is extrinsically controlled (Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Direct motivating factors such as intrinsic and extrinsic motivation and indirect motivating factors such as social relationships, institutional support, a sense of autonomy, and self-realization are just some factors that significantly influence teacher motivation (Praver & Oga-Baldwin, 2008).

In general terms, both school climate and teacher motivation are vital factors to be studied in the educational context because of their influence on attaining effectiveness. Both factors need necessary attention and improvement for a school to prosper in the long run. An excellent school climate benefits the students in many ways in terms of both social and emotional development (McGiboney, 2016) and academic achievement (Goddard, Sweetland, & Hoy, 2000). Aside from the students, school climate also affects teachers in terms of retention (Cohen, McCabe, Michelli, & Pickeral, 2009), work motivation (Neves & Coimbra, 2018), and commitment (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). It was found that teachers have significantly higher intrinsic motivation and self-efficacy in safe and supportive schools (Reaves & Cozzens, 2018). School climate also influences teachers' work motivation with great significance on collegial leadership and school community interrelationships (Ladyong, 2014), and teachers working in a school which they perceive as having an open climate have high motivation and high level of self-esteem than those who perceive their school climate as being closed (Anees-ul-Husnain, 2011). Conclusion: Teachers' motivation

and school climate simultaneously (Nebiyu, 2015) and require in-depth discussion to achieve efficacy.

As one of the most established school institutions in Samutprakarn Province, Assumption College Samutprakarn is notable for producing successful and quality students in terms of academics and sports. Together with this established name in the academe world is pressure to maintain and sustain its quality with the increasing competition of school institutions and demands from society. It is vital to make educational reforms that aim at unceasingly producing excellent and responsible members of society. For this reason, maintaining a positive school climate where the administrators, teachers, and students are in harmony is significant. To continuously achieve academic excellence for the students, a school must maintain a positive school climate for the teachers as their performance influences their students. A motivated teacher will be more passionate about teaching and show better performance, reflecting the students' achievement. It is for this reason that this study was conducted.

Research Objectives

This research was conducted for the following research objectives:

1. To determine the teachers' perception of the school climate at Assumption College Samutprakarn.
2. To determine the degree of teachers' work motivation at Assumption College Samutprakarn.
3. To examine the relationship between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn.

Literature Review

Organizational climate has long and widely been studied in different areas of psychology and business. Many of which had identified other constructs and dimensions depending on the foci of their study. Organizational climate may be defined as the shared perceptions of and meaning attached to the policies, practices, and procedures employees experience and their behaviors in getting rewarded, supported, and expected (Schneider, Ehrhart, & Macey, 2012). The study and complexity of organizational climate are evident, and numerous factors are ranging from the leadership style, physical structure and settings, organizational processes, and work attitude are just some of them. With this, Litwin and Stringer's (1968) model recommends that integration with organizational behavior theories like motivation is essential to the multifaceted concept of organizational climate. Integrating organizational climate and organizational behavior theories will reveal the relationship between the two concepts and the variety of organizational climate

dimensions' significance in the development of climate (Jeswani & Dave, 2012).

A social association consisting of two or more people whose aim is to achieve a common goal is an organization. An educational system is a type of administrative organization from a sociological point of view because of the many factors and forces. According to Kornblum, Julian, and Smith (1992), a school can be considered a bureaucratic organization and a sub-institution of an educational system. Since the school is regarded as an educational organization, it is expected to impart knowledge, strengthen ability, and enhance the students' attitudes in line with the principles of the educational system (Turkkahraman, 2015). A school consistently integrates people such as students, teachers, and administrators who contribute to both the instructional and educational activities systematically and systematically (Musgrave, 2017). To meet society's educational needs and continually produce educational activities, society has established schools as one of many social organizations (Hunt, 2012). Therefore, a school as an organization possesses its organizational climate.

School Climate

Organizational climate has long been studied in the educational context. However, studies are separately conducted on different levels, such as primary (Halpin & Croft, 1962), middle schools (Hoy, Hannum, & Tschannen-Moran, 1998), high schools (Hoy, Tarter, & Kottkamp, 1991), and universities and colleges (Pace & Stern, 1958).

School climate was described by Daryanto and Tarno (2015) as a set of qualities that gives rise to the atmosphere of each school. It includes different factors present in the school environment, such as its structures, the curriculum, principal leadership, social interaction, and the learning environment. It also may involve the implementation of traditions, work conduct, and morale in the organization (Pidarta, 1995). Moreover, school climate, as defined by Freiberg (1999, p.11), is "the heart and soul of the school, the essence of a school leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day." And as described by Hoy et al. (1998), it refers to the long-term quality of the entire school as experienced by its stakeholders; it is described by the sum of their perceptions of routine behavior, which affects their attitudes and conduct in the school. Further, they suggested two perspectives on school climate, which they described as openness and health.

Research conducted by Hoy et al. (1998) proved the link between school organizational climate and student achievement. The study of Syahril and Hadiyanto (2018) claimed that school climate is a key element in determining the survival of educational management. They also attest that school stakeholders function best in a conducive climate that displays support and reinforcement.

Studies have revealed that students' emotional and social development are directly influenced by the quality and effectiveness of a school climate and that students develop resiliency and cope best with social-emotional concerns in a positive school climate (McGiboney, 2016). On the contrary, a negative school climate affects and may worsen the students' social-emotional and psychological welfare, leading to mental health problems (McGiboney, 2016). Some may have a long-term effect (Somersalo, Solantaus, & Almqvist, 2002). A direct influence of school climate has also been proven in student achievement. Some of the school climate aspects that have been studied that results in high academic achievement among students are teachers' characteristics such as commitment and trust in students, setting high but achievable goals (Goddard, Sweetland, & Hoy, 2000), teachers efficacy, effective leadership, and positive interrelationships among students, teachers and administrators, school resource allocation (Wang & Degol, 2016), and finally is the school's structural features (Simons, Hwang, Fitzgerald, Kielb, & Lin, 2010). Aside from the students, school climate also affects teachers. Unsupportive administration, student discipline difficulties, and decision-making issues are school climate factors associated with reduced retention among teachers (Cohen, McCabe, Michelli, & Pickeral, 2009). Furthermore, the feeling of belongingness in the institution is significant to boost their commitment (Thapa, Cohen, Guffrey, & Higgins-D' Alessandro, 2013).

Open and Closed School Climate

The theory of an open school climate, which was one of the school climate theories adapted to this study, was founded on the study initially conducted by Halpin and Croft (1962), where they described the organizational climate as the "*personality* of the school" which they viewed along a continuum from open to close. Their study focused on the social interaction between teacher-teachers and teacher-principal interaction inside the school. They have developed the Organizational Climate Description Questionnaire (OCDQ) to measure the said interrelationship, with six climates drawn along their previously proposed continuum ranging from open to closed climate. The six identified climates were open, autonomous, controlled, familiar, paternal, and closed. In an open school climate, a high degree of authenticity is a distinguishing characteristic in which the principal and the faculty members

show genuine behavior. There is a free and open interrelationship between the principal-teachers and teachers-teachers within the organization in this climate. There is a commitment in the faculty, and the principal leads as an example, provides proper support and consideration, and appropriate structure and direction amongst the subordinates. Because of these relationships between the principal and the faculty, a more relaxed atmosphere within the organization can be observed, a profound leadership and supervision are utilized only when there is a need and when it is appropriate. Finally, there is no exclusivity in an open school on task achievement or social-needs satisfaction since both are achieved naturally in this free environment (Hoy et al., 1998).

A closed school climate is viewed as the opposite of an open school climate. A genuine relationship between the principal and the teachers is not evident in this climate. The principal's leadership style is focused on a more routine work lifestyle and unnecessary busy work, and teachers, therefore, respond at a minimal level with little satisfaction. The principal's leadership style is ineffective, resulting in frustration and lethargy in teachers. In conclusion, the atmosphere in a closed climate is regarded as inauthentic and unfree (Hoy et al., 1998).

Concept of Healthy School Climate

The concept of school health is also significant and was elaborately studied to explain the organizational climate of schools. Organizational health in schools was examined due to the lack of success in explaining student achievement in the study of open and closed schools. Organizational health was first introduced by Miles (1969). Where he defined a healthy organization as "not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and expands its coping abilities" (Miles, 1969; p.378).

After a more profound and elaborate study, Parsons (1967) suggested that a healthy organization is said to be imbued with harmonious technical, managerial, and institutional levels and one that meets both instrumental and expressive needs as well as effectively manages external disruptions by leading its energies towards attaining its vision and goals. It also reflects a positive interrelationship between its students, teachers, and administrators and is driven by academic excellence. In this organization, principals set high expectations towards the teachers but support their needs and exhibit friendly and open behavior. On the other hand, teachers show confidence in themselves and their students and set high but attainable goals for their students. In

contrast, the students work hard and respect academically inclined peers (Hoy et al., 1998).

On the other hand, an unhealthy school climate is one in which nobody would enjoy being. There is no harmonious relationship between the teachers, students, and administrators in this climate. Because of these, the school is seen as a manifestation of a climate of conflict and disorder. The principal is controlling and shows close supervision among the teachers, which is the opposite of how the teachers view the students. Teachers see students as disruptive and take their academic achievement from minor to no significance, while students prioritize learning and academic excellence. They do not try very hard in their studies, and academically inclined students are not respected. As a result, intervention and demand from parents and the community are experienced. In general, an unhealthy school climate is when participants are forced to be rather than want to be (Hoy et al., 1998). Organizational Health Inventory (OHI) is a questionnaire developed by Hoy and Fedman (1987) and measured seven identified organizational health climate dimensions founded on Parsons' concept of the school health framework.

Although both OCDQ and OHI are widely utilized as measures for school climate, profound studies have shown overlapping parts on both healthy and open school climates. It was discovered that an open school climate is often healthy while a close school climate is frequently unhealthy (Dan Y., 2018). Because of this, Hoy, Smith, and Sweetland (2002) put together the concepts of open and closed school climate theory and school health and amended the OCDQ and OHI. In their comprehensive study, Hoy et al. (2002) designed the Organizational Climate Index (OCI) and has identified four dimensions of school climate, which they had measured and are as follows;

Dimension (1): Collegial leadership pertains mainly to the principal's leadership style. It refers to the leadership style that establishes a clear goal, expectation, and performance among the teachers to achieve the school's goal while setting a democratic, open, and positive social interaction within the working environment.

Dimension (2): Professional teacher behavior pertains to teachers having professional treatment and respect among their peers and colleagues, maintaining healthy competition and showing support and collaboration among them, possessing the ability to make decisions independently, and showing commitment to the students.

Dimension (3): Achievement press refers to a school that sets high but attainable educational quality and goals. Consequently, school stakeholders, including the principal, teachers, and parents, but great determination to reach or maintain high standards and are highly motivated to pursue constant development. As a result, students who show perseverance and work hard for their academic achievement are respected by their peers and teachers.

Dimension (4): Institutional vulnerability is the degree of vulnerability of the school to external environment and pressure such as prominent and outspoken parents and groups. In this kind of situation, when both the principal and teachers are in a defensive state, they are unprotected and suggest that the school has a high institutional vulnerability.

Motivation

Motivation has long been studied in psychology, for it is at the core of biological, cognitive, and social regulation. It is also considered vital in our conscious reality because of its consequences which mainly pertains to production. This makes motivation a foremost concern to those dealing with managing people and influencing them to act (Ryan & Deci, 2000). In every culture, it was also determined that the explanations as to what motivates a person, may it be behavior and values they are interested in or external motives, is a matter of significance (Johnson, 1993). Many researches have proved that people are motivated by various factors depending on their experiences and in different situations. These factors may include their passion or interest in their task or a bribe. It could also be an activity that they highly value or external coercion. They might be motivated into action simply because of their interest in the task or external pressure from the managers or the workplace. The response of an individual to certain actions depends on their degree of motivation as well as the reason behind the motivation. With the integration of all of these complex ideas regarding motivation, Ryan and Deci (2000), in their comprehensive research on motivation, presented the Self-determination Theory of Motivation, where they put motivation along a continuum depending on their regulatory styles, which are external regulation, introjected regulation, identified regulation, and intrinsic regulation and which were adapted in this recent study.

Self-determination Theory of Motivation

The researcher adopted the Self-determination Theory of Motivation as the major theory of motivation for this research. According to a study conducted by Gagné, Forest, Vansteenkiste, Crevier-Braud, Van den Broeck, Aspel, & Westbye (2015), SDT is a theory of motivation that is widely accepted and has been widely recognized to be cross-culturally valid in numerous life

dominions. SDT focuses on investigating an individual's innate growth tendencies and innate psychological needs, which are the foundation of self-motivation and personality amalgamation, in addition to all other circumstances that foster those positive processes (Ryan & Deci, 2000). Based on empirical studies conducted by the authors of SDT, they have identified three dimensions of needs that are needed to be satisfied to achieve optimal functioning of the natural tendencies for growth and integration, productive social growth, and personal welfare. Such needs are competence, relatedness, and autonomy (Ryan & Deci, 2000).

In general terms, SDT pertains to a multidimensional view of motivation and identifies ways how to stimulate and discourage these various types of motivation. In this theory, motivation has been categorized into three: amotivation, intrinsic motivation, and finally, extrinsic motivation. Amotivation, in simple terms, is described as the absence of motivation in an activity. Intrinsic motivation is exhibited when an action is done due to the interest and enjoyment the individual gets from it. On the other hand, extrinsic motivation is when an individual does an action or an activity due to external motivation, which includes receiving rewards in different forms or recognitions due to ego and increased self-esteem, achieving a personal goal, or avoidance of punishments or criticism. Since extrinsic motivation is diverse, SDT has divided these into various categories depending on internalization. Internalization is when a person takes a previously considered external motivation such as rewards or punishments as something of value or is a goal and acts on it. In turn, that motivation becomes internally regulated. Externally regulated motivation is a non-internalized type of extrinsic motivation which is mainly driven by gaining rewards or avoiding punishments from others or due to compliance. Then, introjected regulation refers to an action taken to do an activity or the type of behavior shown due to internal pressure of an individual such as ego, guilt, or humiliation and internal rewards and punishments. Both externally regulated and introjected regulated behaviors are deemed controlling (Ryan & Connell, 1989). Finally, identified regulation is a type of controlled motivation that is somewhat internal and is shown when an action is deemed as something that is valuable or meaningful by others and therefore considers it as their own. The decision to accept the value of the action was influenced but wilfully driven as it is personally important to them and is therefore considered volitional. However, identified regulation is different from intrinsic motivation as the action is not genuinely done out of innate satisfaction but due to its conscious value to the person. Lastly is the integrated regulation, which is considered an internally regulated type of motivation as the source of motivation is self-awareness.

Conceptual Framework

In this study, the researcher strived to assess and determine the relationship between the teachers' perception of the school climate and their level of work motivation at Assumption College Samutprakarn, Thailand. There were two main constructs in this research: the teachers' perception of the school climate and their level of work motivation. Teachers' perception of the school climate was measured in four different dimensions such as 1) collegial leadership, 2) professional teacher behavior, 3) achievement press, and 4) institutional vulnerability, whereas teachers' level of work motivation was evaluated in four dimensions as well namely; 1) external regulation, 2) introjected regulation, 3) identified regulation, and 4) intrinsic regulation. Figure 1 illustrates the conceptual framework of this study.

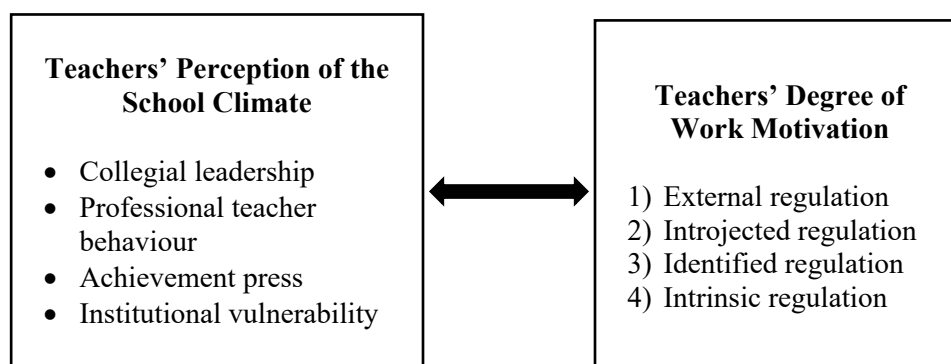


Figure 1. *Conceptual Framework of the Study*

Research Methodology

Research Population

This study was conducted at Assumption College Samutprakarn, Thailand, in 2020. The target respondents of the study were all Thai teachers at all levels, starting from primary to secondary levels of both programs, which are the Modern Language Program (MLP) and English Program (EP), which comprises 175 full-time Thai teachers. From the 175 survey questionnaires distributed, 160 were successfully returned with a 91% return rate.

Research Instrument

This study utilized a three-part questionnaire to gather data for quantitative analysis. The first part collected and analyzed the teachers' demographic profile of their gender, age range, job tenure, educational background, and teaching level.

The second part comprises 30 questions with a 5-point Likert-type scale with agreement levels ranging from "never occurs" (1) to "always occurs" (5). It

measured the teachers' perception of the school climate by adapting the Organizational Climate Index (OCI), a short organizational climate measure for schools developed by Hoy, Smith, and Sweetland (2002). They initially identified four dimensions of school organizational climate: collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Moreover, some adapted questions were rephrased, and all questions pertaining to the "principal" were asked not from the principal measure but from the administration's measure. The questions asked used the following style of "*The administration....*" such as "*The administration explores all sides of topics and admits that other opinions exist.*" The questions were arranged in a non-systematic order to prevent the respondents from answering in a patterned manner.

For the third part of the questionnaire, which evaluated the teacher's perception of their degree of work motivation, the questions that were adapted and utilized were from the Multidimensional Work Motivation Scale (MWMS) originally developed by (Ryan & Deci 2000) and has been validated in nine countries and seven languages as well as in the educational context. The original questionnaire consisted of a 19-item measure of work motivation theoretically grounded in Self-determination theory (SDT). Still, in the adapted survey questionnaire, the measure for amotivation from the original source was not included. It is antagonistic to motivation and would yield a negative and no significant difference in the study. Therefore, the questions used for measuring the teachers' degree of motivation were only composed of 16-items that applied a 5-point Likert-type scale with 1 to 5 signifying the level from "*not at all*" (1) to "*very strongly*" (5).

Results

Research Objective One

For this study's first objective, which was to measure the teachers' perception of the school climate, Mean and Standard Deviations were used. Table 1 below shows that the overall mean score of the teachers' perception of the school climate at Assumption College Samutprakarn based on the four dimensions was 3.84, which indicates a high level of perception. The research finding also showed that among the school climate dimensions understudy, the Mean score of institutional vulnerability (3.48) was interpreted as at a moderate level, whereas collegial leadership (3.74), professional teacher behavior (4.17), and achievement press (3.95) were interpreted as high.

Table 1. *Summary of Means and Standard Deviations of Teachers' Perceptions of School Climate at Assumption College Samutprakarn (n = 160)*

School Climate	Mean	SD	Interpretation
Collegial Leadership	3.74	.55	High
Professional Teacher Behaviour	4.17	.52	High
Achievement Press	3.95	.44	High
Institutional Vulnerability	3.48	.56	Moderate
Overall	3.84	.38	High

Research Objective Two

Regarding the second objective, which is to measure the teachers' degree of work motivation, Mean and Standard Deviations were also used, and based on the result as shown in table 2, it revealed that the overall mean score of the teachers' perception of their work motivation at Assumption College Samutprakarn was 3.87 which was interpreted as at a high level. In addition, the data can be interpreted as introjected regulated motivation being the type of motivation that mostly drives them at work as they gave it the highest mean score (4.20), followed by identified regulated motivation (4.15), next was intrinsic regulated motivation (4.06). Finally, extrinsic regulated motivation still drives them at work but only at a moderate level (3.42).

Table 2. *Summary of Means and Standard Deviations of Teachers' Perceptions on their Degree of Work Motivation at Assumption College Samutprakarn (n = 160)*

Degree of Work Motivation (based on Regulatory styles)	Mean	SD	Interpretation
Extrinsic regulation	3.42	.65	Moderate
Introjected regulation	4.20	.73	High
Identified regulation	4.15	.67	High
Intrinsic regulation	4.06	.77	High
Overall	3.87	.55	High

Research Objective Three

The method used to evaluate the relationship between the teachers' perception of the school climate and their work motivation was the Pearson Product Moment Correlation. Table 3 illustrates the correlation between these two constructs, which were moderately positively correlated, $r = .559$, $p < .05$. This meant a significant relationship between the teachers' perceptions of the school climate and their degree of work motivation at Assumption College Samutprakarn, Thailand. Therefore, the research hypothesis was accepted, and the null hypothesis was rejected.

Table 3

Pearson Correlation between the Teachers' Perceptions of the School Climate and their Work Motivation at Assumption College Samutprakarn (n = 160)

		Work Motivation	Conclusion
School Climate Perception	Pearson Correlation	.559**	There is a significant relationship between the two variables
	Sig. (2-tailed)	.000	

** Correlation is significant at the 0.01 level (2-tailed).

Discussion

Teachers' Perceptions of the School Climate

Based on the statistical result of this study and as supported by other previous research on similar concepts discussed in the review of related literature, it revealed that the teachers at Assumption College Samutprakarn, Thailand had a positive perception of the school climate. Their perception was also determined as being at a high level in which, therefore, the target school must be able to retain among their teachers. As stated by Freiberg (1999), school climate represents the heart and soul of the school in which its essence leads all stakeholders to appreciate it. It embodies the lasting quality of the school as described and experienced by its stakeholders, who directly affect their behavior within it (Hoy et al., 1998). Hence, school climate is a significant factor in the administrative and educational process within the school and must not be disregarded. The data also illustrates that three school climate components, *professional teacher behavior*, *achievement press*, and *collegial leadership*, gained a *high* mean score, suggesting a good and professional relationship among the teachers, students, and administrators at Assumption College Samutprakarn, Thailand. It also demonstrates that the teachers respect, support, and trust the leadership of the school administration and that they are given the opportunity and autonomy at work. The school was also deemed to have high but achievable goals that the teachers are aware of and collaborate to achieve. However, in *institutional vulnerability*, the result has shown that it is at a *moderate* level. It also revealed that among the four components of the school climate investigated, the teachers were most satisfied with professional teacher behavior as it gained the highest mean score. This indicates that the teachers at the target school have a virtuous and professional relationship. There is a healthy and respectful work competition, high commitment to students' achievement, autonomy at work, and shared collaboration, camaraderie, and support among colleagues and the administration. Ahmad, Said, Zeb, and ur Rehman (2013) stated teachers with positive professional teacher behavior are significantly related to their performance in the instructional process, as they are more enthusiastic in their

profession itself. This reflects their respect for their colleagues and students and their enthusiasm and active participation in school activities.

Likewise, the teachers also positively perceived the school climate based on achievement press. This implies that despite the school's high standards and goals, the teachers had a positive stance on it and believed it was attainable. As Hoy et al. (1998) mentioned in their in-depth research on school climate, teachers who have a high perception of achievement press show confidence in themselves and their students and set high but attainable goals for their students. While the students work hard shows respect towards academically inclined peers. The teachers also display support and commitment to the students to achieve their utmost academic potential. The teachers recognize academic pressure among parents, colleagues, and administration so that other students and teachers respect students who meet the school's standards. Mutual respect is given to all. Moreover, according to a study conducted by Smith and Kearney (2013), achievement press significantly and independently contributes to school success. Van Houtte (2005) also stated that the acknowledgment and application of achievement press had been shown to augment the quality and effective education.

The teachers also had a positive insight regarding collegial leadership since it was also high. It indicated that they clearly understand their role within the institution and their goals, which they must achieve. This also reflects that the leadership was viewed positively, and the administration satisfied the teachers' social needs and cooperated with them in achieving the established goals. Many studies have proven that the principal's leadership style is significantly related to teachers' motivation. In a study conducted by Eyal and Roth (2011), it was cited that collegial leadership is a vital factor in school climate since the leadership styles of school leaders play an important role in teacher motivation and welfare. They also found out that the type of leadership implemented towards the educational staff facilitates that type of motivation. An autonomous type of leadership will promote autonomous motivation, satisfaction, and well-being since the result showed a positive outcome. It suggests that the administration at Assumption College Samutprakarn demonstrated a democratic type of leadership, which conveyed a high degree of independence, relatedness, and competence among the teachers.

However, the teachers perceived the school's institutional vulnerability as being at a moderate level, which was slightly lower, different from their perception of the other three school climate components. However, this does not pertain negatively to the school, as having this factor at a moderate level means that the school entertains external stress and pressure at a reasonable

value but at the same time retains its honor and equally supports its teachers and other stakeholders. It may entertain some external concerns but weighs in its importance and accordance with the school to make justifiable, harmonious, and rational judgments.

Teachers' Perception of their degree in Work Motivation

On the subject of work motivation, the study had shown that the teachers at Assumption College Samutprakarn, Thailand were positively and highly motivated. An in-depth analysis of the teachers' degree of motivation indicated that they were highly introjected regulated, identified regulated, and intrinsic regulated. In contrast, their extrinsic regulated motivation was at a moderate level. By category, they had the highest mean score for introjected regulated motivation, followed by identified regulated motivation and then by intrinsic regulated motivation. This meant that the teachers at Assumption College Samutprakarn's degree of motivation were highly controlled by internal pressure such as ego and humiliation as well as internal rewards and internal punishments. In addition, they are also highly motivated by the personal value of their work and their passion for their profession, along with finding their work interesting and enjoyable. Reaves and Cozzens (2018) suggested that teachers have higher intrinsic motivation and self-efficacy in safe and supportive schools, which the target school must possess with this study outcome. Additionally, from her research, Ahn (2014) advised that autonomous motivation, support, and structure must be stimulated among teachers to facilitate students' autonomous motivation, which infers that intrinsically motivated teachers correspondingly motivate students learning intrinsically.

Correlation between the Teachers' Perceptions of the School Climate and their Work Motivation

As a final point, based on the statistical outcome of the study, it was evident that the research hypothesis was correct and thus was accepted as the result revealed that there was a significant relationship between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn, Thailand. Furthermore, as the result shows, the researcher believes that Assumption College Samutprakarn has an open and healthy school climate where teachers are highly motivated. Moreover, as the study suggests, school climate dimensions understudy, collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability are important aspects that affect teachers' degree of work motivation. High perceptions and satisfaction with collegial leadership, professional teacher behaviour, and achievement press result in highly motivated teachers. These factors are deemed vital to maintaining a school

climate as collegiality among teachers provides teachers the professional growth they need (Darling-Hammond & McLaughlin, 1995) and can modify their teaching pedagogy (Martin, 2008). Besides, it is significant because it decreases emotional stress and burnout among teachers (Abdallah, 2009; Nias, 1999). It also greatly impacts teachers' motivation and job commitment and greatly influences their willingness to amend their instruction (McLaughlin & Talbert, 2001). As to the result where teachers deemed themselves as going the 'extra mile' for the students, studies have revealed that teachers who had shown confidence and supported their students' capabilities made the students display positive changes and strengthen their beliefs about their academic capabilities (Roeser & Eccles, 1998). Further, Ryan & Deci (2000) also cited that students were found to be more intrinsically motivated toward learning when the teachers were compassionate and supportive.

Subsequently, a sufficient level of achievement pressure from the school, either student or teacher-centered, is a source of motivation. As they strive for various ways to help the school accomplish the set goals, may it be through professional development, advanced studies, expert consultations, and collaboratively working together (Sia-ed, 2016). Additionally, a study led by Yao et al. (2015) concluded that school leaders must unceasingly maintain a high-quality working atmosphere so teachers will toughen their sense of obligation in dedicating themselves to their profession.

Conclusion

During the conduct of the recent study, the mean score of the teachers' perception of the school climate at Assumption College Samutprakarn in the academic year 2020 was at a high level as it gained an overall mean score of 3.84. Examining the components in detail, it was discovered that there were differences in the higher-level occurrences of its four dimensions where *Professional Teacher Behaviour* gained the highest level of the teachers' perception (4.17), followed by *Achievement Press* (3.95), next is *Collegial leadership* (3.74), and lastly is *Institutional vulnerability* (3.48). All findings regarding the three components, namely, Professional Teacher Behaviour, Achievement Press, and Collegial leadership, resulted in a high level of perception. At the same time, *Institutional vulnerability's* outcome was viewed and interpreted moderately.

Regarding the teachers' perception of their degree of motivation at Assumption College Samutprakarn, Thailand, in the academic year 2020-2021, its mean score was 3.87, which means that the teachers' motivation was at a high level. The data gathered also showed differences in the higher-level occurrences among the degree of motivation based on regulatory styles. In

detail, it was discovered that the teachers' motivation was highly *introjected* (4.20), *identified* (4.15), and *intrinsically regulated* (4.06). However, their *extrinsic regulated* (3.42) motivation was interpreted as being moderate.

On the correlation between the teachers' perception of the school climate and their work motivation, data analysis has shown that at a .05 level of significance, the significant value between the relationship of the two variables was 0.00, which was less than .05. It meant a significant relationship between the teachers' perceptions of the school climate and their work motivation at Assumption College Samutprakarn, Thailand. It also showed that the Pearson correlation r was .559, which implied that the correlation between the teachers' perception of the school climate and work motivation was positive.

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