



17th International Conference
December 5-7, 2024 in Osaka, Japan

GUIDELINES FOR CREATING MOTIVATION OF SCHOOL ADMINISTRATORS THAT PROMOTE THE PERFORMANCE OF TEACHERS

Supaporn Sripumma

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

E-mail: s66561802046@ssru.ac.th

Thada Siththada

Graduate School, Suan Sunandha Rajabhat University

E-mail: thada.si@ssru.ac.th

Abstract

The objective of this article was to study the enhancement of motivation among school administrators to promote teachers' performance. Motivation is a crucial factor influencing human behavior, as it stimulates individuals to willingly and diligently perform tasks according to the organization's goals. Managing teachers and staff to achieve the organization's ultimate objectives is a vital responsibility of school administrators, requiring knowledge and skills in personnel management focusing on behavioral education, both individual and organizational. Understanding the concept of creating personal motivation will help school administrators recognize the needs and motivations of teachers and staff, enabling them to effectively cultivate motivation in their work, leading to successful management of educational institutions

Keywords: Motivation, School administrators, The Performance of teachers

Introduction

Educational administrators, as key players in achieving educational objectives, must prioritize the management of human resources, or "people," in addition to managing all resources within the institution. "People" are recognized as a primary factor influencing organizational success. Given the critical importance of human resources, organizations face new challenges in attracting and retaining valuable personnel. Therefore, organizational development hinges on several key success factors: clear policies and guidelines, effective and systematic planning, implementation, and a robust evaluation and monitoring system. These are crucial for achieving organizational goals efficiently and effectively (Pacharawit Chansri, 2019). Administrators, therefore, need not only these skills but also the knowledge and skills to motivate teachers and educational personnel within the institution to foster loyalty and commitment, ensuring everyone works towards a common goal.

Current socio-economic and political changes necessitate adaptation across family life, schools, and various organizations. Individuals face challenges in coexisting and understanding those around them. Subordinates, in turn, desire understanding supervisors who are empathetic to their feelings and work-related problems. These issues significantly impact organizational performance, directly affecting productivity. Dissatisfied, demotivated personnel lead to decreased productivity, absenteeism, and even resignations, negatively impacting the organization, causing delays and setbacks (Priyaporn Wonganutaroj, 2004). Motivation therefore plays a crucial role in employee performance. Administrators must possess a thorough understanding of motivation principles. The level of employee motivation depends on the perceived benefits of their actions. Motivation stems from both managerial actions and existing work systems. It is the unavoidable responsibility of supervisors to create a motivating environment for optimal organizational performance (Phanas Hannakin, 1999, p. 130). Work motivation encompasses more than just compensation; it includes achievement, recognition, responsibility, job characteristics, and career advancement – motivators (Motive Factors)

driving effort and job satisfaction. Factors leading to dissatisfaction are related to external conditions, including policies and administration, interpersonal relationships, job security, work environment, and compensation – these are hygiene factors (Maintenance Factors).

To achieve the educational goals outlined in the National Education Act, educational administrators must possess strong managerial skills encompassing planning, curriculum and instruction management, and effective interpersonal relationships. They must be able to persuade and motivate colleagues using effective communication (Suwat Julsawann, 2019). Therefore, administrators require these skills, as well as the ability to foster motivation among teachers to effectively drive the institution towards its educational goals.

Concepts and Theories of Motivation

Definition of Motivation

Vroom (1964, cited in Darin Patimetheeporn, 2013) defines work motivation as the willingness to work in response to employee satisfaction to achieve organizational goals. It is the administrator's responsibility to motivate employees by setting direction for continuous work. It can be described as a process that drives employees to desire to engage in activities.

Mallika Tonsorn (cited in Jarunee Sarnork, 2010) defines motivation as the willingness and readiness of an individual to dedicate effort to achieve work goals. Motivated individuals demonstrate enthusiastic behavior, clear direction, and perseverance in the face of obstacles.

Stephen Robbins (cited in Suphaporn Gaenchan, 2010) defines motivation as an individual's intention to utilize their strength and abilities to pursue various activities to achieve organizational goals. Motivation is an internal process that generates energy and direction for specific actions.

Kotler and Armstrong (2002) report that human behavior is driven by motives or drives – needs intense enough to motivate behavior to satisfy them. Individual needs vary; some are biological (e.g., hunger, thirst), arising from tension; others are psychological (e.g., recognition, esteem, belonging). Most needs may not be sufficient to motivate action at a given time. A need becomes a motive when sufficiently stimulated to create tension.

Therefore, "motivation" can be summarized as a process stimulated or influenced by stimuli, leading to a response aimed at achieving a purpose. For example, if a student sees a role model's success through media, this sparks interest and a desire to emulate the role model, striving hard for similar success.

The Importance of Motivation

Motivation significantly impacts work performance and quality. Educational administrators must understand what motivates teachers for effective performance. Motivating individuals is not simple, as responses to work and organizational approaches vary. The importance of motivation can be summarized as follows:

Surasak Wanichyawatakul (2016) highlighted the importance of work motivation:

1. Energy: A crucial driving force behind human actions and work behavior. Highly motivated individuals are diligent and proactive, achieving goals, unlike those who merely go through the motions.

2. Persistence: Fosters perseverance, resourcefulness, and the application of knowledge, skills, and experience to maximize work output. Motivated individuals don't easily give up, even with obstacles, and continuously seek improvement upon achieving success.

3. Variability: Changes in work approaches sometimes lead to better methods and results. Some psychologists believe that change signifies personal growth and the pursuit of new knowledge. Highly motivated individuals, when striving for objectives, persistently seek and correct errors, leading to improved work methods.

4. **Work Ethics:** Motivated individuals strive for progress and demonstrate strong work ethics, characterized by responsibility, commitment, and discipline. Such individuals are typically dedicated to their work, leaving little time for unproductive activities.

Atkinson (1966, cited in Tittiya Somsit, 2010, p. 43) described work motivation as a driving force arising from the awareness that one's actions will be evaluated against high standards. Positive evaluation, especially for challenging tasks and skill-based achievements (not due to chance), leads to satisfaction; conversely, failure leads to dissatisfaction.

Cribbin (1981, p. 139, cited in Winaya Khonton, 2013, p. 10) noted that individuals starting new jobs or roles often have high initial motivation. However, if this motivation declines due to any factor, a psychological imbalance arises, resulting in decreased work quality, lack of responsibility, and a mere "going through the motions" approach. This imbalance can be severe and may go unnoticed. Motivation, therefore, is a process of stimulating employees to improve their performance, leading to increased psychic income. Strong motivation leads to dedicated effort; conversely, decreased motivation results in diminished effort.

In summary, motivation is fundamental to behavior. Some individuals are highly dedicated, while others are apathetic. Motivational factors driving work behavior stem from both internal and external sources. The most significant factors are basic needs (food, shelter, etc.), safety, social belonging, recognition, advancement, esteem, and achievement/security.

Based on the above definitions and importance of motivation, several relevant theories from various scholars are presented below.

Theories of Motivation

Maslow's Hierarchy of Needs Theory (Anicha Wang Kaewjamnong, 2009, pp. 66-68)

Abraham Maslow emphasized the sources of motivation, such as biological or instinctual needs, explaining why people behave to satisfy themselves. One need doesn't affect behavior long-term; others replace it. People constantly seek to fulfill needs, as the desire for fulfillment is endless. He proposed a five-level hierarchy:

1. **Physiological needs:** Basic needs for survival, including food, air, water, sleep, and sexual drive.
2. **Safety needs:** Seeking security in housing and stability.
3. **Belonging and love needs:** Social acceptance, love, friendship, roles, and participation.
4. **Self-esteem needs:** Internal needs, such as being liked and respected by others.
5. **Self-actualization:** The highest level, understanding and realizing one's capabilities and using them to fulfill personal needs, regardless of reward.

Herzberg's Two-Factor Theory (Herzberg, 1975, pp. 113-115, cited in Phonsilp Sriruangrai, 2010, pp. 84-90)

Herzberg's research in 1959 led to his two-factor theory (motivator-hygiene theory). He posited two human desires: first, to eliminate physical suffering (hunger, illness, harsh conditions); second, to experience psychological well-being (pride in achievement, recognition, a good life, advancement). His research using interviews and questionnaires revealed that factors leading to job satisfaction and dissatisfaction are directly related to the work itself (motivators), while factors preventing dissatisfaction and maintaining motivation are separate (hygiene factors).

1. Motivating factors: Factors leading to job satisfaction, directly related to the work:
 - 1.1 Achievement: Solving problems, preventing problems, leading to satisfaction upon completion.
 - 1.2 Recognition: Recognition from supervisors, colleagues, clients, or others, through praise, congratulations, encouragement, or other expressions of appreciation.
 - 1.3 The work itself: Interesting, creative, challenging work, or work completed independently from start to finish.
 - 1.4 Responsibility: Satisfaction from new responsibilities and full autonomy without close supervision.
 - 1.5 Advancement: Promotions, higher positions, opportunities for training and education.
2. Hygiene factors: Factors maintaining motivation; their absence or inadequacy leads to dissatisfaction:
 - 2.1 Company Policy and Administration: Effective management, efficient systems, clear welfare policies, and employee agreement.
 - 2.2 Supervision: Fair and appropriate supervision of each subordinate.
 - 2.3 Working conditions: Physical work conditions (lighting, noise, air quality, working hours), and the broader environment (equipment, tools).
 - 2.4 Interpersonal relations (superior, subordinate, peer): Positive communication and relationships, collaboration, and mutual understanding.
 - 2.5 Interpersonal relations with peers: Cooperation from colleagues, positive relationships and understanding.
 - 2.6 Interpersonal relations with subordinates: Positive working relationships and personal connections.
 - 2.7 Personal life: Positive or negative feelings resulting from work, such as relocation causing unhappiness and dissatisfaction.
 - 2.8 Salary: Satisfactory salary and salary increases.
 - 2.9 Status: Socially accepted, prestigious positions with certain privileges.

Teacher Motivation

Teachers and educational personnel play a crucial role in education, not only teaching students but also handling various responsibilities, including academic affairs, personnel management, general administration, finance, clerical work, supplies, student activities, facilities, community relations, and instilling morals and ethics. Several researchers have studied and summarized the work of teachers and educational personnel:

Gilmer (1971, pp. 380-384, cited in Yentawan Saengwises, 2011, p. 23) summarized nine factors contributing to job satisfaction:

1. Security: Job security and fair treatment from supervisors. Individuals with less knowledge or experience value job security more than those with higher levels of expertise.
2. Opportunity for Advancement: Promotions and opportunities for advancement based on knowledge and skills contribute to job satisfaction.
3. Company and Management: Satisfaction with the work environment, reputation, and operations.
4. Wage: Compensation.
5. Work Itself: The nature of the work is directly related to employee feelings; alignment with needs and abilities leads to higher satisfaction.
6. Social Aspects of the Job: Social interactions and relationships at work.
7. Communication: Effective communication channels and processes.
8. Working Conditions: Factors such as lighting, noise, and safety.

9. Benefits: Retirement plans, welfare benefits, etc.

In summary, motivating teachers and educational personnel is crucial for ensuring dedication and commitment. The relationship between work performance and satisfaction is linked through rewards, recognition, and praise, leading to organizational success.

Conclusion

Motivating teachers and personnel is essential for dedicated work and organizational commitment. The link between performance and satisfaction is established through rewards, promotions, and recognition, leading to the achievement of organizational goals. In fostering motivation, administrators play a vital role in creating systematic workflows and assigning tasks appropriately, considering factors influencing motivation and employing psychological principles to enhance performance. Many factors influence motivation; therefore, administrators should study relevant theories, understand individual differences, and develop comprehensive strategies. Diverse methods should be employed to motivate teachers and personnel, improving educational administration and establishing administrators as true professionals.

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