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Motivation for The Performance of the Lecturers of the Faculty of Education, Suan Sunandha Rajabhat University

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Abstract

The purpose of this study was to study motivation for the performance of the lecturers of the faculty of education, Suan Sunandha Rajabhat University. The sample group used in this research consisted of 15 the lecturers of the faculty of education, Suan Sunandha Rajabhat University. The research findings were: Part 1 Work Motivation for Successful Performance There are many ways that the faculty of education can enhance their processes. Consider the following tips to help your business improve its operational success: 1) Understand operations 2) Set goals 3) Continuously improve 4) Improve training and 5) Support the lecturers. And Part 2 Motivation for Responsibility: 1) Speak with head of department or dean of faculty of education 2) Find the right timing 3) Get good at your job 4) Communicate Expectations 5) Include Competencies and Skills and 6) Start with smaller tasks

Keywords: Motivation, the performance of the lecturers, the Faculty of Education

Introduction

One of the most important factors that positively influence the performance of lecturers is the motivation toward work. The motivation toward work determines the self-discipline to improve the professional skills, morale, work attitude, and the performance of lecturers. Operational excellence (Center for Management & Organization Effectiveness, 2020) is a term that is often used when discussing strategies to maintain or enhance business performance. Operational excellence occurs when an organization implements and executes its day-to-day business operations better than its competitors in their market or industry. It's a philosophy in which problem-solving, teamwork, and leadership skills focus on continuous improvement and lower costs when compared to competitors or substitutes.

Faculty of Education that focus on a strategy of operational excellence understand their core values of consistency, simplicity, lower errors, and faster turnaround; how these values benefit their customers; and how to fix issues that get in the way of their operating model. This concept applies to every function in the organization. Everyone in operationally



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excellent organizations understands how they can contribute to the goals of the enterprise to reduce costs, increase volumes, automate activities, and streamline procedures.

Research objectives

To study motivation for the performance of the lecturers of the faculty of education, Suan Sunandha Rajabhat University

Research Scope

1. The scope of the variables studied

This research was motivation for the performance of the lecturers of the Faculty of Education, Suan Sunandha Rajabhat University whereby the researcher gathered content related to motivation for the performance of the lecturers from various literatures, documents and related research to summarize, covering 2 parts of motivation for the performance of the lecturers.

Part 1 Work Motivation for Successful Performance There are many ways that the faculty of education can enhance their processes. Consider the following tips to help your business improve its operational success: 1) Understand operations 2) Set goals 3) Continuously improve 4) Improve training and 5) Support the lecturers

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2. Population and sample

2.1 The population used in this research were professors working at Suan Sunandha Rajabhat University. Total number of lecturers at faculty of education, Suan Sunandha Rajabhat University 56 persons (Personnel Administration Division Office of the President Suan Sunandha Rajabhat University, 2021)

2.2 The sample group used in the interviews in this research consisted of 15 lecturers at the Faculty of Education, Suan Sunandha Rajabhat University (Selective sampling).

Literature Review

Cambridge dictionary (2022) states that motivation means enthusiasm for doing something: There is a lack of motivation among the staff. And the need or reason for doing something: What was the motivation for the attack?

Oxford learner's dictionaries (2022) states that motivation means the reason why somebody does something or behaves in a particular way. Motivation is defined as the “psychological forces that determine the direction of a person's level of effort and a person's



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level of persistence in the face of obstacles” . Motivation is in essence what is considered to be what drive behaviors, action and importantly persistence.

Psychology dictionary (2022) states that motivation is the driving force behind the energy required to complete a task, a lack of motivation will give rise to a lack of driving power behind completing a certain task.

Motivation Definition (Organizational Behavior Study Guide, 2022) The reason or reasons to act in a particular way. It is what makes us do things and carry out tasks for the organization. However, motivation is often used as an excuse, a lack of motivation for not doing anything. This is why in an organization discipline needs to be used, to inspire the fact that motivation isn't always needed, but discipline to get the job done is.

Theories that are outdated or integrated in other motivational theories

1. Reinforcement theory

Reinforcement theory (TechTarget, 2022) is a psychological principle suggesting that behaviors are shaped by their consequences, and that individual behaviors can be changed through reinforcement, punishment and extinction. Reinforcement theory reflects the premises of classical behaviorism and is based on the principles of operant conditioning: behaviors followed by favorable consequences become more likely in future, and behaviors followed by unfavorable consequences become less likely. Reinforcement theory suggests that people behave exclusively as a response to external stimuli and does not account for the finding from empirical studies that behaviors can also be the result of internal processes. For this reason, nowadays, it is considered too limited and no longer relevant. However, the idea of reinforcers eliciting behavior has inspired a vast number of scholars and researchers, and has been incorporated into contemporary theories of motivation. As such, the theory provides an explanation why financial incentives may motivate employees: if high performance (behavior) is rewarded with a financial bonus (positive reinforcement), high performance becomes more likely. Of course, instead of reinforcing desired behavior, one can also negatively reinforce undesired behavior, for example by withholding a bonus or promotion. Interestingly, the idea of reinforcements is not limited to extrinsic rewards or punishments – it is also visible in factors such as positive feedback or challenging goals, which are related to internal processes and drive intrinsic motivation. (Wietrak, E., Rousseau, D. and Barends, E., 2021)

2. Drive theory

Drive Theory, or the Theory of Instinctual Drive, (Communication Theory, 2021) was introduced by Freud to understand aggressive behavior. In the early stages of the development of psychoanalysis, the concept of drive was an important aspect. ‘Drive’ is an



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‘appetitive internal force’. Freud says that the human body constantly strives for a homeostatic state. However, when this homeostatic state is disturbed, our body reacts by forming drives. These drives are ‘mental representations of unspecified nervous system excitation related in some way to sexual and aggressive urges.’ The individual seeks to satisfy these urges so that he can return to the homeostatic state.

According to Freud, drives are dual in nature. They consist of libidinal and sexual drives. He says that the libidinal drive is the more important one of the two. Even though Freud described drives as reactions to certain stimuli, he, ironically, studied it in isolation. He was cognizant of the need for ‘object relations’ that is, studying drives in context with the broader environment. Hence, he made his model more flexible which would later adapt changes and new findings. Thus, he labeled all facets of personality and psychopathology as a function. This means that he juxtaposed the role of objects only against the discharge of drives. However, in his later works, Freud reduced the emphasis on drives. He said that since the nature of drives is changeable, other factors such as social situations had an important role to play as well.

3. Cognitive dissonance theory

Dissonance-based interventions: DBIs (ScienceDirect, 2022) were developed based on Festinger’s well-known cognitive dissonance theory. Cognitive dissonance theory postulates that an underlying psychological tension is created when an individual’s behavior is inconsistent with his or her thoughts and beliefs. This underlying tension then motivates an individual to make an attitude change that would produce consistency between thoughts and behaviors. Research has shown that when an individual engages in behaviors that are inconsistent with their attitude or belief (e.g., arguing a counter-attitudinal position on a topic), a change in attitude is produced that is consistent in the direction of his or her behavior. This mechanism of thought or attitude change is the same mechanism used to produce changes in negative, irrational thoughts that are involved in the maintenance of depression and related disorders.

Cognitive dissonance theory ((Wietrak, E. et al., 2021) is a classical motivational theory that states that, when people hold two or more elements of knowledge that are relevant to each other but inconsistent with one another, this creates a state of discomfort. Festinger called this unpleasant state ‘cognitive dissonance’. The theory states that people are strongly motivated by this unpleasant state to reduce the inconsistency and thus change their attitude and/or behavior. An example is the effect of performance feedback: when confronted with a discrepancy between what they wish to achieve and the feedback received, employees are motivated to attain a higher level of performance. This theory thus explains why informing an employee about the discrepancies between the organization’s standard and



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their current performance – implying that they are achieving less than most other colleagues – will motivate the employee to work harder.

Methodology

This study was qualitative research. Using this tool as an interview. The sample group used in this research consisted of 15 the lecturers of the faculty of education, Suan Sunandha Rajabhat University.

Tools used for examinations tools used for collecting information The data for this research is a questionnaire divided into 2 parts as follows:

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Part 1 Work Motivation for Successful Performance

There are many ways that the faculty of education can enhance their processes. Consider the following tips to help your business improve its operational success:

1. Understand operations
2. Set goals
3. Continuously improve
4. Improve training
5. Support the lecturers

Part 2 Motivation for Responsibility:

1. Speak with head of department or dean of faculty of education
2. Find the right timing
3. Get good at your job
4. Communicate Expectations
5. Include Competencies and Skills
6. Start with smaller tasks

Findings/ Results

Findings/ Results: To study motivation for the performance of the lecturers of the faculty of education, Suan Sunandha Rajabhat University;

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1. Understand operations: Understanding a faculty of education 's processes is often an important first step when trying to improve operational success. This can help leaders determine what processes are successful and which ones are facing challenges. In order to improve their understanding of their operations, they can consider encouraging feedback from all lecturers. This can give company leadership more insight into the daily operations of the business and ideas for improving them. It may also be helpful for them to conduct regular inspections and tours of their company's different departments and facilities to experience operations in person.

2. Set goals: Definitive goals can help give a faculty of education a framework for evaluating its operational successes. It may be helpful to hold regular leadership meetings to discuss plans and set objectives for the firm's future. After determining goals, ensure that managers and the lecturers understand what they are and what role they have in reaching them. Business leaders can also make goals more achievable for their staff by breaking down your long-term plans into short project phases with near-term objectives. This can help motivate an organization's teams and provide standard measures of success.

3. Continuously improve: Continuous improvement is a concept that many businesses use to stay competitive and maximize their operational success. It often involves constant monitoring of business practices to look for inefficiencies and possible enhancements. Consider building a culture of continuous improvement by encouraging staff feedback and proposals. Even slight improvements in minor processes can help remove challenges to productivity and value creation.

4. Improve training: A productive staff is often a powerful asset for companies that are trying to increase their operational success. One way to improve a staff's productivity is through extensive and regular training. Company leaders can consider creating automated training modules for their staff during the onboarding process, which may allow them to provide education while maintaining low costs. If a company is incorporating new technology into its processes, supervisors can ensure that all staff members receive instructions for implementing it. Leaders can also encourage their managers and team leads to provide regular training sessions to refresh their employee's skills.

5. Support the lecturers: An organization's lecturers may be the people most responsible for ensuring daily operational success. Supporting staff members can help them feel invested in a company and may decrease turnover and increase productivity. In order for a company to support its staff, it can consider providing opportunities for advancement and building a flexible work environment. If a remote or hybrid work model is possible, it may be helpful to offer that opportunity to employees. HR professionals and leaders can also consider



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providing wellness programs, paid time off and mentoring to create a more rewarding work environment.

Part 2 Motivation for Responsibility:

1. Speak with head of department or dean of faculty of education: When you feel like it's time to take on more responsibilities at work, ask your manager to meet with you to discuss the matter. Before your meeting, prepare a few talking points to share. Think of how you can prove that you are ready for more work. For instance, you can share the progress you have made since starting your role.

2. Find the right timing: Rather than taking on additional work right before you're going to start a big project or assignment, consider waiting until you have more free time in your schedule. This way, you can devote your full attention to your new responsibilities. If you are ever feeling bored at work, this could be a good indicator that you are ready for new responsibilities. If you are finding it challenging to complete all your work, focus on your current to-do list.

3. Get good at your job: Before offering to take on more responsibilities, focus on becoming an expert in your current role. Focus on developing the skills you need to excel in your current profession. Make sure you feel completely confident in your current role and responsibilities. As time goes on, you'll eventually be ready to take on more advanced work. For now, focus on building a strong foundation for yourself.

4. Communicate Expectations: As you write roles and responsibilities in a job description, reflect upon a day in the life of the employee who will read this document. Indicate the percentage of time that employees should spend on primary and secondary job responsibilities. Communicate specificity of outcomes in each written role and responsibility.

5. Include Competencies and Skills: Use roles and responsibilities on a job description to evaluate prospective candidates. If you include specific competencies and skills, hiring assistants performing the initial screening of applicants can quickly see who has the qualifications needed to perform the job. Similarly, clearly delineated job skills will help a manager assess the performance of current employees and provide a roadmap for job improvement. Wherever possible, connect skills to desired outcomes.

6. Start with smaller tasks: Before taking on huge responsibilities ease yourself into more advanced work by trying smaller tasks. Get to know how to do this work first, and work your way up to more complex responsibilities. Starting small can also help you ensure you have enough time in your schedule to keep adding on new work. It also helps you understand what you can physically and mentally handle in a workday.



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Conclusion and Discussion

As a conclusion motivation theory is the study of how to learn and understand what inspires a person to pursue a specific result. This theory has many uses, including in psychology and sociology, but it's also important for work, especially in relation to management. By studying this, you can learn This research was motivation for the performance of the lecturers of the Faculty of Education, Suan Sunandha Rajabhat University whereby the researcher gathered content related to motivation for the performance of the lecturers from various literatures, documents and related research to summarize, covering 2 parts of motivation for the performance of the lecturers. The research findings were: Part 1 Work Motivation for Successful Performance There are many ways that the faculty of education can enhance their processes. Consider the following tips to help your business improve its operational success: 1) Understand operations 2) Set goals 3) Continuously improve 4) Improve training and 5) Support the lecturers. And Part 2 Motivation for Responsibility: 1) Speak with head of department or dean of faculty of education 2) Find the right timing 3) Get good at your job 4) Communicate Expectations 5) Include Competencies and Skills and 6) Start with smaller tasks.

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