THE RELATIONSHIP BETWEEN FOREIGN TEACHERS' PERCEPTION OF LEADERSHIP STYLES AND MOTIVATION AT ASSUMPTION COLLEGE BANGRAK CAMPUS, BANGKOK

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Abstract: The main purpose of this study was to investigate the possible relationship between foreign teachers' perception of leadership styles and motivation at Assumption College Bangrak Campus, in which 51 foreign teachers participated. For the 3 research objectives a quantitative study was used with the following purpose: (1) To investigate foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus. (2) To investigate foreign teachers' perception on their own motivation at Assumption College Bangrak Campus. (3) To investigate if a significant relationship between foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation exist. The main research instrument consisted of 44 different research questions, which were adapted from Johnson's study on employee motivation (1997), and from Indvik's study on the path-goal theory (1985). The results showed that (1) the leadership style of the administrator of Assumption College Bangrak Campus is perceived to be supportive leadership by the majority of foreign teachers, (2) the majority of foreign teachers perceive their own motivation to be the need to fulfill esteem needs first and (3) there is a significant relationship between foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

Keywords: Leadership Styles, Teacher Motivation, Assumption College Banrak Campus.

Introduction

Current research shows that leadership is the most important school-related influence on student learning, next to classroom instruction (Louis, Leithwood, Kenneth, Wahlstrom, & Anderson, 2010). Research also reveals that the topic of teacher motivation is important to discuss. According to Blase and Kirby (as cited in Smith, 1999), "poor motivation or a lack of motivation is viewed by new teachers as a major factor contributing to teacher dissatisfaction with their positions" (p. 2). Therefore, it

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was important for this research study to contribute to the field of leadership and motivation.

Research Objectives
The research objectives were as follows,
1. To investigate foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus.
2. To investigate foreign teachers' perception on their own motivation at Assumption College Bangrak Campus.
3. To investigate if a significant relationship between foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation exist.

Literature Review

Leadership Styles in Schools
Even though there are plenty of leadership styles and definitions, according to Leithwood and Duke (2004) however, there are six major leadership styles in the field of school leadership that dominate recent research: instructional leadership, managerial leadership, moral leadership, participative leadership, transformational leadership and contingency leadership. It seems that facilitative and transformational approaches are recognized by most of the current research as the most effective form of leadership style in schools.

Most educational leaders however would caution to focus only on one leadership approach and point out that in order to be an effective leader it seems that one must have the ability to choose or blend in different leadership theories (Herrera, 2010). One of the proponents of a multi leadership approach was House (1996), who suggested in his path-goal theory that leaders need to choose the leadership approach that best fits the situation. This study focused on House's 4 leadership styles: 1) directive leadership, 2) supportive leadership, 3) participative leadership and 4) achievement-oriented leadership.

Motivation of Teachers
Even though there is only limited research available, helpful in understanding the motivation of foreign teachers in Thailand was Ratanaporn's study (2015) on "The Experiences of Native Speaking Teachers (NSTS) when Teaching English as Second Language to Students (ESLS) in Thailand". In terms of motivation the respondents indicated that pay, the enjoyment of teaching and students who show a willingness to learn, were factors that motivates foreign teachers the most.

This study tried to provide more research findings regarding the motivation of foreign teachers, through the use of Maslow's need hierarchy. Maslow (1943) proposed 5 basic groups of human needs that occur in a hierarchy of importance stating that lower needs have to be fulfilled first before someone can progress to the next higher needs. The five needs, starting with the lowest, are: 1) Physiological needs, 2) Safety, 3) Social needs, 4) Esteem needs and 5) Self-actualization needs. Motivation according to Maslow (1943) occurs if a need is not fully satisfied. In other

words, it means that need deficiency equals motivation, implying that when satisfaction is at the highest point, motivation is at lowest and vice versa.
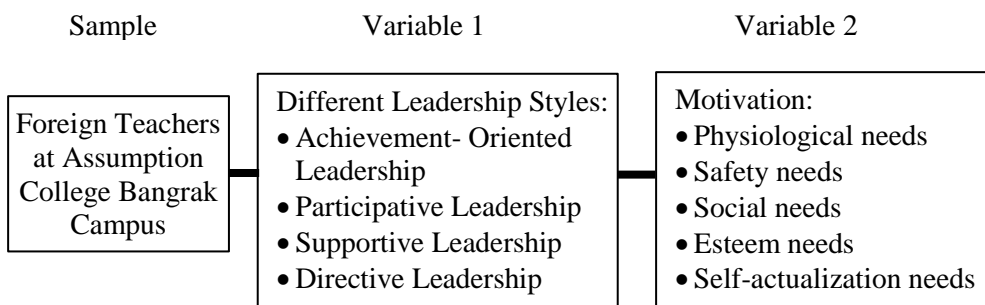
Leadership Styles and Teacher Motivation
Several researchers concluded that a relationship between different leadership styles and teacher motivation exist. In addition, research even suggests that leadership is the most important school-related influence on student learning, next to classroom instruction (Louis, Leithwood, Kenneth, Wahlstrom, & Anderson, 2010).

However, studies on path- goal theory and teacher motivation have been very limited, with most of the current research on teacher motivation and leadership rather focusing on transformational approaches.

Conceptual Framework

Variable 1 consists of 4 different leadership styles. Variable 2 consists of the motivation of foreign teachers.

Sample	Variable 1	Variable 2
Foreign Teachers at Assumption College Bangrak Campus	Different Leadership Styles: • Achievement- Oriented Leadership • Participative Leadership • Supportive Leadership • Directive Leadership	Motivation: • Physiological needs • Safety needs • Social needs • Esteem needs • Self-actualization needs

Figure 1: Conceptual Framework of This Study

Method/Procedure

The study was conducted as a quantitative research with the aim to find a relationship between foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation. A questionnaire was used as a primary instrument to investigate research question 1, 2 and 3. Permission from the director of Assumption College Bangrak Campus was requested verbally on the 9th of June 2015 and granted after the meeting. The questionnaires were distributed to all 51 foreign teachers at Assumption College Bangrak Campus one week after passing the thesis proposal. The survey was conducted with the help of the staff members and collected shortly after.

Findings/Results

Research Objective 1: To investigate foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus.

Table 1: The Perceived Leadership Style at Assumption College Bangrak Campus

Perceived Leadership Style	N	Mean	S.D.
Supportive Leadership	44	5.20	1.42
Directive Leadership	44	4.96	1.24
Achievement- Oriented Leadership	44	4.87	1.27
Participative Leadership	44	4.29	1.40

Research Objective 2: To investigate foreign teachers' perception on their own motivation at Assumption College Bangrak Campus.

Table 2: The Motivation of Foreign Teachers at Assumption College Bangrak Campus

Motivation of Foreign Teachers	N	Mean	S.D.	Interpretation
Motivation to fulfill Physiological Needs	44	2.13	0.64	Low Motivation
Motivation to fulfill Security Needs	44	2.37	0.78	Low Motivation
Motivation to fulfill Social Needs	43	2.51	1.06	Moderate Motivation
Motivation to fulfill Esteem Needs	43	2.60	0.98	Moderate Motivation
Motivation to fulfill Self-actualization Needs	43	1.98	0.92	Low Motivation
Total Motivation	44	2.31	0.73	Low Motivation

Research Objective 3: To investigate if a significant relationship between foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation exist.

Table 3: Relationship between Leadership& Motivation at Assumption College Bangrak Campus

Relationship between Leadership& Motivation	Total Motivation
Directive Leadership	-.72[**]
Achievement-oriented Leadership	-.73[**]
Participative Leadership	-.64[**]
Supportive Leadership	-.77[**]

Discussion

Research Objective 1

For research objective 1 the first part of the quantitative questionnaire was used, which consists of 20 different questions and a 1-7-point Likert scale. The intervals range from 1 to 1.49 = Never, 1.50 to 2.49 = Hardly ever, 2.50 to 3.49 = Seldom, 3.50 to 4.49 = occasionally, 4.50 to 5.49 = Often, 5.50 to 6.49 = Usually, 6.50 to 7.00 = Always.

Against expectations the results of this study show that supportive leadership is the strongest perceived leadership style (M = 5.20), followed by directive leadership (M= 4.96), achievement-oriented leadership (M =4.87) and participative

leadership (M = 4.29). It was assumed that directive leadership would be the most dominant leadership style, due to the hierarchical culture in many Thai schools. Even though this assumption has been proven wrong, possibly due to the influence of a strong international culture at Assumption College Bangrak Campus, directive leadership is still strongly represented at Assumption College, ranked second behind supportive leadership.

When looking at the mean scores in general a variety of things could be implied. First the respondents are not able to perceive a clear, dominant, leadership style, since the scores are very close to each other. This could mean that leadership is undefined or ineffective, because no dominant leadership style has been selected to suit the situation at Assumption College Bangrak Campus. Or it could mean that almost even weight has been given to supportive, directive, achievement-oriented and participative leadership due to the requirement of the situation, supporting House's path goal theory that leaders have to choose leadership styles that suit the environment. By just looking at the mean scores, the only observation that can be made for certain is that participative leadership style occurs occasionally, whereas directive leadership, achievement-oriented leadership and supportive leadership occurs often, with supportive leadership (M = 5.20) being the most dominant and participative leadership (M = 4.29) the least.

Research Objective 2
For research objective 2 the second part of the quantitative questionnaire was used, consisting of 24 different questions and a 1-5-point Likert scale. The intervals of the Likert scale range from 1-1.49 = strongly disagree, 1.50- 2.49 = disagree, 2.50- 3.49 = neutral, 3.50- 4.49 agree, 4.50- 5.00 = strongly agree.

According to Maslow (1943), motivation occurs when needs are not fulfilled. Firstly, the study looked at how fulfilled the needs were. After the satisfaction scores were identified, all scores were reversed to find out how motivated the foreign teachers at Assumption college Bangrak Campus were. The results show that the motivation to fulfill esteem needs are represented with the highest mean (M = 2.60), followed by the motivation to fulfill social needs (M = 2.51), safety needs (M = 2.37), physical needs (M = 2.13) and self- actualization needs (1.98).

Taken together the total motivation of foreign teachers at Assumption College Bangrak Campus is 2.31 on a scale of 5.

These findings might raise a couple of questions as to whether the results are good or not. When looking at the motivation of foreign teachers, a score of 2.31 seems pretty low on a scale of 5. However, the results must be overall interpreted as positive, when working under Maslow's concept of motivation. It can be said that foreign teachers at Assumption College Bangrak Campus are more satisfied (M = 3.69) than unsatisfied (M = 2.31). The mean score of M = 2.31 implies motivation, since according to Maslow, motivation occurs when there is a need deficiency, which creates the desire to satisfy ones need (Maslow, 1943). Therefore, the higher the satisfaction score the lower the motivation score, which should be the goal of any type of organization, when working under Maslow's theoretical framework of motivation.

However, different theories use different theoretical frameworks and have different definitions for motivations. Kocabas (2009) pointed out in his research study on teacher motivation that having high self-esteem, self-realization or a feeling of being safe, are among those sources motivating teachers the most, in which the emphasis for motivation is on a satisfied need. The idea that both satisfied and unsatisfied needs can serve as motivators is also reflected in a concept well known to teacher, the concept of reward and punishment. It's not just the reward to fulfill unsatisfied needs that lead to the motivation to do something but also the possible loss of someone's satisfaction in form of punishment (Skinner, 1953). Therefore, the mean score for satisfaction (M = 3.69) and the mean score for motivation (M = 2.31) must be interpreted as positive for Assumption Bangrak Campus.

The result also shows 2 more important key findings. First, no large deficiencies in self-actualization needs were observed. This confirms the assumption that most teachers love teaching, find their work meaningful and fulfilling, which were the main criteria of being self-actualized for this research study. Second, according to Maslow's framework of motivation the majority of teachers are most motivated by the need to fulfill esteem needs, which might be due to a lack of a clear career path and other problems that have been mentioned in Ratanaporn's study on foreign teachers in Thailand (2015).

Research Objective 3
Evan's scale (1996) was used to interpret the strength of the correlation r, where -1 represents a total negative correlation, 0 represents no correlation and 1 a total positive correlation. The intervals range from .00-.19 = very weak, .20-.39 = weak, .40-59 = moderate, .60-.79 = strong, .80-1.0 = very strong.

As expected, he results show that there is a significant relationship between foreign teachers' perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation. Supportive leadership had the strongest negative correlation to motivation (r = -.77), followed by achievement-oriented leadership (r = -.73), directive leadership (r = -.72) and participative leadership (r = -.64) on a significance level of 0.01.

Again, under Maslow's framework, motivation (needs that are not fulfilled) should be kept as low as possible because it indicates high satisfaction (needs that are fulfilled). The fact that supportive leadership and motivation have the strongest correlations, contributes to an abundance of research studies, attesting the effectiveness of supportive leadership in school settings (Karney, 2007). Of all leadership styles participative leadership shows the weakest correlation with motivation. Overall it was also the leadership style perceived as the least dominant, which might be due to a strong presence of a hierarchical structure in the Thai administration. Nevertheless, with regard to research question 3, the results show a significant relationship between foreign teacher's perception on the leadership style of the administrator of Assumption College Bangrak Campus and their own motivation.

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