

**MOTIVATION FACTORS AND SATISFACTION
OF TEACHERS IN SOUTHERN THAILAND**

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MOTIVATION FACTORS AND SATISFACTION OF TEACHERS IN SOUTHERN THAILAND

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By
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ABSTRACT

The purpose of this independent study was to analyze the motivation and satisfaction of teacher to be employed under the Office of Private Education in Yala province, Southern Part of Thailand. This study was carried out by sending questionnaires to 332 teachers in selected schools in Yala province, Southern Thailand. The questionnaire was designed to gather information on the motivating factors for teachers that influenced them to stay employed under the private Educational System. The respondents were asked to rank the motivating factors in terms of the significance and satisfaction by using the Hertzberg's Two Factors Theory. The two factors were *motivation factors* and *hygiene factor*. The data were analyzed using statistical analysis such as obtaining the percentage, mean, standard deviation, alpha coefficient and t-test. In addition to that, the analysis of data shall also employ the use of statistics *SPSS* for Windows program.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In order to understand job satisfaction, Locke (1976) defined job satisfaction as ‘.....a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences’ (p.1304). It is important to note the use of both cognition (appraisal) and affect (emotional state) in Locke’s definition. Thus, Locke assumes that job satisfaction results from the interplay of cognition and affect, or thoughts and feelings. Recently, some organizational scholars have questioned this view, arguing that typical measures of job satisfaction are more cognitive than affective in orientation (e.g., Oran & Near, 1985)

Work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation - ‘will-do’ and ‘can-do’. ‘Will-do’ motivation refers to the extent to which an individual has adopted the organizations’ goals and objectives. ‘Can-do’ motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realize organizational goals. A teacher may be

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