

Teacher Motivation and Morale Influencing the Effectiveness of Bangkok Metropolitan Administration Schools

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Abstract

This study aimed to examine the teacher motivation and morale in Bangkok Metropolitan Administration schools, the school effectiveness, the relationship between the factors of teacher motivation and morale in performing their jobs that influence school effectiveness, and the development of guidelines for enhancing teacher motivation and morale in relation to school effectiveness.

In the study, the researcher employed a mixed research methodology. In the initial phase, questionnaires were used to collect data. The population consisted of Bangkok Metropolitan Administration school teachers who served their duty in 2022. A multistage random sampling selected 375 persons in total. Mean, percentage, and standard deviation were applied as descriptive statistics. In the last phase, the researcher conducted in-depth interviews with seven experts selected through purposive sampling to gather their perspectives on the applicability, possibility, and usefulness of the the guidelines for enhancing teacher motivation and morale in relation to school effectiveness. The data was analyzed using a content analysis method.

According to the findings, the multiple correlation coefficient was .760 ($R = 0.760$ at the .05 level of significance).

The predictive coefficient or predictive power of 57.7 percent ($R^2 = 0.577$), with the regression coefficient () arranged in descending order: 1) Professional Success ($\beta=0.321$) 2) Career Growth ($\beta=0.238$) 3) School Policies ($\beta=0.162$) 4) Workplace atmosphere and environment ($\beta=0.102$) 5) Governance Aspects ($\beta=.096$). The forecast equations can be generated using the regression coefficients of the predictors in raw score (b) and standard score () as follows: In raw score (unstandardized score) form, the forecast equation is $Y' = 1.391 + 0.255 (x 6) + 0.183 (x 10) + 0.124 (x 5) + 0.050 (x 3) + 0.075 (x 2)$. Standardized score forecast equations $Zy = 0.321 (x 6) + 0.238 (x 10) + 0.162 (x 5) + 0.102 (x 3) + 0.096 (x 2)$.

The researcher also devised a guideline containing nineteen recommendations for enhancing the top five teacher motivation and morale factors that influence school effectiveness. There are 19 guidelines for improving teacher morale, which affects school effectiveness.

Keywords: morale, school effectiveness, guideline

1. Introduction

To determine the performance of school administrators in administration, it is necessary to study and comprehend data about school success based on key indicators in order to assess school effectiveness. According to Mott's theory (Mott, 1972, as quoted by Hoy & Miskel, 2001), there are four factors to consider. Specifically, the capacity to develop students with excellent academic success, the capacity to cultivate positive attitudes in students, the capacity to alter and improve educational institutions, and the capacity to solve difficulties within educational institutions. Human beings are a key component in driving the organization's operations to achieve its goals, and the aforementioned capacities are crucial for the organization to be successful in managing the educational organization. Human beings are considered an organization's most significant resource (Ngwenya & Aigbavboa, 2017). Administrators of educational institutions must pay special attention to personnel management because achieving the desired school outcomes needs

an effective school personnel management system (Safrankova & Sikyr, 2018). It is a practice that influences the skills, motivation, and performance of an individual. The effectiveness of any educational institution is contingent on the quantity and caliber of its teachers. Management of human resources is the most critical component. It depends entirely on the work, expertise, and credentials of the individuals. This suggests that the school effectiveness cannot be achieved if teachers are incompetent. Consequently, an efficient school personnel management system is required. It correlates positively with academic achievement and performance in both public and private schools (Lemos, Muralidharan, & Scur, 2021).

Herzberg (1959) provided the theory of motivation that human work needs originate from motivation factors and hygiene factors or factors for persistence, or the two-factor theory, which are factors that directly produce motivation and work morale. Depending on the organization's motivation and morale, management is accountable for the teacher's loyalty, sense of responsibility, and work productivity. If a teacher is a good member of the school, he or she will certainly exhibit desirable behaviors in order to accomplish duties effectively. In contrast, if a school lacks incentives, motivation, and morale in practice, its performance will decline, and its teachers will become bored and inefficient (Prayong Churak, 2005). Therefore, motivation and morale are significant variables in the research, as they are directly associated with effective and efficient school administration. Because personnel have souls, feelings, emotions, and behavior that must respond to the actions of colleagues or supervisors, it is acknowledged by all organizations that providing colleagues with motivation and morale to perform their duties well is one of the key forces that will foster effective cooperation and coordination. It is commonly assumed that motivation and morale are crucial to the success of any job. If people panic and lack motivation and morale at work, the performance or accomplishment of the work will be severely diminished or may fail. If individuals have motivation and morale, they will accomplish their goals and exercise efficiently and successfully (Thanakorn Ruchimalai, 2016)

In order to develop a country so that it is affluent and can keep up with the pace of change, it is vital to reform education, which is the development of people with knowledge and skill, as human resources are crucial for implementing the country's policy. Before growing human resources, it is necessary to educate instructors so that they are able to manage teaching and learning in a manner that results in effective human resource development. In addition to the process of developing teachers in various areas, it is essential to strengthen their motivation and morale in order to create a commitment to work, support mental states or feelings, promote a positive attitude toward the person or colleagues they are working with and towards the objectives and accomplishments of the organization's goal, create unity, and instill confidence and faith in the organization. The school administrators must therefore encourage morale in order to enhance the morale of teachers so that they can collaborate effectively and achieve the organization's goals. Teachers will intend to devote their physical strength to their profession, prepared to confront and overcome difficulties as they arise. In contrast, if teachers have low morale, they will be inattentive and unmotivated, resulting in avoidance of work or a lack of work that may harm the students and the overall quality of education (Chairat Chanwirat. 2013).

1.1 Objectives of the Research

1. To study the motivation and morale of teachers in Bangkok Metropolitan Administration schools
2. To study the effectiveness of Bangkok Metropolitan Administration schools
3. To study the factors of motivation and morale of teachers in the performing their jobs that affect the effectiveness of schools
4. To develop guidelines for enhancing teacher motivation and morale in relation to school effectiveness.

1.2 Conceptual Framework

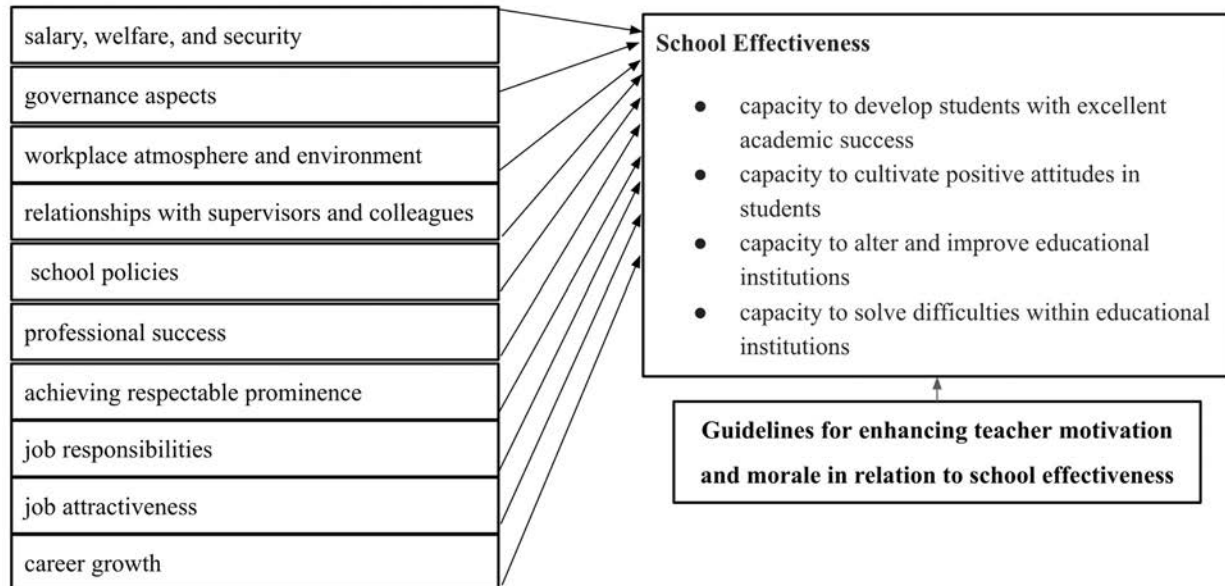
In this study, the researcher has established the following conceptual framework based on the concepts from related theories and research as follows.

To study the effectiveness of schools under the Bangkok Metropolitan Administration, the researchers applied the evaluation criteria of Mott's organizational effectiveness (Mott, 1972, as quoted by Hoy & Miskel, 2001) which consists of four factors: 1) the capacity to develop students with excellent academic success 2) the capacity to cultivate positive attitudes in students 3) the capacity to alter and improve educational institutions and 4) the capacity to solve difficulties within educational institutions.

To study the teacher motivation and morale in performing their jobs, the researcher has studied Herzberg's two-factor theory in Soonthorn Khotpratheo (2017), adapted from Herzberg (1959), studied the research of Ekaphong Wongsuriyawan (2016), and Saisunee Trilao (2018), synthesized ten motivation and morale factors, including 1) salary, welfare, and security; 2) governance aspects 3) workplace atmosphere and environment 4) relationships with

supervisors and colleagues 5) school policies 6) professional success 7) achieving respectable prominence; 8) job responsibilities 9) job attractiveness and 10) career growth.

Motto and words of encouragement for teachers



2. Literature Review

Jintana Phrukhana (2020) investigated factors influencing educational institution effectiveness. Educational institutions' environmental factors Cultural aspects of the school Workplace motivational factor Factors Influencing Academic Leadership and School Curriculum At the 0.1 level, there was a statistically significant positive correlation.

Worawan Bamrungchon (2019) investigated that the factors influencing school effectiveness under the Office of the Board. encourage private education Chonburi The study's findings revealed that 1. the effectiveness of the school's Transformational Leadership Factors Factors influencing teacher performance motivation and factors influencing academic achievement in general and in all aspects 2. The relationship between the change leadership factors Motivation and force factors in teacher performance Academic achievement motivation All factors were found to be positively correlated with the school's effectiveness. at the.01 level, statistically significant

Ruenphet Tekly and Jarat Atiwitthayaporn (2018) investigated. 1) Investigated the effectiveness of educational institutions; and 2) investigated the relationship between administrative competence and educational institution effectiveness based on teacher and educational personnel opinions. a great deal when considering each aspect Teachers' satisfaction was found to be the highest, followed by the development of students' positive attitudes. and the least was the learners' learning achievement; and 3) the relationship between administrators' competence and the overall effectiveness of the school was highly positive. at the.01 level.

Kwanpicha Meekaew (2019: 8) discover how educational institution administration affects educational institution effectiveness. Chanthaburi Primary Educational Service Area Office and assess educational institutions' effectiveness as follows: The ability of administrators and teachers in educational institutions is referred to as teacher job satisfaction. To develop policies, measures, and agreements to collaborate in order to improve and develop new ways of performing duties with new innovations that are beneficial to the development of educational institutions. Organizing various activities and awarding prizes to one another The work helps to boost morale. Creating satisfaction with the educational institution's administrative system by allowing teachers to teach tutoring in educational institutions to supplement their income. Satisfaction with pay, benefits, salary, and opportunities for advancement

2.1 The Scope of the Research

2.1.1 Phase One

The researcher has studied the concepts from related theories and research as follows.

To study the effectiveness of schools under the Bangkok Metropolitan Administration, the researchers applied the evaluation criteria of Mott's organizational effectiveness (Mott, 1972, as quoted by Hoy & Miskel, 2001) which consists of four factors: 1) the capacity to develop students with excellent academic success 2) the capacity to cultivate positive attitudes in students 3) the capacity to alter and improve educational institutions and 4) the capacity to solve difficulties within educational institutions.

To study the teacher motivation and morale in performing their jobs, the researcher has studied Herzberg's two-factor theory in Soonthorn Khotprattheo (2017), adapted from Herzberg (1959), studied the research of Ekaphong Wongsuriyawan (2016), Saisunee Trilao (2018), and synthesized ten motivation and morale factors, including 1) salary, welfare, and security; 2) governance aspects 3) workplace atmosphere and environment 4) relationships with supervisors and colleagues 5) school policies 6) professional success 7) achieving respectable prominence; 8) job responsibilities 9) job attractiveness and 10) career growth.

2.1.2 Population and Sample Scope

The population for this study consisted of 14,555 Bangkok Metropolitan Administration school teachers who served in 2022. The samples consisted of 375 individuals selected using a simple random sampling method. The sample size was determined by using Krejcie and Morgan's tables (Krejcie & Morgan, 1970). Using variables based on population and school size, stratified random sampling and proportionate stratified random sampling were used to stratify the samples into three layers.

Table 1. Bangkok's Affiliated Schools Have Been Used to Collect Data

School divisions based on district location	Population (people)	Sample group (people)	Percentage
Group of Central Bangkok	1,023	26	7
Group of South Bangkok	1,608	41	11
Group of North Bangkok	2,288	60	16
Group of Eastern Bangkok	4,657	120	32
Group of North KrungThon	1,891	49	13
Group of South KrungThon	3,068	79	21
Total	14,555	375	100

This table shows: Populations and samples in the study, broken down by geography, school location, and percentage.

The statistics used in the research were mean scores () and standard deviations (S.D.). Pearson's product-moment correlation coefficient was utilized to investigate the relationship between motivation and morale factors and school effectiveness. Stepwise multiple regression analysis was employed to determine the impact of variables on school effectiveness.

2.1.3 Phase Two

The researcher developed the guidelines for enhancing teacher motivation and morale in relation to school effectiveness. Then, in-depth interviews were performed with seven experts selected through purposeful sampling to obtain their viewpoints on the guidelines' applicability, possibility, and usefulness. A content analysis method was used to analyze the data.

3. Method

Process of Mixed Research (Mixed Methods Research): The investigation was divided into two stages: Phase 1: The researcher designed a survey to collect quantitative data. The pursuit of empirical knowledge with the goal of characterizing relationship prediction or explaining a phenomenon's causal relationship is known as quantitative research. The morale and work morale that influence the effectiveness of schools under the BMA in Phase 2 The use of the data obtained in Step 1 to analyze and create tools is referred to as "qualitative research." is a semi-structured interview with management experts. To discover ways to boost morale and morale in tasks that affect the effectiveness of Bangkok Metropolitan Administration schools.

4. Results

Table 2. Factors of Teacher Motivation and Morale in Performing Their Jobs

No.	Factors of teacher motivation and morale	Level		
		X	S.D.	Interpretation
1	Salary, welfare, and security	4.10	0.71	high
2	Governance aspects	4.42	0.53	high
3	Workplace atmosphere and environment	4.44	0.84	high
4	Relationships with supervisors and colleagues	4.40	0.76	high
5	School policies	4.41	0.54	high
6	Professional success	4.49	0.52	high
7	Achieving respectable prominence	4.43	0.54	high
8	Job responsibility	4.50	0.51	high
9	Job attractiveness	4.39	0.54	high
10	Career growth	4.46	0.54	high
	Overall	4.43	0.45	high

According to the table, the overall result of the teacher motivation and morale in performing their jobs analysis was at high level ($\bar{X} = 4.43$). When considering each individual variable, teachers had the highest motivation and morale in Job Responsibility ($\bar{X} = 4.50$), followed by Professional Success ($\bar{X} = 4.49$), Career Growth ($\bar{X} = 4.46$), Workplace Atmosphere and Environment ($\bar{X} = 4.44$), Achieving Respectful Prominence ($\bar{X} = 4.43$), Governance Aspects ($\bar{X} = 4.42$), School Policies ($\bar{X} = 4.41$), Relationships with Supervisors and Colleagues ($\bar{X} = 4.40$), Job Attractiveness ($\bar{X} = 4.39$), and Salary, Welfare, and Security ($\bar{X} = 4.10$).

Table 3. School Effectiveness

No.	Factors of School Effectiveness	Level		
		X	S.D.	Interpretation
1	Capacity to develop students with excellent academic success	4.40	0.47	high
2	Capacity to cultivate positive attitudes in students	4.41	0.50	high
3	Capacity to alter and improve educational institutions	4.47	0.45	high
4	Capacity to solve difficulties within educational institutions	4.52	0.48	high
	Overall	4.45	0.41	high

According to the table, the overall result of the school effectiveness analysis was at the high level ($\bar{X} = 4.45$). When considering each individual variable, the most effectiveness was Capacity to solve difficulties within educational institutions ($\bar{X} = 4.52$), followed by Capacity to alter and improve educational institutions ($\bar{X} = 4.47$), Capacity to cultivate positive attitudes in students ($\bar{X} = 4.41$), and Capacity to develop students with excellent academic success ($\bar{X} = 4.40$).

4.1 Factors of Teacher Motivation and Morale in Performing Their Jobs That Influence School Effectiveness

According to the table, the multiple correlation coefficient was .760 ($R = 0.760$), which was statistically significant at the .05 level, with a predictive coefficient or predictive power of 57.7 percent ($R^2 = 0.577$) with a regression coefficient. In terms of standardized scores (β), they are arranged in descending order 1. Professional Success ($\beta=0.321$) 2. Career Growth ($\beta=0.238$) 3. School Policies ($\beta=0.162$) 4. Workplace atmosphere and environment ($\beta=0.102$) 5. Governance Aspects ($\beta=.096$) which can generate predictive equations from the predictor regression coefficients in unstandardized score (b) and those in standardized score (β). The following forecasting equation in unstandardized score form $Y' = 1.391 + 0.255(x6) + 0.183(x10) + 0.124(x5) + 0.050(x3) + 0.075(x2)$.

Forecasting equation in standardized score form $Zy = 0.321(x6) + 0.238(x10) + 0.162(x5) + 0.102(x3) + 0.096(x2)$.

Table 4. Table of Multiple Correlation Coefficients

Predictive Variables	Unstandardized Score		Standardized Score	t	Sig
	b	Std.	β		
Constant	1.391	0.140		9.969	.000
Professional Success x_6	0.255	0.046	0.321	5.590	.000
Career Growth x_{10}	0.183	0.041	0.238	4.495	.000
School Policies x_5	0.124	0.043	0.162	2.870	.004
Workplace atmosphere and environment x_3	0.050	0.018	0.102	2.763	.006
Governance Aspects x_2	0.075	0.037	0.096	2.013	.045
R=.760, R²=.577, Adjusted R²=.572, F=100.790, Std. Error =.27378, Constant = 1.391					

Table 5. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Professional Success	0.691	0.478	0.476	0.30274
Career Growth	0.741	0.549	0.546	0.2818
School Policies	0.751	0.563	0.56	0.27751
Workplace atmosphere and environment	0.757	0.573	0.568	0.27491
Governance Aspects	0.76	0.577	0.572	0.27378

According to the table, the results of the regression analysis on teacher motivation and morale affecting school effectiveness found that the top five factors are 1) Professional Success 2) Career Growth 3) School Policies 4) Workplace Atmosphere and Environment and 5) The Governance Aspects.

4.2 Guidelines for Enhancing Teacher Motivation and Morale in Relation to School Effectiveness

Working further to the research results, the researcher developed the guidelines containing nineteen recommendations for enhancing the top five teacher motivation and morale factors that influence school effectiveness as follows:

Professional Success

1. When teachers perform successfully and improve a school's reputation, they should receive various forms of reinforcement. Administrators establish success criteria and goals. Before executing their duties, school personnel participate in the development of the PA (Performance Agreement) and approve the evaluation criteria together.
2. Teachers create goals for success and perform at their best capacity. The goals for achievement should begin simple and gradually increase in size.
3. Administrators, teachers, and all workers play a vital part in the running of the school until the goals are met. The methods and patterns of reinforcement should be clearly defined and consistent throughout the school. Future motivation and morale could decrease if the same accomplishment is reinforced in a different manner.

Career Growth

4. The school must assist teachers in recommending academic knowledge and understanding that can be used to seek for higher-level professions. This can be accomplished both directly by administrators and indirectly by partnering with external organizations to create knowledge and awareness of certain problems connected to requesting academic works or other types of knowledge for which the institution lacks aptitude.
5. Administrators of schools must have both short- and long-term plans to give teachers opportunities for higher positions and progress to academic roles. Teachers must engage in the planning process and agree to adhere to the plans throughout the school year.
6. Administrators of schools should promote all types of education to teachers. Encourage teachers to pursue higher education qualifications, enhance their understanding of their field of work, acquire specialized information, and self-develop in areas outside of their responsibilities.

7. Administrators of schools should establish the topics, forms, and locations for study visits, arrange for field trips, and routinely conduct self-development training in accordance with organizational and personnel development objectives. Organize a variety of training modalities to allow teachers to continually develop both within and outside of the classroom.

School Policies

8. Administrators, teachers, and all school personnel are involved in planning school operations and establishing school policies. The needs of all parties are investigated. Everyone collaborates to attain the same school objectives.
9. The distribution of school-assigned work must take into account the demands and talents of teachers and school-assigned personnel. Administrators of schools establish measurable performance objectives, such as KPIs, and analyze the achievement of staff development, using KTE or the Evaluation Model.
10. The school administration's structure and sequence of actions are transparent and adaptable. A school culture has been established in order to regulate, supervise, and assist with operations in accordance with the structure, including the development of an organizational model for all employees to follow a common route.

Workplace Atmosphere and Environment

11. The structure of the workplace is sturdy and secure. The security system within the building and surrounding area is routinely inspected. Inviting external entities to participate in building management inspections and consultations.
12. The arrangement of work-friendly atmospheres and surroundings in the organization, taking into account cost-effectiveness, utility, and environmental friendliness, focuses on conserving energy.
13. Modern, work-friendly facilities and tools are necessary for the operation. It is simple to link the personal devices of staff members. Teachers who may require equipment support receive support. Periodically, equipment utilization is assessed.
14. Existing network technologies used to support operations must be efficient and open to several vendors or suppliers to avoid problems caused by the unavailability of one system. It can also reduce the total cost of system implementation.

Governance Aspects

15. Administrators of schools are able to lead the school to success by always focusing on the school's accomplishments, constantly acquiring new knowledge, continually developing themselves to adapt to the changes in the global society, and having a progressive vision and clear goals for leading the school.
16. Administrators of schools provide appropriate justifications for problems based on the reasons that school administration and employees jointly establish goals, measure, and evaluate. Periodically, appropriate evaluation forms are utilized and administered to everyone in order to ensure equality.
17. should perform as exemplary role models and adhere to the principles of governance for the school's excellent governance.
18. Administrators of schools should foster a culture of involvement for all teachers. Provide teachers with opportunities to demonstrate their skills. Facilitates motivation and morale when teachers are able to complete needed responsibilities.
19. Administrators who are well-versed in operations and problem-solving can offer guidance on operations and assist teachers with a variety of issues, while also establishing simple and diverse communication channels for use in coordination with various cooperation groups to facilitate rapid problem-solving.

5. Discussions

The researcher would like to discuss the following research aims in light of the findings on how teacher motivation and morale affect Bangkok Metropolitan Administration Schools' effectiveness:

1. Level analysis results of teacher motivation and morale in performing their jobs

The data suggested that the motivation and morale of teachers in completing their duties were generally high. Teachers' motivation and morale were highest in regards to Job Responsibility, followed by Professional Success, Career Development, Workplace Atmosphere and Environment, Achieving Respectful Prominence, Governance Aspects,

School Policies, Relationships with Supervisors and Colleagues, Job Attractiveness, and Salary, Welfare, and Security. The findings are consistent with those of Ekapong Wongsuriyawan (2016) regarding the morale of school personnel in the Office of Sakon Nakhon Primary Educational Service Area and in the schools under the jurisdiction of the Phasi Charoen District Office in Bangkok, respectively. This may be because schools have appropriate policies or a clear scope of work, administrators assigned the right jobs to the right people with the right knowledge and skills, and teachers are responsible for the work assigned and have made progress in their work, all of which contribute to the effectiveness of the school. This is consistent with Herzberg and Snyderman's (1959) Theory of Motivation, cited by Natchanan Pocharat (2019), which identifies two kinds of elements that influence operational behavior: motivational factors and hygienic factors. Motivating elements produce job satisfaction and, consequently, work productivity, whereas hygienic factors influence how individuals feel about their own work units. It is an external environment factor. It is not an incentive to work, but the absence of a hygienic component will induce worker unhappiness.

2. Level analysis result of school effectiveness

The data demonstrated that the overall effectiveness of the school was high. The effectiveness with the highest level was the capacity to solve problems within educational institutions, followed by the capacity to change and improve educational institutions, the capacity to cultivate positive attitudes in students, and the capacity to cultivate students with excellent academic success. The findings are consistent with those of Yuwaret Pradu, Banjongcharoensuk, and Sophon Petchrapuang (2021) on the effectiveness of school administrators and teachers in Surat Thani Primary Educational Service Area 1, Natakorn Panomai (2021) on the study of administrative factors that affect school effectiveness in the schools under the jurisdiction of Chaiyaphum Primary Educational Service Area 3, and Weerayaew Saokaew (2017) on factors that affect the effectiveness of school administrators. This may be because the Bangkok Metropolitan Administration has a distinct mission, vision, goals, and objectives that provide a clear direction and framework for the development of basic education, so allowing schools to develop the quality of their students accordingly. This is consistent with Mott's (1972) theory, cited by Chonthicha Naree (2019), which states that the capacity to alter and improve educational institutions, the capacity to solve problems within the school, the capacity to develop students with excellent academic success, and the capacity to cultivate positive attitudes in students have a strong, positive, and significant impact on the school's effectiveness.

3. Factors of teacher motivation and morale in performing their jobs that influence school effectiveness

According to the outcome of a regression study on teacher motivation and morale in executing their jobs, which affects school effectiveness, the motivation and morale elements can be ranked as follows: 1) Professional Success 2) Profession Growth 3) School Policies 4) Workplace atmosphere and environment 5) Governance Aspects. This is consistent with the research of Wanwisa Homkajon (2018) and Jintana Pruekhana (2020) on the factors affecting the effectiveness of Ban Chang Pattana School Group under the jurisdiction of the Office of Rayong Elementary Education, Region 1. Environment, personal characteristic, and management policy and practice were found to have a significant positive relationship with school effectiveness at the .01 level. Personal characteristic has a direct impact on the success of an organization due to its association with organizational commitment, job performance, and work motivation. The findings are congruent with the findings of Natakorn Panomai's study on administrative factors affecting school effectiveness in schools under the jurisdiction of Chaiyaphum Primary Educational Service Area Office 3. The overall effectiveness of the school was high. The highest averages for each factor were transformational leadership, practical motivation, and organizational climate, in that order. When examining the relationship between administrative characteristics and school performance, it was found that transformation leadership, practical motivation, and organizational atmosphere had a statistically significant positive correlation with school effectiveness at the .01 level. The correlation coefficients ranged from 0.600 to 0.760. All three of these factors could predict or explain the variance in school effectiveness at 66.60 percent and at a significant level of .01. This may be because human work needs are influenced by aspects such as job satisfaction, fair and transparent annual performance evaluation, adequate remuneration for living life, adequate and fulfilled welfare, and community participation, all of which contribute to teaching work satisfaction. In terms of school administration, work satisfaction can be raised if administrators have an open management style, hire the right person for the job, and provide them the freedom and autonomy to perform their jobs. Consequently, they feel grateful to work at the school and proud of the accomplishments of the team. The schools administered by the Bangkok Metropolitan Administration place a high value on the engagement of all parties in order to realize a shared vision and enable supporting staff to progress in their respective fields. Employees are encouraged to demonstrate their knowledge and skills to their fullest extent and are active in the organization's activities. Personnel's knowledge and abilities coincide with their assignments. It is the selection of each employee's most valuable attributes for use in the operation in order to achieve success in the assigned tasks and career advancement. The management has clearly developed regulations and standards to ensure compliance by employees and to provide a physical and social

environment that is conducive to work operations.

4. Guidelines for enhancing teacher motivation and morale in relation to school effectiveness

The researcher has created guidelines encompassing nineteen recommendations for boosting the top five teacher motivation and morale elements that influence school effectiveness, based on the findings of the research. These nineteen recommendations are not listed in any particular order of priority. Recommend more research into the ranking of these recommendations according to each unique factor. It will be useful for school administration, as different schools may have varying demands and priorities at various points in time.

6. Conclusion

Teacher motivation and morale are essential particularly at periods of change or during the events influences a sense of job security and trust in the future of an organization. This is due to the fact that motivation and morale are highly connected with the school effectiveness, in particular the capacity to solve problems within educational institutions, followed by the capacity to change and improve educational institutions, the capacity to cultivate positive attitudes in students, and the capacity to cultivate students with excellent academic success. Teacher motivation and morale in executing their jobs, which affects school effectiveness can be ranked as follows: 1) Professional Success 2) Profession Growth 3) School Policies 4) Workplace atmosphere and environment 5) Governance Aspects. The guidelines for enhancing teacher motivation and morale in connection to school effectiveness include nineteen ideas for boosting the five most influential aspects of teacher motivation and morale that affect school effectiveness. Administrators of schools can use them when establishing personnel management policies and procedures in order to achieve the organization's shared vision and ensure that teachers are willing to accomplish given tasks to the best of their abilities. The effectiveness of all educational institutions is contingent upon the quantity and caliber of its workers. Human resource management is the most crucial aspect for school performance.

As a suggestion for future research, other factors relating to gender, experience, and school size should be examined further to ensure optimal human resource management and allocation and to make the recommendation more significant and applicable in a variety of circumstances.

In addition, it is suggested that the study be expanded to include other school departments or sectors, as well as factors other than those included in this study, perhaps with other sample groups outside of Bangkok Metropolitan Administration supervision or with teachers from different grade levels. The expansion will reveal other significant aspects and particular guidelines that are most suited to certain educational circumstances and personnel.

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