Teacher Motivation: A Factor Affecting Persistency in Profession*

แรงจูงใจของครู: ปัจจัยที่มีผลต่อการคงอยู่ในวิชาชีพ

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Abstract

The purposes of this paper are to explore and disseminate the theory of motivation in terms of teacher motivation and its impact on education in general and in developing countries. It includes the notions of teacher motivation in three dimensions regarding teachers' job commitment, job satisfaction and performance competency based on three motivational theories, namely Maslow's Hierarchy of Needs Theory; Self-Determination Theory; and Herzberg's Two-factor Theory. This paper also provides factual teacher responses which are obtained from the author's discussion with teacher colleagues to gain better perspectives and understanding of teacher motivation. It is no exaggeration to claim that teacher motivation is a critical variable in the success of teaching and learning process both for students and teachers themselves. It is expected that this paper can contribute to more effective education as well as better school systems. In addition, it will be beneficial if more research and studies on teacher motivation in the realms of motivational theories are carried out. The data from these studies will then be used to find out what really motivate teachers and how they can improve their motivation for more effective teaching and learning process and outcomes.

Keywords: 1. Motivation 2. Teacher motivation 3.Teaching and learning

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อศึกษาและเผยแพร่ทฤษฎีแรงจูงใจในด้านแรงจูงใจของครู และผลกระทบที่มีต่อการศึกษาโดยทั่วไปและในประเทศที่กำลังพัฒนา โดยกล่าวถึงแรงจูงใจของครูในสามด้านเกี่ยวกับความผูกพันต่องาน ความพึงพอใจในงาน และสมรรถนะผลงานของครูในทุกด้านบนพื้นฐานทฤษฎีแรงจูงใจสามทฤษฎีได้แก่ ทฤษฎีลำดับขั้นความต้องการของมาสโลว์ ทฤษฎีความมุ่งมั่นในตนเอง และทฤษฎีสองปัจจัยของเฮอร์เบิร์ก นอกจากนี้ยังได้รวบรวมคำตอบของครูจากการสนทนาของผู้วิจัยกับครูที่เป็นผู้ร่วมงานเพื่อให้ทราบถึงทัศนคติและความเข้าใจในด้านแรงจูงใจของครูให้ดียิ่งขึ้น จากผลการศึกษาพบว่าแรงจูงใจของครูเป็นปัจจัยที่สำคัญต่อความสำเร็จของกระบวนการเรียนการสอนทั้งของนักเรียนและของครูผู้สอน ผู้วิจัยหวังเป็นอย่างยิ่งว่าบทความนี้จะมีส่วนช่วยให้การศึกษาและระบบการศึกษามีประสิทธิภาพมากยิ่งขึ้น ทั้งยังเป็นประโยชน์และทำวิจัยต่อยอดด้านแรงจูงใจของครูบนพื้นฐานทฤษฎีแรงจูงใจให้มากขึ้น เนื่องจากผลของงานวิจัยสามารถถูกนำไปใช้เพื่อค้นหาคำตอบว่าสิ่งใดที่ช่วยสร้างแรงจูงใจให้กับครู รวมถึงวิธีที่จะพัฒนาแรงจูงใจของครูเพื่อเพิ่มประสิทธิภาพและผลลัพธ์ของกระบวนการเรียนการสอนให้ดียิ่งขึ้น

คำสำคัญ : แรงจูงใจ แรงจูงใจของครู การเรียนการสอน

Introduction

"The extent to which teachers can motivate their students depends on how motivated teachers themselves are." (Bernaus, Wilson and Gardner, 2009; Guilloteaux and Dörnyei, 2008)

Obviously, there are a lot of aspects which contribute to successful teaching and learning process; however, one of the most influential aspects is the teacher. Teachers generally play a crucial role and act as the main factor for students' achievement. Simply put, the role of the teachers is not merely to teach but also to motivate students particularly where there are difficulties and challenges (Tambunan, Hamied and Sundayana, 2016 : 116). Bernaus, Wilson and Gardner (2009) state that the ability of teachers to motivate students is related to how they motivate themselves. In other words, the students will be motivated in teaching and learning when teachers are motivated as well.

The unique nature of teaching generally is involved with a set of challenges which can be from socio-cultural and affective factors such as attitude, anxiety, risk-taking, the need to keep up-to-date with new and effective teaching practice, motivation to name just a few. Therefore, it is evident that we, teachers are facing these constraints in classroom as well as in any places both inside and outside an institution.

Being motivated can be very similar to being inspired. Motivation refers to a goal directed behavior which activates and energizes behavior (Reber and Reber, 2001 : 47) and this implies that when people act, they need motivation (Tambunan, Hamied and Sundayana, 2016 : 117). In fact, motivation is responsible for why we decide to do something, how long we can sustain the activity and how hard we are going to pursue it (Dörnyei, 2001). Motivation is normally viewed as a strong impact on success and failure in teaching and learning since it plays a significant role to make teachers and students act and subsequently to achieve their goals.

Teacher motivation is often associated with a teaching career and it has received a significant level of attention in education and psychology since the last few decades. (Hettiarachchi, 2013 : 1). Sinclair (2008: 37) explains the term, *teacher motivation* as something which determines individuals' attraction to teaching, persistence in their initial teacher education courses and teaching profession as well as engagement with the courses and the teaching profession.

Muvunyi (2016) points out that a way to empower teachers in the occupation is relevant to effective management regarding a variety of perceptions, variables, methods, strategies and activities. In other words, supportive environment, favorable conditions as well as sufficient facilitation are needed in motivating teachers and enhancing their satisfaction, commitment, dedication, and attainment in performing their duty effectively.

Ladd (2007) remarks that in order to attract high-quality teachers, a lot of developed countries such as the United States, Germany, and Japan tend to provide more variety of alternative routes into teaching; for instance, through special programs in traditional institutions, adult education or distance learning programs. To enhance and maintain motivation of teachers, these developed countries have been using formal mentoring and induction programs as a way to improve teachers' chances of success including higher salaries, addressing teacher preparation and certification, favorable working conditions, providing additional support staff for teachers, acknowledging effective teachers, improving school leadership, sabbaticals, and so on.

In some developing countries with specific characteristics such as Thailand, however, the definition of teacher motivation would perhaps go beyond the traditional paradigm. Sarojn Pasathang, et al. (2016) state that teachers in Thailand are facing various kinds of professional problem; one of them is lacking of motivation to work. They have too many special tasks to perform and teach too many lessons, never believe in career and make transitions to another

career, and also have no pride in teaching profession, in other words, they hardly have motivation to teach for good results. (ibid.; Prapaphon Kham-o-part, et al., 2017).

In short, teachers' motivation level in such country includes a number of distinct psychological, physiological and social aspects such as personal interest, beliefs, stimulation level, anxiety, challenge force, incentive policies and so on. As such any stakeholders should make attempts to ensure that effective teachers are not only attracted into the teaching profession, but also appropriately motivated to meet the ambitious education goals of quality education as a whole (Bennell and Akyeampong, 2007).

To increase qualification is one of teachers' key roles, leading to good quality education system in all levels. It is believed that the most crucial determinant of good quality education at university, for example, is exactly motivation (Blašková and Blaško, 2013). According to Keller and Price (2011), motivation is the presence of enthusiasm that drives employees to put in extraordinary effort to deliver results; nevertheless, university teachers' motivation is inevitably confronted and weakened by several complicated situations, activities, perceived social and also individual responsibility.

In the realm of the motivation of university teachers, influencing teachers' motivation is more complicated than influencing their abilities through training or tangible incentives such as high salary. Simply put, it is essential to increase their interest and motivation by actively having them involved in the happening at the university (Blašková and Blaško, 2013). Moreover, it is no sufficient to place the teachers only in the position of assigned work tasks or to implement the requirements of the university managers (ibid.). To effectively motivate the university teachers, it is necessary to create interest in them and willingness to actively get involved in accomplishment of activities, conforming to the mission and objectives of the university (Vodáček & Vodáčková, 2013 : 123).

Up to this point, it is undeniable that there is a clear relationship between teacher motivation and student motivation since teacher motivation contributes to student motivation and success in the target learning outcomes concerned (Manthana Pandee, et al., 2017). Nevertheless, there is insufficient attention to the teacher motivation issues in education particularly in educational psychology (Zhang and Sapp. 2008). Despite the fact that teacher motivation has gained higher attention in a past few decades, research into the motivation of teachers is still limited, more specifically, in relation to the contexts of developing countries (Bennell and Akyeampong, 2007).

As mentioned above, a profound study on teacher motivation will help shed light on how this construct can be related to teachers' competency and success as well as those of the students'. The purposes of this paper are; therefore, to explore and disseminate the theory of motivation, especially in regard to teacher motivation, its importance and implications, its impact on education in developing countries like Thailand. In addition, this paper will also include factual teacher responses which are obtained from the author's discussion with teacher colleagues. Most of all, the author expects that this paper will contribute to more effective education as well as successful teaching and learning process in developing countries on the whole.

Discussion of Content

In this section, the author is to begin with the definition of motivation in general and theory of motivation, then proceed to the more focused aspects of teacher motivation as a key determinant for teaching and learning effectiveness and also on student motivation in developing countries such as Thailand. Finally, the factual responses by the author's teacher colleagues regarding teacher motivation will be provided to emphasize the significance of teacher motivation on teachers' teaching and students' learning outcomes. These provide valuable insight into the influence of teacher motivation on teaching career as well as possible directions and solutions for future teaching and learning development.

Motivation

The term "motivation" is derived from the Latin word *movere* which means to move. Motivation can generally be defined as some kind of inner drive, impulse, emotion or desire that pushes or moves someone to do things. It is associated with internal or external forces that initiate, direct, coordinate, amplify, terminate, and persist a behavior (Pintrich, 2003; Tambunan, Hamied and Sundayana, 2016 : 117).

Motivation is generally considered as an unobservable psychological construct; however, it can also be defined as an individual's observable behavior patterns. According to Dörnyei (2001), motivation is responsible for:

- an individual's choice to decide to do something
- an individual's persistence and willingness to sustain the activity, and
- an individual's effort to pursue the activity.

Figure 1 below helps us clearly understand this condition.

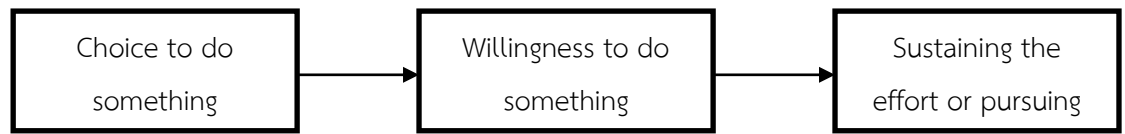| Choice to do something	→	Willingness to do something	→	Sustaining the effort or pursuing

Figure1: Motivation responsibility

As a mix of internal and external influences, motivation appears different in each individual. Motivated individuals can be identified with the key characteristics such as interest, curiosity, and desire to achieve a goal. This means that individual must have sustained interest, compelling need or desire to exert effort to invest the time and energy needed to reach their goals.

In addition, Gardner (2001) has tried to propose some acceptable attributes and characteristics of motivated people; here he concludes that motivated people:

- are goal directed and aroused

- are persistent and attentive

- have desires, expectations, and reasons

- expend effort

- exhibit positive affect

- make use of strategies to aid in achieving goals, and

- demonstrate self-confidence (self-efficacy).

Motivation is an umbrella-term involving a wide variety of different factors (Dörnyei, 2001). Motivation has a direct connection with an attempt to gain a better understanding of why we think and behave as we do. A great number of researchers have devoted their substantial efforts to identify key factors and distill all potential determinants of the variance in human behavior. Nevertheless, it seems impossible to define motivation in any single, widely accepted theory. Since motivation is considered as a complex phenomenon, understanding general assumptions about its theories would be helpful in achieving a better grasp of the true concepts and principles.

All definitions above seem to get to the point that no behavior without motivation (Tambunan, Hamied and Sundayana, 2016 : 117). To put another way, motivation plays a critical role in making any individual act. Motivation—particularly in education contributes to make teachers and students behave (ibid.). Motivation and motivational theories which are associated with education in terms of teaching and learning are to be identified and discussed in the next part.

Theory of Motivation

Motivation plays a key role in education especially in teaching and learning. Normally, individuals need to exert efforts to perform teaching and/or learning tasks and that motivation is an important construct in teacher quality as well as student achievement (So, Sharp, Klockow, and Martin, 2002). There are several motivational theories. However, three theories: Maslow's Hierarchy of Needs Theory; Self-Determination Theory; and Herzberg's Two-factor Theory will be presented here due to their remarkable connection with education— teaching and learning.

Maslow's Hierarchy of Needs Theory (Maslow, 1954)

One of the most widely recognized conceptualization of motivation of the content theories is Maslow's hierarchy of needs theory (Muvunyi, 2016). This theory assumes that humans have specific needs and start doing an action so that their needs can be met. As proposed in this theory, there are five categories of needs which are naturally ranked hierarchically: physiological, safety/security, belonging/social/affiliation, self-esteem, and self-actualization.

These needs are arranged according to the changing sense of urgency regarding the individual's perceived needs as he or she progresses through life (Muvunyi, 2016). The pyramid below illustrates the assumption of five categories of needs in the theory. (Adapted from Maslow, 1954)
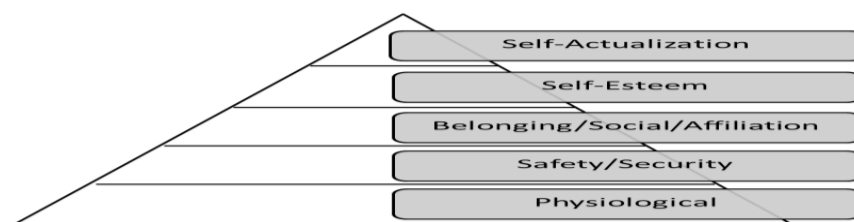

Figure2: Maslow's hierarchy of needs theory

The theory assumes that any individuals' needs must be satisfied, starting with the most fundamental conditions, physiological ones. When lower order of needs of physical and emotional well-being is met, their attention can be turned to the higher order needs of self-esteem and self-actualization. To simply put, once a need is satisfied, it is no longer a need and the individuals' behavior is ceased. Subsequently, their attention can turn to the next more pressing need at a higher level of the hierarchy**.**

Self-Determination Theory (Ryan and Deci, 2000)

Self-Determination Theory (SDT) by Ryan and Deci (2000) is one of useful motivational theories especially for understanding teachers' motivation (Segura, 2015). There are two types of motivation construct in STD: extrinsic motivation and intrinsic motivation. The first one refers to engaging in an activity to get a desired tangible reward or outcomes which are not inherent to the activity where are the latter refers to engaging in an activity because it is inherently enjoyable or interesting (Ryan & Deci, 2000).

Extrinsic rewards such as money, grades, prizes and so on are considered as important motivators since these can get individuals to engage in activities especially the ones who opt to do so only if the extrinsic rewards are available. If an activity is of little or no initial appeal, then it is the extrinsic motivators which can help enhance someone's interest. Also, extrinsic rewards can be used to motivate individuals to keep engaging in the activities that have an association with them as well as provide useful feedback to improve individuals' competence perception (Lepper and Henderlong, 2000).

As the opposite of extrinsic rewards, intrinsic rewards appear important to human motivation since individuals generally have inherent tendencies to be intrinsically motivated for the needs of autonomy, competency, and relatedness (Segura, 2015). This means that the individuals opt to engage in an activity due to inherent satisfaction obtained from the activity, not because of external pressures or consequences associated with the activity itself (Ryan & Deci, 2000). Accordingly, intrinsically motivated individuals tend to learn and become successful in developing and expanding their own competency throughout the activity process as well as appear persistent to overcome any obstacles and finally find solutions for an achievement. Segura (2015) points out that intrinsically motivating activities are considered as a significant factor for influencing human behavior since they contribute to self-determination enhancement. To simply put, the individual seek out their competency and mastery over and over again by pursuing the activities and eventually these become strengthened over time as a result of their motivating effects.

Herzberg's Two-factor Theory (Herzberg, 1966)

By adapting Maslow's ideas, Herzberg (1966) has made them applicable for the workplace environment. This theory of motivation presents a clear distinction between the factors that determine job satisfaction and those that influence motivation. In this regard, the theory claims that job satisfaction and dissatisfaction nearly always arise separately from

different factors, rather than simply opposing reactions to the same factors, as had always previously been believed (Herzberg, 1966 cited in Muvunyi, 2016).

Since job satisfaction is independent from dissatisfaction, some workplace environmental aspects can cause either satisfaction or dissatisfaction of employees. This kind of aspects is extrinsic in nature and referred to as hygiene factors or job context factors, including company policy and administration; technical supervision; salary; interpersonal relationships with supervisors, peers and subordinates; and working conditions (Herzberg, 1966). Interestingly, having only these factors does not lead to job satisfaction since they are not sufficient in themselves to bring about the fulfillment of employees and potentially produce only short-term changes in work attitude and motivation (Bennell and Akyeampong, 2007).

Herzberg (1966) also proposes what he identifies as motivating factors or job content factors; in other words, these are what people actually do in a workplace. The aspects such as achievement, recognition, the job itself, increased responsibility, and advancement are intrinsic in nature and can make employees work hard particularly when these are met. In addition, these motivators are also relevant to a long-term positive impact on job performance (Bennell and Akyeampong, 2007).

According to Herzberg (1966), both hygiene factors and motivating factors should be given equal attention to achieve employees' satisfaction. These two types of factors are shown in Table1 below. (Adapted from Herzberg, 1966; Muvunyi, 2016)

Hygiene factors	Motivating factors
Pay & benefits	Sense of achievement
Company policy	Recognition by others
Interpersonal relationship	Responsibility
Level & quality of supervision	Advancement and personal growth
Job security	Job itself
Working conditions	

Table 1: Herzberg's Two-factor Theory

As mentioned previously in this section, these three motivational theories have notable association with education—teaching and learning. All of them can be used to highlight teacher motivation with respect to the conceptualization of job commitment, job satisfaction and performance competency for teachers. In the following section, teacher motivation is to be elaborated and how teacher motivation is viewed in terms of Maslow's Hierarchy of Needs Theory; Self-Determination Theory; and Herzberg's Two-factor Theory will be presented.

Teacher Motivation

Teacher motivation in accordance with the conceptions of motivation refers to the motivation to teach and the motivation to remain in the profession (Dörnyei and Ushioda, 2011). Ofojebe and Ezugoh (2010 : 401) define teacher motivation as: "A way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the teachers, so that they may become satisfied, dedicated and effective in performing their task."

Teacher motivation has a close relationship with students (Han and Yin, 2016). Teacher motivation contributes to the practice of teachers which in turn contributes to student motivation and the learning outcomes. In other words, teachers can have either positive or negative impacts on students. Students' learning outcomes are dependent on teacher motivation since it is an essential component of classroom effectiveness, instruction quality, teaching effectiveness. Han and Yin (2016) confirms that teaching styles, teacher approaches to teaching, teaching practice and instruction behaviors are all in relation to teacher motivation factors. This is supported by the study of Jutarat Vibulphol (2016) on students' motivation and teachers' motivation in Thailand. In her study, she claims that teachers' behaviors and instructional practices play an important role since these can promote or suppress students' natural curiosity in learning which subsequently affect students' learning achievement.

The above teacher motivation definitions imply that it is essential to motivate teachers to enhance their commitment in teaching performance and the attainment of educational objectives such as high morale and the facilitation of positive learning outcomes (Muvunyi, 2016: 32). In this section; therefore, teacher motivation with its three dimensions, namely job commitment, job satisfaction and performance competency for teachers are

presented and this will be based on three motivational theories: Maslow's Hierarchy of Needs Theory; Self-Determination Theory; and Herzberg's Two-factor Theory.

Teacher Motivation on Maslow's Hierarchy of Needs Theory

As explained in the earlier section, the theory of Maslow's Hierarchy of Needs has been regarded as a well-established and widely recognized theory and a huge number of researchers have accepted and applied it in their studies since 1950s. In his theory, Abraham Maslow (1954) suggests that the human actions start, energize, direct, maintain and stop when the needs are satisfied. The central to this theory consists of five main needs: physiological, safety/security, social/affiliation, self-esteem and self-actualization. All of these needs can be related to teacher motivation in terms of teachers' commitment, job satisfaction and performance competency as well as to student achievement.

The first need is physiological needs consisting of basic biological needs. Every individual needs to get food, water, air, sexual satisfaction and other primary needs such as shelter, clothing, good and comfortable working conditions etc. (Tambunan, Hamied and Sundayana, 2016 : 117). In the case of teacher motivation, this issue is related to teachers' salary and school conditions. This need requirement can be met when teachers receive a reasonable generous salary and enhanced working conditions. Consequently, this satisfied requirement can have some positive impacts on the productivity and quality of teacher in the school.

The second requirement is the need for security and safety which normally comes after the physiological needs have been met. In Maslow's theory, these needs are composed of the need to be safe, secure, protected from the dangers and accidents and stability in the event of everyday life (Tambunan, Hamied and Sundayana, 2016 : 117). At school, teachers are likely to be motivated and sustain in a teaching career when they can assure that their job is guaranteed and secured. The safety of school environment in which teachers live and work strongly influences teacher motivation levels; this enhances their job satisfaction and reduces absenteeism.

The third requirement is the need for belonging, social, and affiliation. It includes the need for love, affection, friendship, acceptance, a sense of belongingness. At school, teachers' satisfaction with colleagues in the group, formal or informal participation with others, and participation in making decisions by being consulted about policy and school procedures all encourage this teachers' need to be achieved. Due to teachers' need of affective

relationships, the teachers who can effectively utilize their expertise and skills in groups and are assigned as delegates of the right tasks are more likely to be satisfied this requirement.

Once these three requirements above are achieved, humans can possibly start the higher requirement which is associated with ego or self-esteem needs. According to Maslow's concepts, this requirement involves the need for respect, prestige, recognition, self-esteem, status, personal sense of competence (Tambunan, Hamied and Sundayana, 2016 : 117). In the case of school system, this requirement can be met when teachers are assigned power by a higher authority and there is no pressure that restricts teacher autonomy. Hettiarachchi (2013 : 2) cites three kinds of pressure that can restrict teacher autonomy; those are teachers' perception regarding the responsibility for students' behavior and standard performance; teachers' perception of conforming to other colleagues' teaching methods and involvement in school activities; and teachers' perception in terms of limited freedom in determining course curricular. To sum up, the recognition of teachers' ability and competence; reward tasks and responsibilities; financial performance through profit or paid services, compliments and praise are all contribute to the satisfaction of this need.

The last requirement is the need for self-actualization which includes the need for growth, success, and progress to fulfill oneself. At school, teachers need to maintain their competency, success and progress by having either short-term or long-term programs of training and career development such as workshops, seminars and conferences. Scholarship awards can be an effective alternative to promote high quality performance of teachers. The satisfaction of this requirement can result in the quality of teacher performance and outcomes together with a guarantee of quality assurance in the school system as a whole.

At this point, the author would like to conclude that all Maslow's needs have strong connection with teacher motivation. It is very important for teachers' needs to be met so that they would be more committed to the improvement of their teaching performance competency. Certainly, teachers with appropriate level of commitment and dedication to teaching can be considered as outstanding teachers of students who will directly promote students' achievement in the learning process.

Teacher Motivation on Self-Determination Theory

As mentioned in the previous section, Self-Determination Theory distinguishes motivation into two distinct types as extrinsic motivation and intrinsic motivation (Ryan & Deci, 2000). Extrinsically motivated individuals tend of perform an activity due to its consequence whereas intrinsically motivated ones are likely to perform an activity because it is interesting.

Dickenson (2016) suggests that individuals who experience intrinsic motivation must internalize the value attributed to a behavior; otherwise external guidelines must be presented to help them to become motivated.

According to extrinsic factor perspectives, teacher motivation is not derived from the teachers' inside working but from what surround them. Extrinsic rewards are those provided to teachers in a tangible form such as salary, scholarship, prized, bonus, etc. and these are considered as a more concrete and material ways (Segura, 2015 : 12). Apparently, monetary rewards provided to teachers under suitable educational accountability can support the motivation of the teachers particularly who have no initial interest in the teaching job or who come into this career for financial related reasons. These tangible rewards are more likely to promote teachers' motivation and engagement in an activity when they are given unexpectedly. To simply put, the unexpected extrinsic rewards appear to have a positive impact on teachers' motivation since the rewards can communicate that they are recognized as especially competent.

Conversely, intrinsic rewards such as self-respect, a sense of accomplishment, autonomy, and responsibility are related to teachers' high performance, well-being, and lower burnout (Dickenson, 2016). Job satisfaction is one of the intrinsic factors. This implies that teachers tend of be satisfied when their invested time and effort are recognized and rewarded. Several researchers claim that intrinsic motivational rewards are more effective in motivating teachers, enhancing their competence as well as improving their teaching performance outcomes than extrinsic ones (Dickenson, 2016; Segura, 2015).

New teachers probably enter into the profession for intrinsic factors; however, they can be overwhelmed by the negative effects of extrinsic factors. It is; therefore, crucial for any stakeholders to provide them suitable assistance and mentoring to boost teacher motivation. Before ending this section, the author agrees that teaching is normally not a profession for high financial benefits, thus it can be assumed that a lot of teachers tend to be driven by intrinsic motivation rather than extrinsic ones.

Teacher Motivation on Herzberg's Two-factor Theory

As stated earlier, Herzberg's Two-factor Theory of motivation has a direct association with the way of making employees satisfied. The theory classifies two main types of factors which can affect employee's satisfaction or dissatisfaction, namely hygiene factors and motivating factors. The first type of factors has some extrinsic characteristics and is associated

with what the employees do in their workplace whereas the other is intrinsic-oriented and related to employees' achievement, recognition, advancement, and so on.

In a case of school contexts, teachers' job satisfaction, job commitment and performance competency are dependent on a variety of factors. The truth is that the teachers with high motivation and needs are more likely to be satisfied and create favorable social, psychological and physical climate in the classroom (Tambunan, Hamied and Sundayana, 2016 : 118).

Based on Herzberg's Two-factor Theory, the author would like to highlight teacher motivation into three aspects: Teacher Motivation & Job Commitment; Teacher Motivation & Job Satisfaction; and Teacher Motivation & Teacher Competency as follow:

- Teacher Motivation & Job Commitment

Teachers' job commitment has close relationship with teachers' ability in creating and utilizing new ideas for practice, teaching performance, and staff turnover. This can have a strong influence on students' achievement and attitudes toward learning and schools. Specific physical rewards of competence acknowledgement, meaningful assignment from the higher authority, task autonomy, participation in decision-making, collaboration among peer teachers, administrative support positive feedback, and reasonable salary are considered as meaningful sources of teacher motivation and job commitment. Teachers who possess sufficient commitment in their job and the school tend to do their role effectively. More importantly, these teachers have more opportunity to establish positive professional values and good relationship with students. This ultimately becomes a key determinant for both teachers' and students' achievement.

- Teacher Motivation & Job Satisfaction

Job satisfaction refers to an individual's affective reaction and positive or negative attitudes towards his/her work. It is involved with the feelings of like or dislike towards the work that he/she does. The attitudes include satisfaction and dissatisfaction which are dependent on different factors of the job like salary, job itself, company policy, etc. According to Michaelowa (2002), teacher job satisfaction is an indication of teachers' well-being convinced by the teaching job and motivation. It is related to their desire and willingness to engage in favorable teaching and school activities. As stated, teacher motivation is a key factor for teachers to start and maintain work-related behaviors as well as to achieve their personal goals. Teacher motivation involves a variety of variables, methods, strategies, and perceptions that the management can use to create a conducive climate for teachers' satisfaction of needs

and to empower teachers in their profession. With a sufficient level of motivation and job satisfaction, teachers thus become satisfied, dedicated, and perform their tasks and duties effectively.

- Teacher Motivation & Teacher Competency

Several studies propose that there are two inter-related features relevant to teacher motivation and teacher competency that are called, will-do and can-do (Muvunyi, 2016: 55). Will-do motivation refers to the level to which teachers incorporate with school's objectives and goals while can-do motivation emphasizes on the influential factors of teachers' capacity in realizing school goals. In this regard, teachers can dedicate themselves to school objectives and achievement but they possibly do not have sufficient desirable competencies to perform teaching and other related duties effectively. This can result in teacher demotivation. As a key issue for teacher motivation, actual and perceived competencies of teachers can be attained by providing enough education and teacher training (ibid.) In other words, teacher competency can be enhanced by increasing attention and recognition of teacher education and training which in turn leads to higher level of teachers' motivation, job satisfaction and also job commitment.

This section has elaborated the notions of teacher motivation in three dimensions in terms of teachers' job commitment, job satisfaction and performance competency based on three motivational theories. It is evident that teacher motivation is a multi-faceted construct which integrate professional knowledge of subject matters, interpersonal knowledge of human relationship and affection as well as intrapersonal knowledge of morality and a good conduct. Despite its significance and contribution, the research and studies on teacher motivation are still limited and declining particularly in developing country contexts. Therefore, teacher motivation in developing countries such as Thailand together with some examples of real life scenarios are to be given in the following section to shed some light on this issue more clearly.

Teacher Motivation in Developing Countries

A series of comprehensive studies on teacher motivation have been recently conducted in many developing countries in Asia and Africa. Unfortunately, most of these studies show the existence of a crisis in teacher motivation (Hettiarachchi, 2013 : 3). Voluntary Service Overseas, VOS (2002) reveals that the teaching force in many developing countries is demoralized and fractured with poor quality of education. In the study, teaching profession is

involved with high attrition rates, constant turn over, lack of confidence and varying levels of professional commitment (VOS, 2002).

A number of recent studies show that teacher motivation crisis in developing countries are apparently caused by limited teacher training, poor salaries and benefits, constant changes of school curricular, low teacher efficacy, poor working and living conditions (Hettiarachchi, 2013 : 3). All of these lead to teacher absenteeism, teacher transfer and teacher leaving the job to take up other jobs.

When teacher motivation is a crisis in many other developing countries with similar economic conditions, social structures as well as educational policies and systems, it is more likely that Thailand is no exception as well. It can be assumed that teacher motivation in Thailand is a critical issue in Thai education system. This is perhaps due to insufficient attention from researchers or other stakeholders. According to the author's viewpoint, more empirical study and investigation on teacher motivation issues are needed and should be given a priority in order to identify and understand its real nature and impact on the country's education systems.

Teacher Motivation: Factual Teacher Responses

In this section, factual teacher responses regarding their motivation in teaching profession obtained from the author's discussion with her teacher colleagues are elaborated.

The author has had an opportunity for a short discussion with teacher colleagues who are from different faculties: Faculty of Engineering, Faculty of Science, Faculty of Communication Arts, College of Information and Technology, Language Institute, The Conservatory of Music, Faculty of Archeology, and Faculty of Digital Art to gain better perspectives and understanding of teacher motivation and its implications. The discussion is based on their motivation as a teacher, factors affecting their persistency in a profession, teaching job satisfaction, and profession competency.

For confidentiality and ethical concern, each session of the discussion has been carried out between the author and a teacher colleague from each faculty. All teacher colleagues' responses are given in Thai and then written down by the author during the discussion. Afterwards the author translates the responses into English. The teacher colleagues' names are not disclosed and the summary of their responses is shown below:

- The motivation of all teacher colleagues to enter this profession stems from their love and passion for the job itself. They love transferring knowledge to the students and make them be a citizen with quality.

- Most of teacher colleagues had good experience with teachers in their childhood. Their teachers have become a role model and the inspiration for being a teacher.

- They view a teaching profession as a prestigious job. They feel that teachers are normally well-respected in the society.

- They are proud to be teachers since they can dedicate and contribute to the society by helping the students to have a bright future and sustainable personal development.

- Monetary or tangible rewards are important but these are not the main reason for their teaching commitment and satisfaction as well as persistency in the career.

- "The more you teach, the more you learn." This means that being in this profession, they can learn throughout their lives from a teaching job itself and the people who have good wills. That would be the best motivation in becoming a teacher.

Up to this point, the findings regarding teacher colleagues' responses above are found in association with the theories of motivation mentioned previously in this paper. Some related points are stated as follow:

- Maslow's Hierarchy of Needs Theory (Maslow, 1954)

According to the responses above, it is clear that Maslow's needs have clear connection with teacher motivation. All teacher colleagues are motivated and sustain in a teaching career not mainly because of financial benefits or any tangible rewards. They are more concerned with the needs for acceptance, love, a sense of belongingness, respect, prestige, self-esteem, success, and progress to fulfill the need for self-actualization. The satisfaction of these needs can then lead to the high quality performance of teachers and guaranteed quality of the school system in general.

- Self-Determination Theory (Ryan and Deci, 2000)

The responses above remarkably show that the teacher colleagues enter into teaching profession for more intrinsic factors than extrinsic ones. Their motivation is related to self-respect, a sense of autonomy and accomplishment, recognition as well as responsibility. Their job satisfaction is obviously of intrinsic factors and this can be supported by the studies of Dickenson (2016) and of Segura (2015) in that intrinsic motivational rewards are more influential in motivating teachers to expand their competency, be persistent, and find suitable solution for achievement.

- Herzberg's Two-factor Theory (Herzberg, 1966)

The teacher colleagues' responses here evidently prove that their motivation and job satisfaction are more driven by motivating factors than hygiene factors. Simply put, they are intrinsic-oriented and relevant to their career achievement, advancement, competence acknowledgement and recognition. With an adequate level of motivation and job satisfaction, these teachers become dedicated, sustain as well as perform their tasks and duties efficiently.

Conclusion

The theory of motivation, teacher motivation with its importance and implications, its impact on education in developing countries like Thailand have been explored and elaborated in this paper. The diagram below shows the connection of all these elements in association with teaching profession.
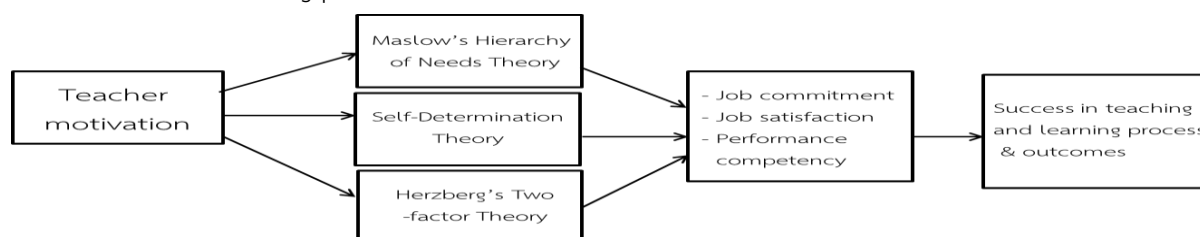
It is not exaggerating to claim that teacher motivation is a critical variable in the success of teaching and learning process. Due to the close relationship between teacher motivation and student motivation, the teachers who are motivated are likely to have a positive impact on students' education, performance and achievement. This paper has only focused on reviewing teacher motivation in terms of motivation theories and other related issues. It is, therefore, just to present the literature aspect of teacher motivation. It would be beneficial if any research and studies on teacher motivation in the realms of motivational theories are carried out to find out what really motivate teachers and how they can improve their motivation for more effective teaching and learning process and outcomes.

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