



Teaching motivation and effectiveness among trained and untrained physical educators of Southern Thailand

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Abstract

The purposes of this study were to compare significant difference between trained and untrained physical educators in term of teaching motivation (TM) and effective teaching (ET) by independent t-test analysis. Additionally, the researchers examined the relationship between TM and ET within trained and untrained physical educators by correlation analysis. The samples in this study were 72 teachers (average of age = 43.93 and S.D. = 12.10), consisting both trained and untrained physical educators in Southern Thailand (40 trained and 32 untrained PE teachers respectively). Two questionnaires were used to collect data. In term of ET, the self-evaluation of teacher effectiveness questionnaire in physical education (SETEQ-PE) was used for data collection. Moreover, in TM aspect the researchers employed the autonomous motivation for teaching questionnaire to collect data. The result indicated that trained physical educators are better than untrained physical educators in TM and ET. Furthermore, this study found that there is a positive relationship in moderate level between TM and ET within trained and untrained physical educators.

Keywords: Effective Teaching; Teaching Motivation; Physical Educator; Thailand

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Cite this article as: Tulyakul, S., Omar-Fauzee, M.S. and Hussin, F. (2018), "Teaching motivation and effectiveness among trained and untrained physical educators of Southern Thailand", *International Journal of Development and Sustainability*, Vol. 7 No. 7, pp. 2093-2102.

1. introduction

In Thailand's education system there is a Basic Education Core Curriculum for students. This curriculum consists eight compulsory study groups, i.e., Social Studies Religion and Culture, Science, Thai Language, Foreign Languages, Mathematics, Occupations and Technology, Arts, Health and Physical Education (Office of the Basic Education Commission, 2008). One of the eight study groups is physical education (PE). This is because PE focuses on developing the physical, mental, emotional, social and intelligent skills of the students (OECD-UNESCO, 2016). Therefore, PE is important for the students and effective physical education skills should be provided to educators for high quality teaching.

According to Barman and Bhattacharyya (2015), teaching effectiveness is crucial to develop and encourages learning. This is because the quality of teaching is the main determinant of students' accomplishments (Rowe, 2003) and it is a factor in education quality (Akareem and Hossain, 2016). One of the objectives of the Basic Education Core Curriculum in primary school is to promote fun activities, basic skills and basic movements of the learner (Office of the Basic Education Commission, 2008). Whereas, Ruangdam (2003) found that PE teachers do not understand in the deep contents of the curriculum and cannot create fun activities for their students. Moreover, teachers still focus on sports competition more than the important and comprehend basic movement in primary school (Maieam, 2003). That is because most teachers understanding of PE is only playing sports and competition (Nampai, 2015). It was found that most teachers in primary schools who are not effective in teaching PE organize learning activities that are not enjoyable to the students (Hardman and Marshall, 2014). Thus, it is necessary to examine the effective teaching for improving and developing the skills of physical educators.

Therefore, teaching motivation is crucial for effective teaching. This is because if teaching without motivation will affect teaching effectiveness in the classroom (Muranda et al., 2015 and UNESCO, 2015). On the other hand, the research report by the Secretariat of Education (2010a, 2010b, 2010c) survey about the problems of instructors' career during 2008-2010, showed that teachers without motivation to teaching were ineffective in teaching and had truancy problems. Additionally, the many physical educators intention was mainly to make their paper document for their upgrade position and salary (Kwanboonchan, 2015). They hardly had the motivation to teach for good results. Thus, it is a challenge to examine the motivation for teaching because the poor motivation negatively affects to effective teaching (UNESCO, 2015).

Dyson (2014) and OECD-UNESCO (2016) stated that only expert teachers should teach PE class. There is a research gap in investigating the relationship of the TM and ET between trained and untrained physical educators in primary school. Moreover et al. (2016) did a survey in the primary schools in Thailand and found that around 52.4 percentage of the teacher were non-PE graduates.

This study aims to investigate the motivation of PE teachers in the Southern province of Thailand. The results of this study can provide valuable information for professional physical educator improvement in quality teaching.

2. Objectives

The objectives of this study is to investigate whether there is a significant difference in the teaching motivation and effective teaching between trained and untrained primary school physical educators in Southern Thailand.

3. Methods

3.1. Participants

This study covered 30 schools, seven school districts in four provinces at Southern Thailand (Table 1).

Table 1. Show the participants in this study

Provinces	School Districts	Schools	Teachers
1. Trang	Trang 1	4 Schools	12 Teachers
	Trang 2	8 Schools	15 Teachers
2. Nakhon Si Thommarat	Nakhon Si Thommarat 2	5 Schools	14 Teachers
	Nakhon Si Thommarat 3	6 Schools	13 Teachers
3. Phatthalung	Phatthalung 1	1 School	2 Teachers
	Phatthalung 2	3 Schools	6 Teachers
4. Songkhla	Songkhla 3	3 Schools	10 Teachers
Total 4 Provinces	7 School districts	30 Schools	72 Teachers

The participants were 72 teachers who teach PE subject (32 untrained physical educators and 40 trained physical educators) from 30 primary schools in Southern Thailand.

Table 2. Gender, average and standard division of age between trained and untrained PE teachers

Sex	Trained physical educators	Untrained physical educators
Male	30 teachers	22 teachers
Female	10 teachers	10 teachers
Average of Age	45.6 year old, (S.D. = 12.711)	41.8 year old, (S.D. = 11.153)

3.2. Instrument

The questionnaire consists of three sections, the first section is demography, the second section is Autonomous Motivation for Teaching Questionnaire (AMTQ) employed by Roth et al. (2007) to collect data in terms of teaching motivation and the last section is Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) employed by Kyrgiridis et al. (2014) to collect data on effective teaching aspects.

The first section elements the age, gender, graduated in the bachelor degree, etc. for the background of participants in this study. The second section is AMTQ employed by Roth et al. (2007) to collect data in terms of teaching motivation. This questionnaire contains five scales (1 = "strongly disagree" through 5 = "strongly agree") and elements of four dimensions as follows: external motivation (refers to behavior that is driven by external rewards), introjected motivation (refers to doing something in order to maintain self-esteem or pride or to avoid guilt or anxiety), identified motivation (refers to involves consciously valuing a goal or regulation so that said action is accepted as personally important) and intrinsic motivation (refers to doing something because you enjoy the activity itself). Each dimension includes four items (total 16 items). Cronbach's alpha The last section is (SETEQ-PE) used from Kyrgiridis et al. (2014) to collect data on effective teaching aspects. This questionnaire consists of five scales (1 = "never" through 5 = "very often") and there are six dimensions as follows; learning environment (refers to student safety during teaching and learning), student and teacher assessment (refers to teaching and learning evaluation), application of the content of physical education (integrate to other subjects), use of technology (using the computer and internet), teaching strategies (refers to method of teaching), lesson implementation (refers to teaching plan). Moreover, this questionnaire showed that it is a valid and reliable tool that is able to use for assessing physical educators. Kyrgiridis et al. (2014) determined the reliability coefficients of this questionnaire is .95. Coefficients of the four dimensions during .68 to .76 (Roth et al., 2007).

3.3. Data collection procedure

The participants in this study are the teachers who teach PE subject in government primary schools in Southern Thailand. The researcher used self-administered questionnaires method because it can get instant feedback from the respondents. It does not require a long time for the results, they are delivered right away, and can assure that every question is answered (Deren, 2013). The final step is checking the data and return if there is missing data in the questionnaires.

The Statistical Package for Social Science (SPSS) version 23 was used for all these statistical procedures. This study was analyzed in three parts as follows; the first part is preliminary analyses (Mean and Standard Deviation analyses), the second part is analyses of the significant difference between trained and untrained physical educators in terms of teaching motivation and effective teaching by independent t-test analysis. The last part is analyses of the relationship between teaching motivation and effective teaching of both trained and untrained PE teachers by Pearson correlation produce movement.

4. Results of this study

4.1. Preliminary analysis

In this study, a series of preliminary analyses (Mean and Standard Division analyses) were conducted to compare and examine the relationship between teaching motivation and effectiveness among trained and untrained physical educators (Table 3).

4.2. Independent t-test analysis

This section demonstrates the significant difference of TM and ET between trained and untrained physical educators by independent t-test analysis (Table 3).

Table 3. The results of the t-test analyzed to the significant difference of effective teaching (ET) (six dimensions) and teaching motivation (TM) (four dimensions) between trained and untrained physical educators

Variables/Dimensions	Trained physical educators (N=40)		Untrained physical educators (N=32)		df.	t	p
	Mean	S.D.	Mean	S.D.			
Effective Teaching	4.00	.53	3.10	.76	67.089	5.82	.001*
- Learning Environment	4.13	.55	3.34	.80	53.018	4.75	.001*
- Student and Teacher Assessment	3.73	.72	3.00	.98	55.398	3.64	.001*
- Application of the Content of PE	4.24	.64	3.27	.82	57.573	5.48	.001*
- Use of Technology	3.35	.90	2.34	.82	68.597	4.99	.001*
- Teaching Strategies	4.23	.60	3.22	.90	51.359	5.42	.001*
- Lesson Implementation	4.36	.57	3.40	.89	50.259	5.53	.001*
Teaching Motivation	3.92	.56	3.45	.54	52.965	3.60	.001*
- External Motivation	3.16	1.13	3.28	.93	69.734	-0.51	.62
- Introjected Motivation	3.93	.78	3.40	.80	66.058	2.87	.001*
- Identified Motivation	4.37	.58	3.57	.67	61.359	5.33	.001*
- Intrinsic Motivation	4.23	.59	3.56	.75	57.985	4.15	.001*

The mean and standard division (S.D.) analyses were carried out separately for trained and untrained physical educators in this study. Firstly, the overall effective teaching of trained physical educators shows a mean score of 4.00 and S.D. of .53. In contrast, the untrained physical educators show mean score and S.D. of 3.10 and .76 respectively. Secondly, overall mean score in teaching motivation of trained physical educators was 3.92 with S.D. = .56. On the other hand, the untrained physical educators there had a mean score of 3.45

and S.D. of .54. The independent t-test show the significant different in term of effective teaching, $df = 67.089$, $t = 5.82$, $p = .001$ ($p < .05$) and teaching motivation, $df = 52.965$, $t = 3.60$, $p = .001$ ($p < .05$).

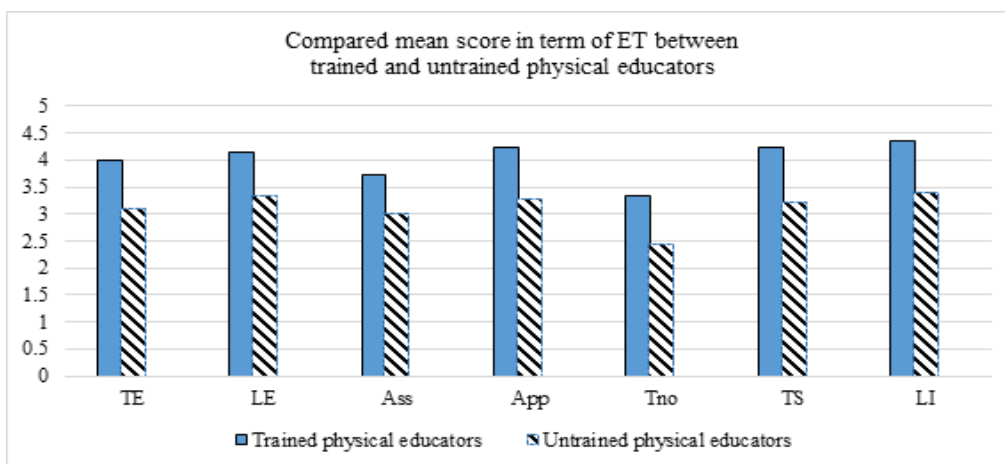


Figure 1. The result of compared mean score in term of effective teaching (ET) between trained and untrained physical educators. (Note: *ET*: Effective Teaching, *LE*: Learning Environment, *Ass*: Student and Teacher Assessment, *App*: Application of the Content of Physical Education, *Tno*: Use of Technology *TS*: Teaching Strategies, *LI*: Lesson Implementation)

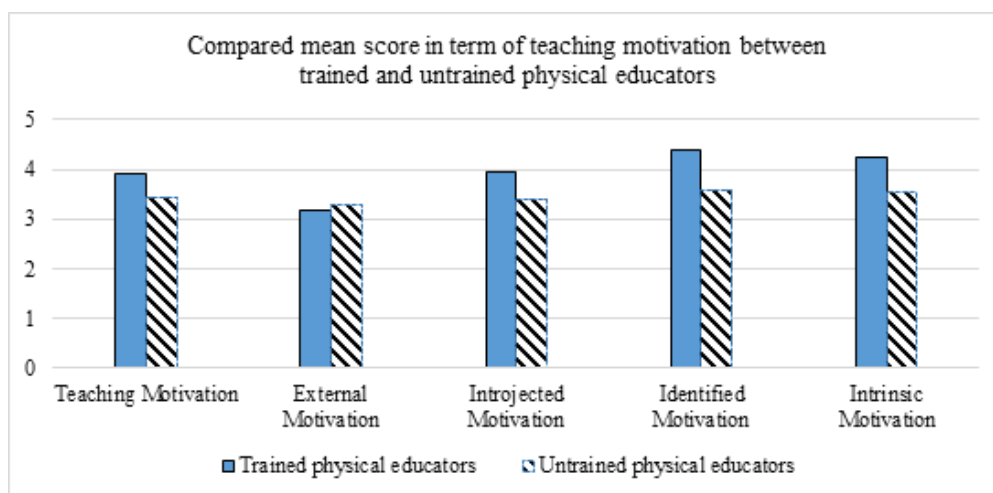


Figure 2. The result of compared mean score in term of teaching motivation (TM) between trained and untrained physical educators.

Figure 1 shows the result of compared mean score between trained and untrained physical educators in ET aspect which over all the mean score of trained physical educators is higher than untrained physical educators. Figure 2 shows the result of compared mean score between trained and untrained physical educators in TM which over all the mean score of trained physical educators is higher than untrained

physical educators. On the other hand, it was found that in external motivation the means score of trained physical educators is less than untrained physical educators.

4.3. Correlation analysis

Table 4 illustrates the category of the accepted guidelines for interpreting the correlation coefficient in TM and ET.

Table 4. Category of the accepted guidelines for interpreting the correlation coefficient

Strength of Association	Coefficient, r	
	Positive	Negative
Weak	0 to 0.3	0 to -0.3
Moderate	0.3 to 0.7	-0.3 to -0.7
Strong	0.7 to 1	-0.7 to -1

Source: Ratner (2009)

Table 5 shows the relationship between TM and ET within trained and untrained physical educators. It indicates that there is a positive relationship in moderate level between TM and ET within trained physical educators ($r = .639, p < .05$) and untrained physical educators ($r = .487, p < .05$).

Table 5. The result of the relationship between teaching motivation (TM) and effective teaching (ET) within trained and untrained physical educators

Variables	TM	Trained physical educators (N=40)	Untrained physical educators (N=32)
ET	Correlation Coefficient	.639**	.487**
	Significance Level	.001*	.001*

5. Discussion and conclusion

The purpose of this study was to compare the trained and untrained physical educators in Southern Thailand in term of ET (six dimensions) and TM (four dimensions). In addition, it was also to investigate the relationship between ET and TM within trained and untrained physical educators.

The results showed that for the trained physical educators there is a higher mean value of ET than untrained physical educators and with a significant difference of .05 ($p < .05$). According to Bunpeay (2013) physical education is a specific subject which should be teaching by trained physical educators for greater effective teaching. In addition, Arshad and Akramnaseem (2013) mentioned that trained teacher contribute to the effectiveness of teaching. On the other hand, in case of a lack of training of teachers the teaching effectiveness decreases (Arshad and Akramnaseem, 2013). From the previous study, Naoreen et al. (2014) founded that teachers graduated there is mean value more than non-teachers graduated on overview instruction. Reciprocally, Tulyakul et al. (2018) founded that trained PE teachers demonstrate more effective teaching than untrained PE teacher. This is because trained PE teachers understand PE and good practical

skills to teach students. Hence, it was recommended that untrained physical educators in primary school should be decreased by 52.4% and more trained physical educators should be employed in PE subject.

Furthermore, the result shows that in terms of TM there is a significant difference between trained and untrained physical educators ($p < .05$). This means that trained physical educators show higher TM than untrained physical educators. This is similar to the results obtained by Arshad and Akramnaseem (2013) which shows attention to individual students and assisting the student in their problem occurs more with trained teachers than the untrained teachers. Attention to student and assisting the students in their problem are elements of teacher motivation (Mkumbo, 2011). This is because physical educators understand the individual difference skill in their student and are able to assist their students. Moreover, according to Han and Yin (2016) demotivating factors are extrinsic values (i.e., not satisfied with the job, the job without expertise, etc.) that can affect the mean score of untrained physical educators more than trained physical educators in term of external motivation.

The result also indicated that for both trained and untrained physical educators there are a positive relationship between TM and ET; within trained physical educators it was $r = .639$, $p < .05$, and within untrained physical educators it was $r = .487$, $p < .05$. This study shows that there is a positive relationship between TM and ET because if physical educators had good motivation for teaching it leads to effective teaching. According to Bieg et al. (2011) teachers with intrinsic motivation provide a pedagogy setting that positively influenced their students. Similar to the result of Perlman (2013) who found that motivation toward teaching can be an important construct for the development of effective teachers. In addition, Mkumbo (2011) stated that interest and desire to help others are motivating teacher to the effective teaching.

6. Recommendations

This study can be helpful for physical educators to greater understand the teaching motivation and effective teaching to enrich students' ability in the class. The focus of the study was teachers of Southern Thailand however similar investigations should be carried out in other provinces in the future. Moreover, it is recommended that the interview cover the school directors as well.

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