



Faculty's Performance Motivation of College of International Trade and Foreign Languages Haikou University of Economics

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Abstract

This research aimed 1) to study the level of Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University of Economics, and 2) to compare the Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University of Economics, classified by personal status including gender, age, educational level and work experience. The sample consisted of 36 teachers in faculty at College of International Trade and Foreign Languages Haikou University of Economics using stratified sampling. The instrument for data collection was a set of 5-rating scale questionnaires concentrating on Faculty's Performance Motivation at College of International Trade and Foreign Languages with a validity (IOC values) between 0.67-1.0 and a reliability value of alpha-coefficient equal .99. The statistics used frequency, percentage, mean, standard deviation, t-test, One-way ANOVA and LSD.

The results of the research were as follows: 1) the level of Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University of Economics was at a high level in overall, and particular aspects, ranking from the highest to the lowest mean: labor results, Interpersonal relationships in the organization, Job description and In-service promotion and progress, and 2) the comparison of opinions of teachers on Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University

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of Economics, classified by gender, age, work experience and educational level were not different.

Keywords: Faculty, Performance Motivation, College of International Trade and Foreign Languages, Haikou University of Economics

Introduction

In managing the organization for effectiveness and efficiency are operating in the same direction Create an atmosphere of cooperation to perform duties of the organization to achieve the goals set by the organization effectively. It depends on the management factor, which is the factor that is related to motivation. which is an important component of a person's behavior as it is the motivating element. Motivate and motivate workers to perform the tasks assigned by the organization willingly and with full capacity (Steers, 1977, pp. 60-139). Educational institutions are of paramount importance in society. It is responsible for developing quality products from human cost to society. Helping to drive the nation forward and result in development in every aspect because people in society with quality result in the nation's development. The efficiency of an educational institution depends on many factors, including building management. Teaching style, teaching media, materials, and equipment, but most importantly, personnel, such as administrators, faculties or other personnel, all have an important influence on the quality of learners. Because these personnel are the key to all operations within the school to ensure that the school can function smoothly and effective for the intended purpose and in accordance with the needs of the community and the nation.

Motivation is a key factor that will make the operation successful as the goal. Executives need to understand Have the ability to motivate personnel in the organization to work together to their full potential, resulting in satisfaction and commitment to the organization. Executives must have the skills to motivate personnel in the organization to be alert (Arousal) to meet expectations. to drive



behavior in the same direction In order for the organization to achieve its goals effectively (Pharadee Anannawee, 2008; cited in Jompong Mongkolvanich, 2012, p.215). Work motivation is an important driving force in the organization. necessary for intellectual capital management Motivation is the basis and factor that people choose to do. It is a factor of the personnel's level of dedication to completing the task and is also the basis of the amount of time it takes for the personnel to complete the task. Motivated personnel will work efficiently and effectively. than unmotivated personnel. In addition, personnel motivation will have a significant impact on the performance of the organization. Motivation is closely related to job satisfaction. Job satisfaction is how an individual feels about the work they have to accomplish. Job satisfaction can be attributed to physical and social characteristics at work. The more employees are satisfied with their work, the more Personnel will only be motivated to do their job very well (Nattaya Sintrakarnphol, 2006; Prachuap Khiri Khan). Cited in Chompong Mongkolvanich, 2012, p.215), administrators of educational institutions must have a vision to lead change. decide to take appropriate action Must play the role of the custodian of human capital. Create incentives for the performance of personnel in their own organizations. for the organization to survive and grow steadily.

Research objectives

1. To study the opinion of teacher regarding teacher's performance motivation at College of International Trade and Foreign Languages Haikou University of Economics.
2. To compare the opinions of faculties regarding teacher's performance motivation at College of International Trade and Foreign Languages Haikou University of Economics Classified by gender, educational level and work experience.



Research hypothesis

Teachers with different gender, age, educational level and work experiences opinion regarding teacher's performance motivation at College of International Trade and Foreign Languages Haikou University of Economics.

Expected Benefits

1. Acquiring information and knowledge about Faculty's motivation for performance College of International Trade and Foreign Languages Haikou University of Economics.
2. The results of the comparison of Faculty's motivation for performance Faculty's performance motivation College of International Trade and Foreign Languages Haikou University of Economics Classified by gender, educational level and work experience
3. Administrators can use research findings as data for improving Faculty motivation. College of International Trade and Foreign Languages Haikou University of Economics.

Conceptual framework

It is a study of the Faculty's Performance Motivation at College of International Trade and Foreign Languages Haikou University of Economics According to Herzberg's motivation factor (Herzberg, 1968); Motivators factors include:1) Labor Results, 2) Job Description, 3) In-service Promotion and Progress,4) Interpersonal relationships in the organization.

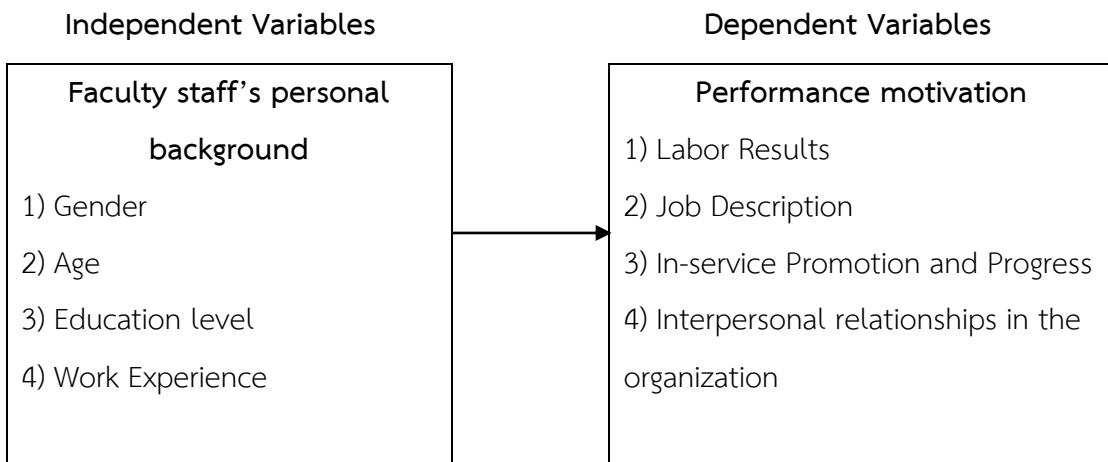


Figure 1 Conceptual framework

Research Results

Table 1: The mean and standard deviation of the Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University of Economics .

Factor	Faculty's Performance Motivation	\bar{X}	SD.	Level	Ranked
1	Labor results	3.88	.77	High	1
2	Job description	3.74	.81	High	3
3	In-service promotion and progress	3.59	.86	High	4
4	Interpersonal relationships in the organization	3.77	.83	High	2
Overall		3.75	.82	High	

From Table 1, the opinions of the faculty staff on the Faculty's Performance Motivation were at a high level ($\bar{X}=3.75$, SD.=.82), in overall and particular aspects,



ranking the highest mean to the lowest mean : Labor results ($\bar{X}=3.88$ SD.=.77), followed by Interpersonal relationships in the organization, Job description, and In-service promotion and progress respectively.

Table 2: The comparison of the opinions of faculty staff on the Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University of Economics , classified by gender.

Factor	Faculty staff's performance motivation	Gender				t	Sig.		
		Male		Female					
		\bar{X}	SD	\bar{X}	SD				
1	Labor results	3.66	1.01	4.03	.50	-1.33	.20		
2	Job description	3.62	1.07	3.83	.57	-.76	.45		
3	In-service promotion and progress	3.53	1.02	3.63	.74	-.34	.75		
4	Interpersonal relationships in the organization	3.61	1.10	3.88	.58	-.94	.36		
Overall		3.61	1.04	3.84	.51	-.82	.42		

From Table 2, there was found that the opinions of faculty staff on performance motivation, classified by gender were not different in overall and particular aspects.



Table 3: The comparison of the opinions of faculty staff on the Faculty's Performance Motivation at College of International Trade and Foreign Languages, Haikou University of Economics, by education level.

Factor	Faculty staff's performance motivation	educational level				t	Sig.		
		Bachelor degrees		Master Degree					
		\bar{X}	SD	\bar{X}	SD				
1	Labor results	3.67	.89	4.04	.64	-1.34	.19		
2	Job description	3.64	.92	3.82	.74	-.64	.53		
3	In-service promotion and progress	3.45	.91	3.70	.83	-.85	.40		
	Interpersonal relationships in the organization	3.61	.95	3.88	.74	-.98	.33		
Overall		3.60	.91	3.83	.66	-1.00	.32		

From Table 3, there was found that the opinions of faculty staff on performance motivation, classified by education level were not different in overall and particular aspects.

**Table 4:** The mean and standard deviation of the Faculty's Performance Motivation, classified by Age.

Factor	Faculty staff's performance motivation	Age					
		25-30 years old		31-35 years old		More than 35 years old	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Labor results	3.80	1.06	3.95	.59	3.92	.45
2	Job description	3.74	1.11	3.54	.52	3.87	.53
3	In-service promotion and progress	3.64	1.04	3.29	.84	3.73	.61
4	Interpersonal relationships in the organization	3.72	1.14	3.83	.58	3.79	.55
Overall		3.72	1.07	3.65	.47	3.83	.49

From Table 4, there was found that in the overall mean of faculty staff's performance motivation among the respondents' ages where the age with the highest mean was more than 35 years old ($\bar{X} = 3.83$, $SD = .49$), followed by 25 – 30 years old, and 31 – 35 years old respectively.



Table 5: Single variable analysis of age variability in the Faculty's Performance Motivation.

Factor	Faculty staff's performance motivation	Variance sources	SS	Df.	MS	F Ratio	P- Value
1	Labor results	Between groups	.16	2	.78	.13	.88
		Within a group	20.42	33	.62		
		Total	20.58	35			
2.	Job description	Between groups	20.55	2	.27	.40	.67
		Within a group	22.59	33	.68		
		Total	23.14	35			
3	In-service promotion and progress	Between groups	1.01	2	.51	.68	.52
		Within a group	24.67	33	.75		
		Total	25.68	35			
4	Interpersonal relationships in the organization	Between groups	.08	2	.04	.05	.95
		Within a group	24.16	33	.73		
		Total	24.23	35			
Overall		Between groups	.16	2	.08	.13	.88
		Within a group	20.58	33	.62		
		Total	20.74	35			

From Table 5, there was found no statistically significant difference among the respondents' ages regarding faculty staff's performance motivation.



Table 6 The mean and standard deviation of the Faculty's Performance Motivation, classified by Work experience.

Factor	Faculty's Performance Motivation	Work experience					
		Within 5 years		5-10 Years		More than 10 years	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Labor results	3.78	1.14	3.68	.77	4.03	.82
2	Job description	3.77	1.14	3.57	.89	3.81	.54
3	In-service promotion and progress	3.61	1.15	3.52	.74	3.61	.77
4	Interpersonal relationships in the organization	3.83	1.18	3.69	.96	3.77	.52
Overall		3.75	1.13	3.62	.81	3.81	.49

From Table 6, there was found that in the overall mean of faculty staff's performance motivation among the respondents' work experiences where the work experience with the highest mean was more than 10 years ($\bar{X} = 3.81$, $SD = .49$), followed by within 5 years, and 5 - 10 years respectively.

**Table 7:** One-way ANOVA analysis of Work experience variability in Faculty's Performance Motivation.

Factor	Faculty's Performance Motivation	Variance sources	SS	Df.	MS	F Ratio	P-Value
1	Labor results	Between groups	.81	2	.42	.70	.50
		Within a group	19.74	33	.60		
		Total	20.58	35			
2	Job description	Between groups	.36	2	.18	.26	.77
		Within a group	22.77	33	.69		
		Total	23.14	35			
3	In-service promotion and progress	Between groups	.06	2	.03	.04	.97
		Within a group	25.63	33	.78		
		Total	25.68	35			
4	Interpersonal relationships in the	Between groups	.10	2	.05	.07	.94
		Within a group	24.14	33	.73		
		Total	24.23	35			
Overall		Between	.22	2	.11	.17	.84
		Within a group	20.53	33	.62		
		Total	20.74	35			

From Table 7, there was found no difference among the respondents' work experiences regarding faculty staff's performance motivation.

Discussion

Discussion on the research results is as follows.

1. Labor results which was found as being at the top of faculty staff's performance motivation at the College of International Trade and Foreign Languages, Haikou University of Economics. Because it might be that faculty perform well when



satisfied and feel pleasure. This finding is in line with the study of Genelyn R. Baluyos on “Faculties’ Job Satisfaction and Work Performance” (2019). The study proposed that the more fruits of labor, the higher faculties’ satisfaction. The fruits of labor might be in the form of recognition, opportunity to take responsibility or involve in the School or College work, or salary increase. These things drive faculty staff to improve themselves for better quality of their performance.

2. Regarding interpersonal relationships in the organization which is the second top faculty staff’s performance motivation in accordance with the respondents, because it might be that the faculty staff’s performance motivation, the significance of motivation cannot be overlooked, particularly when one is honored for getting rewards for the work performed and feeling contentment on the job. It is generally well-known that any form of individual will be enhanced by increasing motivation. it is consistent to the work of Renate Motschnig and Seyhan Güver. (2016) on “The Interpersonal Relationship at Work: The Preconditions of Transformative Communication” The work proposed that in the field of university faculty staff, the main problematic factors are not methodological or technical issues, but human issues are. As being found from this research, there were significant motivation factors in the light of interpersonal relationships in the organization at the College of International Trade and Foreign Languages, Haikou University of Economics that were seen as motivating faculty staff’s performance contributing to the solution of human issue problems. These factors included consultation from colleagues, including good feedback on work., work with colleagues to solve problems at work, and good relationships with colleagues which reflected friendly atmosphere of sharing and learning.

3. With respect to job description which is found as the third place of faculty staff’s performance motivation, because it might be that motivate faculty staff are a fair promotion system, adequate resources, a good working environment, incentives, high employee salaries, supervision practices, training and development, good organizational guidelines, and performance appraisal. it might be seen as being consistent to Xu Rongrong’s Matching Theory of Person and Position (2012). The



theory is concerned with requirements for a particular position. Only when an individual faculty staff have a full and best qualifications to reach those requirements, that staff can get that position. That is to say, if faculty staff feel that a position or a job is incompatible to their ability, they will lack enthusiasm to work. The lack of enthusiasm may result in either depression, or attempt for improvement toward the position or job that is right for them.

4. With respect to in-service promotion and progress, this was rated by the respondents as being the last priority of performance motivation. This might be in line with the work of Nasrun on “Exogenous and Endogenous Impacts into Faculties’ Work Performance Sphere” (2015). The work proposed that the leaders should inspire motivation by support learning and training of their staff contributing to the enhancement of performance quality. However, in terms of the staff themselves, in-service promotion and progress may of their less concern than what they can obtain from the results of the task that they can accomplish in a friendly atmosphere.

5. Gender, age, educational level, and work experience had no effect on the opinions of faculty staff regarding performance motivation at the College of International Trade and Foreign Languages, Haikou University of Economics. This is in consistence with the studies of Samukkarn, P. (2011), Boontongkaew, R. (2009), and Kosipap, P. (1996) which found that both school teachers and university faculty staff, no matter their gender, age, educational level, and work experience would be, have the same perception on providing the best quality work they can, having equal opportunity for self-development and position promotion, and expecting security and happiness both in working and living environments.

Suggestions

1. Suggestions on implementation research results according to the suggestions, the research results show that the Labor results is much larger than any other aspect, with the highest average. Therefore, the managers at College of International Trade and Foreign Languages should formulate policies, make effective



plans, Improve their work enthusiasm, rationally use the incentive mechanism, and finally find a strategy to promote the work motivation of college faculties. Pay attention to the internal needs of college faculties and the acquisition of the sense of self-control of teaching, rationally use external rewards, form college faculties' positive cognition and experience of external incentives, and promote the integration of their work motivation and the improvement of teaching quality.

2. Further research is recommended

- 1) To study whether the future will change with The Times, and we need to constantly innovate or improve those aspects to help the faculties at Nanhai Academy of Fine Arts become better and better.
- 2) The specific component analysis of the Faculty's Motivation of Work Performance should be studied.

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