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Teacher Motivation, Preventive Strategies toward Lesson Implementation in Physical Education Teachers

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Abstract. The main influence on physical education (PE) teachers is motivation involves the methods of preventing misbehavior. The respondents comprise the teacher who are teach PE classes in primary school at Southern Thailand amount 298 teachers. The instrument includes three questionnaires namely; The Autonomous Motivation for Teaching Questionnaire (AMTQ) was employed to collect data in terms of teacher motivation, in part of lesson implementation used the Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) to collect data, and classroom management strategies questionnaire was employed for collect data in preventive strategies aspect. There are two statistical software utilized for analysis data, namely; Statistical Package for Social Sciences (SPSS) version 23 used for preliminary data analysis. While, the Partial Least Square- Structural Equation Modeling (PLS-SEM) version 3 used for analytical the structural equation model. The finding found that there is a significant relationship between intrinsic motivation, preventive strategies, and lesson implementation. Meanwhile, there is no significant relationship between external motivation toward preventive strategies and lesson implementation among primary school teachers in Southern Thailand. The implication of this result as an evident empirical study to assist the importance of teacher motivation and lesson implementation and contributed the teacher to enhance motivation for teaching to improve the higher effective PE instruction.

Keywords. Teacher Motivation, Preventive Strategies, Lesson Implementation, Physical Education Teacher.

1. Introduction

In order to physical education (PE) teaching and learning process have effective in the classroom. The several factors to support greater efficiency in PE pedagogical and cannot ignore that is teacher motivation. This is because motivation for teaching is very important to increase effective PE teaching. According to Ofoegbu (2004); Tulyakul, Omar-Fauzee and Hussin (2018) motivation for teaching is a main factor and has good correlation with effective teaching. A teacher who hardly motivation for teaching leads to unsuccessful teaching (Muranda, Ncube, Mapolisa & Tshabalala, 2015; UNESCO, 2015). Therefore, encouraging

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and interested teachers are important in providing effective education (Hornstra, Mansfield, van der Veen, Peetsma & Volman, 2015). Nevertheless, Kwanboonchan (2015) found that physical education teachers in Thailand hardly had the motivation for teaching because they focus on upgrading their position and salary. Moreover, the teacher lacked the motivation to work and the issues about truancy in their class (Secretariat of Education, 2010a; 2010b; 2010c). Thus, it is a challenge to investigate their motivation for teaching because high motivation positively affects effective teaching and motivated teachers (UNESCO, 2015).

Moreover, smooth teaching in PE class will be based on the teaching plan and preventing the misbehavior from the student if cannot run to teaching plan and spent more time for correcting the unsuitable behavior take place, will lead to ineffective teaching and low students' achievement. Consistent with Beazidou, Botsoglou and Andreou (2013); Larson, Pas, Bradshaw, Rosenberg and Day-Vines (2018) a teacher who is without preventive technique will potentially causing student misbehavior in the classroom. However, Kelder et al. (2003) found that physical education teachers may spend as much as 21 percent of class time for handling the classroom. At the same time, in Thailand, only one hour per week is allocated for physical education class (Ministry of Education Thailand, 2008). In addition, Ruangdam (2003) found out that the teachers cannot class control especially the one that contains students with discipline problems. Thus, physical education teachers are required to use the best strategies to increase student learning and improve teaching effectiveness such as preventive strategies (Metzler, 2017).

As the result above, affect the implementation of lesson base on the teaching plan able to enhance the teaching effectiveness and decrease the time to managing in the classroom (Cicek & Tok, 2014). This is because the lesson planning can help teachers to be well prepared and be aware of what they intend to teach students (Morris & Hiebert, 2017). It can also help teachers to focus more on the basic knowledge before leading students to the next step. Such teachers will never stammer or mumble during the lecture because they are well-prepared for the lesson. In addition, Kron (2017) mentions that lesson planning provides a step-by-step guide to teachers to delve into what they are teaching.

Unfortunately, empirical studies that examine the relationship between teacher motivation, preventive strategies and lesson implementation are few. Hence, it is essential to investigate the relationship between teacher motivation, preventive strategies and lesson implementation in PE classes among primary school teachers in Southern Thailand, in order to develop effective PE teachers and support the efficiency of students' learning in Thailand.

1.1. Objectives of Study

This study was implemented to investigate the relationship between dimension of teacher motivation namely: intrinsic and external motivation toward preventive strategies and lesson implementation among primary school teachers at Southern Thailand

1.2. Hypothesis of Study

Ho1: There is no significant relationship between preventive strategies and lesson implementation.

Ho2: There is no significant relationship between external motivation and preventive strategies.

Ho3: There is no significant relationship between external motivation and lesson implementation.

Technium Social Sciences Journal
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www.techniumscience.com

Ho4: There is no significant relationship between intrinsic motivation and preventive strategies.
Ho5: There is no significant relationship between intrinsic motivation and lesson implementation.

2. Method of Study

2.1. Research Design

For suitable in this study, the survey research method was employed to collect data. Also, the questionnaires were used in this study.

2.2. Sample Technique and Populations of Study

The sample technique using stratified random sampling technique in this study. The respondents are teacher who teach physical education subject in primary school at Southern Thailand amount 298 teachers.

2.3. Data collection

For achieved the objectives of the study, the personally administer questionnaire was used to collect data in primary school teachers at Southern Thailand. This is because can be checked the questionnaire after the respondents had it returned. The respondents were asked to clear questions in the questionnaire if any problems as well as missing data was found.

Table 1. Response Rate of the Questionnaire.

Response	Frequency/Rate	Percentage
Distributed	298	100%
questionnaires	269	90.26%
Returned questionnaires	29	9.73%
Questionnaire not	0	0
returned	11	3.69%
Incomplete	258	86.57%
questionnaires		
Rejected due to		
unreliable		
Retained questionnaires		

The table 1 shows response rate of the questionnaires. This study used personally administered questionnaires and post service to collect data. A total of 298 teachers from the teacher who teaching in physical education class at large government primary schools in Southern Thailand responded to the questionnaires, all of which were returned 269 sets (90.26%) of questionnaires were completed and the questionnaire not returned 29 sets (9.37%). Meanwhile, 11 sets (3.69%) had problems. Thus, the questionnaires were retained and completed = 258 sets (86.57%)

2.4. Data Analysis

The data were analyzed using descriptive statistics method to describe the respondents' information using SPSS 22.0 software. While Partial Least Squares Equation Modeling (PLS-SEM 3.0) was used to test inferential statistics.

Technium Social Sciences Journal
Vol. 19, 144-155, May, 2021
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2.5. Instruments

The instruments include three questionnaires namely: Autonomous Motivation for Teaching Questionnaire (AMTQ) was adapted from Roth et al. (2007) to collect data in terms of teacher motivation, Classroom Management Strategies Questionnaire (CMSQ) was adapted from McCormark (1997) to collect in preventive strategies aspect, and Self-Evaluation Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) was adapted from Kyrgiridis et al. (2014) which employed to collect data in part of lesson implementation. All of the questionnaires response was rated on a five point Likert`s scale where almost always (5), sometime (4), every once in a while (3), rarely (2), and never (1). Moreover, all questionnaires there are Cronbach alpha composite reliability more than 0.7 (AMTQ = .86, CMSQ = .95, and SETEQ-PE = .92).

The item details are shown in the table below.

Table 2. Teacher Motivation Detail.

No.	Detail
	External Motivation
1	When I devote time to individual talks with students, I do so because I want the parents to appreciate my knowledge and familiarity with their children.
2	When I try to find interesting subjects and new ways of teaching, I do so because I want the parents to be satisfied so they won't complain.
3	When I invest effort in my work as a teacher, I do so because I do not want the principal to follow my work too closely.
4	When I invest effort in my work as a teacher, I do so in order to prevent disruptions and discipline problems during the lessons.
	Intrinsic Motivation
5	When I try to find interesting subjects and new ways of teaching, I do so because it is fun to create new things.
6	When I invest effort in my work as a teacher, I do so because I enjoy finding unique solutions for various students.
7	When I invest effort in my work as a teacher, I do so because I enjoy creating connections with people.
8	When I devote time to individual talks with students, I do so because I like being in touch with children and adolescents.

Table 3. Preventive Strategies Detail

No.	Items
9	Positive relationships
10	Effective communication
11	Active listening
12	Being genuine
13	Clear expectations
14	Clear directions

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15	Effective movement management
16	Praise and encouragement
17	Communicating understanding

Table 4. Lesson Implementation Detail.

No.	Lesson Implementation
18	Do you inform your students about what they are going to learn?
19	Does your teaching plan involve objectives and specific movement, cognitive, and social goals for each class?
20	Do you have a teaching plan for each lesson?
21	Do you demonstrate objectives to be learned, when it is required by the course?

3. Finding

The study finding and discussion are based on hypothesis research specified.

Table 5. Frequency and Percentage of Respondents based on Gender, Age, Name of Academic Major, Teaching Experience.

Profile	Factors	Frequency	Percentage
Gender	Total	258	100 %
	- Male	203	78.7%
	- Female	55	21.3%
Age	Total	258	100%
	- Less than 25	15	5.8%
	- 26 to 35	73	28.3%
	- 36 to 45	86	33.3%
	- More than 46	84	32.6%
Academic Major (Bachelor's degree)	Total	258	100%
	- Physical Education	171	66.3%
	- Sport Science	30	11.6%
	- Health Education	8	3.1%
	- Elementary	11	4.3%
	Education	38	14.7%
	- Other		
Teaching Experience	Total	258	100%
	- Less than 2 years	34	13.2%
	- 3 to 6 years	40	15.5%
	- 7 to 10 years	53	20.5%
	- 11 to 14 years	40	15.5%
	- More than 15 years	91	35.3%

Technium Social Sciences Journal
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3.1. Analysis and Result Finding

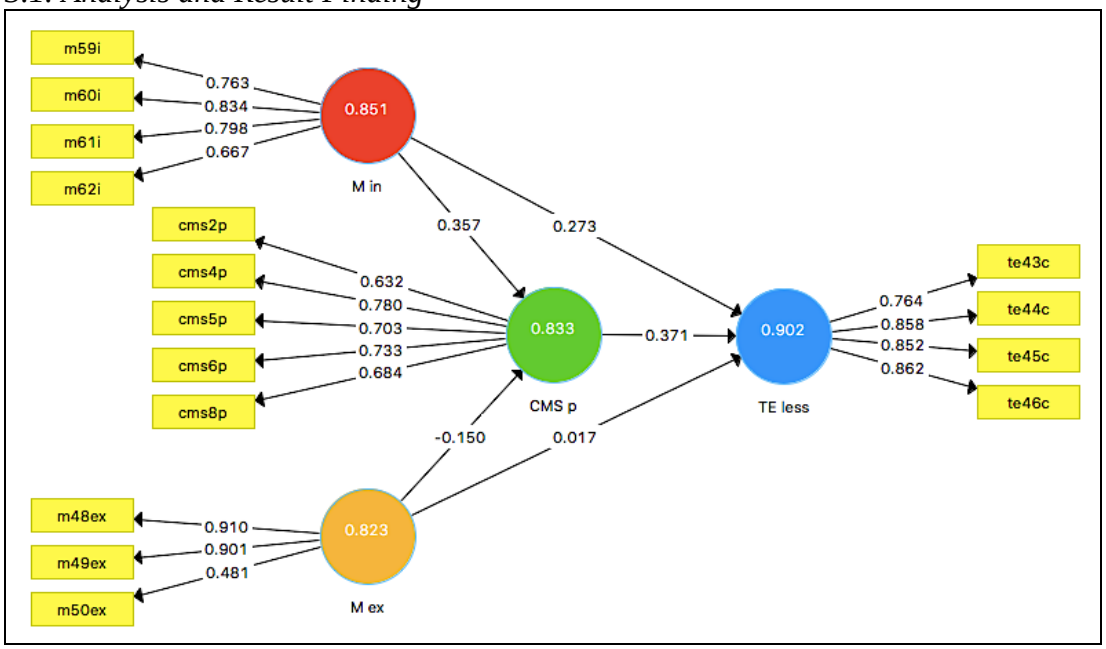

Figure 1. Evaluation of Assessment Model

3.2. Analysis Result of Assessment Model

Table 6. Summary of Standardized Loading, Composite Reliability (CR), and Average Variance Extracted (AVE)

Construct	Indicators	Loading	Composite Reliability	Average Variance Extracted (AVE)	Convergent validity
CMS preventive	cms2p	0.632	0.833	0.501	Yes
	cms4p	0.78			
	cms5p	0.703			
	cms6p	0.733			
	cms8p	0.684			
Extrinsic Motivation	m48ex	0.91	0.823	0.624	Yes
	m49ex	0.901			
	m50ex	0.481			
Intrinsic Motivation	m59i	0.763	0.851	0.59	Yes
	m60i	0.834			
	m61i	0.798			
	m62i	0.667			
Lesson implementation	te43c	0.764	0.902	0.697	Yes
	te44c	0.858			

Technium Social Sciences Journal
Vol. 19, 144-155, May, 2021
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www.techniumscience.com

Construct	Indicators	Loading	Composite Reliability	Average Variance Extracted (AVE)	Convergent validity
	te45c	0.852			
	te46c	0.862			

The table 6 shows the results of the measurement model as follow; the composite reliability values for the four constructs were at 0.823 to 0.902. Hair et al. (2017) stated that composite reliability value should be more than 0.7. While the AVE value were 0.51 to 0.697 which is in line with the range recommended by Hair et al. (2017) for AVE that should be at least 0.5 for each variable to be sufficient. In term of loadings for indicators, the present study items have values between 0.481 to 0.901. Hair et al. (2010; 2017) suggested that the loading for indicators below the threshold of 0.40 should be removed. Thus, all the results indicate the model of this study has achieved the required criteria.

Table 7. The Fornell-Larcker Criterion Analysis for Checking Discriminant Validity of First-order Constructs

	Preventive Strategies	Extrinsic Motivation	Intrinsic Motivation	Lesson implementation
- Preventive Strategies	**0.708**			
- Extrinsic Motivation	-0.139	**0.790**		
- Intrinsic Motivation	0.352	0.030	**0.768**	
- Lesson implementation	0.465	-0.026	0.404	**0.835**

AVE>r^2 (Hair et al., 2010;2017)

The table 7 shows in the Fornell-Larcker's measure, the AVE square root values in the first order constructs should be more than the correlations among all the other variables (Fornell & Larcker, 1981) which is evident through the results that found that value of AVE which is greater than the value of all the constructs below it.

Table 8. The Heterotrait Monotrait (HTMT) Criterion for Discriminant Validity

	Preventive Strategies	Extrinsic Motivation	Intrinsic Motivation	Lesson implementation
- Preventive Strategies				
- Extrinsic Motivation	0.132			
- Intrinsic Motivation	0.438	0.115		
- Lesson Implementation	0.556	0.046	0.489	

HTMT <0.85 (Henseler, Ringle & Sarstedt, 2015)

Technium Social Sciences Journal
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The table 8 shows the Heterotrait Monotrait criterion of correlation (HTMT). Henseler et al. (2015) stated that the HTMT value of correlation should not more than 0.85. In this study, the HTMT values are less than 0.85.

3.3. Structural Equation Model Assessment

The results of the structural model analysis are shown in Figure 2 which meet the criteria of the Evaluation of Assessment Model based on the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis procedure with the help of Smart- PLS 3.0

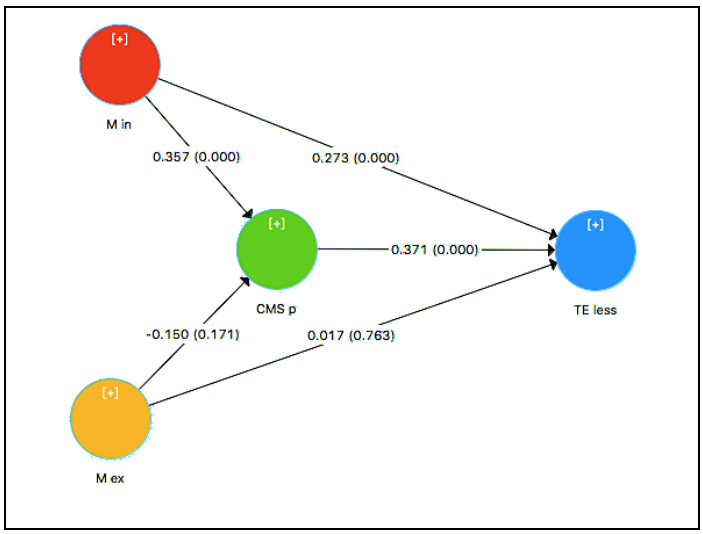

Figure 2. Structure model using PLS-SEM bootstrapping procedures.

Table 9. Result of Hypothesis Model Analysis

Hypothesis	Relationship	Original Sample (β)	T Statistics	P Values	Finding
Ho:1	Preventive > Lesson Implementation	0.371	6.464	0.001	*Significant
Ho:2	Extrinsic Motivation > Preventive	-0.150	1.371	0.171	Not Significant
Ho:3	Extrinsic Motivation > Lesson Implementation	0.017	0.302	0.763	Not Significant
Ho:4	Intrinsic Motivation > Preventive	0.357	5.578	0.001	*Significant
Ho:5	Intrinsic Motivation > Lesson Implementation	0.273	4.568	0.001	*Significant

Note: *p< .05

The analysis of the significance of the relationship between the variables is shown in Table 9 in the order of the hypothesis tested. The analysis showed that there was a significant correlation between the confidence level (p <0.05) and the insignificant relationship at the

Technium Social Sciences Journal
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www.techniumscience.com

confidence level (p> 0.05).

Based on the analysis, the finding in this study as follow:

1. There is significant relationship between preventive strategies and lesson implementation (β = .371, T = 6.464, P < .05).
2. There is no significant relationship between external motivation and preventive strategies (β = -0.15, T = 1.371, P > .05).
3. There is no significant relationship between external motivation and lesson implementation (β = .017, T = 0.302, P > .05).
4. There is significant relationship between intrinsic motivation and preventive strategies (β = .357, T = 5.578, P < .05).
5. There is significant relationship between intrinsic motivation and lesson implementation (β = .273, T = 4.568, P < .05).

Hence, hypotheses 1, 4, and 5 are significant. Meanwhile, hypothesis 2, 3 are not significant.

4. Discussion

The findings show that there is a significant relationship between intrinsic motivation with preventive strategies, intrinsic motivation with lesson implementation, and preventive strategies and lesson implementation among primary school teachers at Southern Thailand. This is because most of the respondents graduated with a bachelor's degree in physical education (66.3%). This respondents background shows that majority of teacher expert in PE teaching and love in teachers' career. Carson and Chase (2009); Han and Yin (2016) found that the teacher motivation is key factor influencing to select teaching as an occupation. If the teacher has highly intrinsic motivation will lead to effective teaching because intrinsic motivation of teachers has positive relationship to effective implementing of teaching plan as well as involved in the preventing misbehavior in their classroom (Bieg, Backes & Mittag, 2011; Hein, 2012; Tulyakul et al., 2018)

In addition, Ko (2016) states that teachers who are expert in their subject are able to conducting the teaching and learning process based on teaching plan. According to Guajardo (2011), teaching the subject that they are expert in can enhance teachers' motivation. This is to say, in order to increase teacher motivation, a teacher should be teaching the subject which suits their character and which he or she is expert in (Malouff, Rooke, Schutte, Foster, & Bhullar, 2008). This is because the teacher who has high motivation can make successful and effective learning in their classroom (Dianat & Abedini, 2016).

While, external motivation does not significant relationship between preventive strategies and lesson implementation among primary school teacher at Southern Thailand. This finding shows that the most of respondents' teaching without to get the reward or praise but they desire and interest to help their students. Consistent with Gokce (2010) found that teachers are not teaching for the rewards or something physical, it is mean that teachers are doing this for their own personal reasons and because they want to see their students' accomplishment. However, teachers' extrinsic motivation had also strong and significant positive effects on their intrinsic motivation. Therefore, the principals should be to enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic rewards (Demir, 2011).

5. Conclusion

Overall, the result of this study found that there is a significant relationship between intrinsic motivation, preventive strategies and lesson implementation among primary school teachers

in Southern Thailand. There is a significant relationship between external motivation and teaching strategies, identified motivation and teaching strategies, and intrinsic motivation with teaching strategies. On the other hand, there is no significant relationship between external motivation, preventive strategies, and lesson implementation among primary school teacher in Southern Thailand. Even though, the result of this study found that external motivation has no significant relationship with preventive strategies and lesson implementation but school director or administrator should be enhancing either of intrinsic and external motivation for greater effective teaching and student achievement. Hence, this study can be helpful for PE teachers to understand better the methods for increasing teacher motivation in order to improve and develop their teaching plan and methods of preventing unsuitable behavior. Lastly, studies such as this could be conducted in other parts of Thailand as well as include interviews as additional data collection method.

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