A Causal relationship model of personal initiative behaviours of secondary school teachers

Ramita Nuamgate[a], Pinkanok Wongpinpech[b], Manop Chunin[c]

[a] Ph.D Candidate in Industrial and Organizational Psychology, Department of Humanities, Faculty of Applied Arts, King Mongkut's Institute of Technology North Bangkok, Bangkok 10800, Thailand, ramita.nuamgate13@gmail.com
[b] Assistant Professor of Department of Humanities, Faculty of Applied Arts, King Mongkut's Institute of Technology North Bangkok
[c] Professor of Department of Humanities, Faculty of Applied Arts, King Mongkut's Institute of Technology North Bangkok

Abstract

The Objective of this research are to 1) study the level of personal initiative behaviours of secondary school teachers. 2) study the consistency between the causal relationship model of personal initiative behaviours of secondary school teachers and the empirical data. The sample group was 650 secondary school teachers with a stratified random sampling. The research instrument was the questionnaire. The results revealed that 1) the personal initiative behaviours of secondary school teachers was at high level 2) the causal relationship model of personal initiative behaviours was consistent with the empirical data. Nine fixed indices used to test model were $\chi^2 = p > .05$, $\chi^2/df = <2$, RMR=<0.5, RMSEA=<.05, SRMR=<.05, NFI=>.90, NNFI=>.90, GFI=>.90, AGFI=>.90 and CFI=>.90 and the research results showed $\chi^2 = 14.49$, $\chi^2/df = .966$, RMR=.002, RMSEA=0, SRMR=.011, NFI=.998, NNFI=1.000, GFI=.995, AGFI=.985 and CFI=1.000.

Keywords: Personal Initiative Behaviour, Need for Achievement, Proactive Personality, self-efficacy, Achievement goal oriented

1. Introduction

Since the past, teachers have been expected to act as role models for their students, charged with molding individual citizens into valuable members of society. The nature of a teacher's work is such that they will encounter a diverse range of disciples, along with changing circumstances and rapid technological advancements. As such, it is important for teachers to be intrinsically motivated to better themselves and seek self-improvement. This extends not only to their professional abilities but also encompasses their personal traits and vision, which will allow them to keep up with rapid changes in academic development and technological innovations.

However, under the existing educational system, the teaching vocation still faces multiple challenges that are yet to be resolved. Among them is a lack of manpower, with a significant disparity between the number of students, and the number of teachers available. Due to this, teachers are often required to teach more than one class, which results in less preparation time as time is spent on mandatory paperwork and administrative responsibilities. As a result, there is major neglect of student care (Piriya, 2017).

The current method of training educational personnel has been unable to nurture effective teachers, thus relevant departments are continuously looking for innovative solutions to these problems, and ways to improve

the overall instructor quality. In order to avert the crisis facing this profession, it is critical to prioritize it from the start. Careful consideration must be placed across all aspects, from the teacher selection process to compensation and career growth opportunities. Equally important is the development of knowledge and ability, as well as the attitude, personality, and overall outlook of teachers. In cases where teachers are driven to seek new knowledge and adapt their methods to incorporate new and innovative approaches, this would greatly benefit the students and community, along with the teaching vocation as a whole.

Self-initiative, or personal initiative behaviour, is a human quality that involves proactively taking action, without being instructed to do so. Such behaviours must be consistent with the values and activities of the organization to which an individual belongs, and stems from having a long-term vision, as well as having implemented preventative measures that prompt one to adapt and strive towards new goals with persistence and effort. For educational institutions, having personnel and teachers with personal initiative behaviours is an integral aspect of developing the overall quality of students in an effective, efficient manner.

Personal initiative behaviours can be broken down into three key components (Frese & Fay, 2001). The first is self-initiative, which refers to teachers who are motivated to act without being told to do so, or being affected by the needs of external parties. Rather, such actions must be driven by self-defined, intrinsic motivations. They can consist of searching for new methods to facilitate their profession, adapting to reflect changes in the surrounding context, or taking action through alternative methods to achieve one's goals. The next element, proactivity, refers to cases where teachers have clear goals and look towards long-term results. Rather than waiting for their actions to produce visible outcomes according to their expectations, proactive teachers are eager to try new things and tackle new challenges that arise. The final aspect is perseverance, which refers to the persistence of a teacher. This trait describes teachers who continuously strive to overcome hurdles, and resist inaction among their colleagues. Those who have perseverance are able to exercise tolerance in the face of change, and do not easily admit defeat when confronted with an obstacle.

From studies conducted both domestically and internationally, it can be inferred that the key influencing factor for personal initiative behaviours in teachers, is a proactive personality. This is consistent with research by Crant (2000), which revealed that the presence of a proactive personality had a direct effect on proactivity; a component of personal initiative behaviour. Another aspect was self-efficacy, where a teacher was able to accurately access his or her competence, and displayed confidence in regards to successfully performing the required job responsibilities. Self-efficacy also involves assessing one's ability to manage specific systems, and perform certain acts in order to achieve the required outcomes (Bandura, 1977). In cases where teachers were aware of their own abilities, they were able to discover different approaches to successfully accomplish their tasks.

It takes a significant level of effort and determination to reach a goal. In addition to a strong sense of perseverance and willpower, a key trait that teachers should encompass is an intrinsic need for achievement in their careers. In order to attain such achievement, it is important for the teachers to implement a goal-oriented approach. Such a process is used to motivate individuals to continuously assert effort into carrying out assigned responsibilities, and can be used as a tool to determine the criteria for target behaviours. The approach can also be used as a form of self-feedback, in cases where target behaviours may need to be modified or adjusted during operation (Locke & Latham, 1991).

This research explores the various factors that affect personal initiative behaviours in teachers, under the premise that all teachers — regardless of their respective duties within their formal and informal fields — must be qualified enough to contribute to the learning development of students. Through a deeper understanding of the various facets that influence self-initiative in educators can help to facilitate the advancement of Thailand's educational system as a whole. Among the efforts made to improve teaching quality, it is important to introduce a new characterization and development process for Thailand's new generation of teachers. This extends also towards improving the current professional teaching curriculum, as well as the assessment of teaching standards through implementing standardized qualification requirements, and ensuring that teachers take pride in their profession.

2. Method

Population and sample group

The population used in this study were 9,175 secondary school teachers who worked at large and special large size school in the northern region of Thailand. The sample size was determined by the idea of Hair, et al. (2010). He pointed the sample size was 20 times of the number of parameters. There was 29 parameters for this research. So the minimum sample size should be 580 secondary school teachers.

A Causal relationship model of personal initiative behaviours of secondary school teachers

Sampling Method

This study used proportional stratified random sampling method to select secondary school teachers. The strata determined by provinces and size of school. 13 provinces of 17 provinces in the northern of Thailand, large size schools and special large size schools and 650 teachers of 9,175 teachers was selected with simple random sampling. For data loss prevention, the researcher distributed 800 questionnaires to the teachers. 650 completed questionnaires was returned.

Instrument of research

The research instrument of this study was a six-part questionnaire, which was used to collect data from the secondary school teachers. This questionnaire consisted of six different parts, as follows:

Part 1: Questions regarding personal information. This part includes six questions: gender, educational background, current position, age, number of years spent in the current company, and number of years spent in the current position.

Part 2: Questions measuring personal initiative behaviours. This part was developed from the concepts and theories of Frese & Fays (2001), and consisted of 40 questions in total and 3 elements: 14 related to self-initiative, 11 related to proactivity, and 15 related to perseverance.

Part 3: Questions measuring need for achievement. This part was developed from the ideas and considerations raised by Hermans & Herbert (1970), and consisted of 26 questions.

Part 4: Questions measuring proactive personality. This part was developed from the conceptual theories of Crant (2009), and consisted of 19 questions.

Part 5: Questions measuring self-efficacy. This part was developed from the concepts and considerations of Bandura (1977) and consisted of 9 questions in total and 2 elements: 4 of which measure confidence, and 5 measuring the difficulty level of the job.

Part 6: Questions measuring achievement goal-orientedness. This part was developed from the ideas and theories of Elliot & Murayama (2008), and consisted of 13 questions in total and 2 elements: 8 on setting achievement goals to specialize, and 5 on setting achievement goals to demonstrate results.

3. Research Instrument Development and Quality Inspection

1. Content Validity: To determine the validity of the content tested, questions were evaluated using the index of item-objective congruence (IOC). Following this procedure, individual items on the questionnaire were rated by five content experts, according to the definition of variables and their elements. The research only used questions with an IOC value greater than 0.5, which was considered an acceptable value score.

2. Discriminant Power and Reliability Analysis: prior to conducting the study, a tryout of the questionnaire was conducted on a group of 200 secondary school teachers that quite similar characteristics to the sample group. This was used to assess the research tool for discriminant power, through the corrected item total correlation method. Questions with a discriminate power of less than 0.20 (Prasopchai, 2015), were excluded, leaving only 99 questions which passed the criteria requirements. These were then analysed for reliability, using Cronbach's alpha. Overall, the reliability level of the questionnaire met the research criteria (Prasophpchai, 2015).

Table.1. Corrected Item Total Correlation and Cronbach's Alpha Coefficient

Question	Discriminant Power	Reliability
Personal Initiative Behaviour		0.945
Self-Initiative	0.360 - 0.608	0.848
Proactivity	0.536 - 0.647	0.861
Perseverance	0.302 - 0.591	0.85
Need for Achievement	0.362 - 0.679	0.907
Proactive Personality	0.503 - 0.729	0.924
Achievement Goal-Orientedness		0.939
Goal-setting for proficiency	0.632 - 0.716	0.902

Goal-setting for display	0.705 - 0.836	0.909
Self-Efficacy		0.921
Confidence	0.577 - 0.755	0.835
Difficulty level of job	0.641 - 0.770	0.884

Survey and Data Collection

In this research, 800 questionnaires were distributed to the directors at each school. After removing invalid questionnaire responses, 695 responses were received, representing a valid response rate of 86.88%. As such, the research analysis is based upon the 650 complete and valid questionnaire response sets, hereby considered research samples

Data Analysis

From the results, the statistics used for data analysis include percentage values, mean, standard deviation, correlation coefficient, and the structural equation model analysis.

4. Analysis of Data Results

Research results were analysed based on different categories, as follows:

1.   An analysis of general personal data. This revealed that a majority of the sample population were women, with 410 female respondents, which accounted for 63.08% of the total research subjects. 360 or 55.38% of the respondents had completed their bachelor's degree while 438, or 67.39% were recognised as Practitioner Level K1 teachers. Among the research subjects, 199 or 30.62% were over 40 years of age. 355, or 54.1% had an occupational tenure of less than 10 years, while 430 or 66.16% have held their highest job position for less than 10 years.

2.   An analysis of the level of personal initiative behaviours present, and the degree to which these were influenced by related factors, namely; need for achievement, proactive personality, achievement goal-setting, and self-efficacy. For this analysis, a criteria was put in place to score each factor based on a 5-scale rating. These levels went from very high to high, moderate, low, and very low.

Each level was differentiated based on the following scoring criteria (Kanlaya, 2001)

Average level	4.21 - 5.00	Very High
Average level	3.41 - 4.20	High
Average level	2.61 - 3.40	Moderate
Average level	1.81 - 2.60	Low
Average level	1.00 - 1.80	Very Low

Table.2. The Mean ($\bar{x}$) and Standard Deviation (S.D) of Personal Initiative Behaviours, Need for Achievement, Proactive Personality, Achievement Goal-Setting, and Self-Efficacy

Factor	Mean	S.D.	Level
Personal Initiative Behaviour	4.133	0.366	High
Need for Achievement	4.024	0.381	High
Proactive Personality	4.019	0.415	High
Achievement Goal-Setting	3.983	0.460	High
Self-Efficacy	4.138	0.464	High

A Causal relationship model of personal initiative behaviours of secondary school teachers

The results in Table 2 showed that on average, secondary school teachers in the northern region displayed high levels of the various factors. Of these, self-efficacy was ranked highest, followed by self-initiated behaviours, a need for achievement, proactive personality, and setting achievement goals, respectively.

3. An analysis of the correlation coefficient between the observed variables used within the study.

Table.3. A Pearson Correlation Coefficient formula was computed to assess the relationship between the variable elements of the causal relationship model of personal initiative behaviour

Variable	SS	PS	PA	Ach	PB	SC	JD	MG	PG
SS	1.000								
PS	0.636**	1							
PA	0.746**	0.696**	1						
Ach	0.678**	0.738**	0.701**	1					
PB	0.621**	0.670**	0.656**	0.705**	1				
SC	0.492**	0.538**	0.518**	0.586**	0.601**	1			
JD	0.521**	0.591**	0.560**	0.643**	0.651**	0.813**	1		
MG	0.499**	0.540**	0.544**	0.638**	0.672**	0.645**	0.625**	1	
PG	0.278**	0.400**	0.379**	0.371**	0.526**	0.366**	0.423**	0.393**	1

$**p < .01$

NOTE: 1) Components of Personal Initiative Behaviour (PI) include SS (Self-Starting), PS (Proactivity), and PA (Perseverance). 2) Ach represents Need for Achievement. 3) PB represents Proactive Personality. 4) Components of Self-Efficacy (SE) include: ST (Strength) and MA (Magnitude). 5) Components of Achievement Goal-Orientedness (AGO) include: MG (Mastery goal oriented) and PG (Performance goal oriented).

Analysis of the results revealed a positive correlation between the observed variables, with a statistical significance of .01, for values ranging from 0.278 - 0.813. The strongest positive correlation was between self-efficacy in regards to job difficulty level (JD), and self-efficacy in regards to confidence level (SC), r = 0.813. Variables with the least positive correlation were achievement goal-setting for display (PG), and self-initiative (SS), r = 0.278.

4. Results of the causal relationship model analysis of personal initiative behaviours of secondary school teachers in Thailand's Northern region.

Table.4. The congruence between personal initiative behaviour, need for achievement, proactivity, goal-orientedness and self-efficacy.

Goodness of Fit Indexes	Criteria	Before Adjusting the model	Before Adjusting the model	Results
$\chi 2$	p > .05	106.854	14.49	Fit
Chi-square($\chi 2$)/df	< 2	5.34	0.966	Fit
RMR	< .05	0.006	0.002	Fit
RMSEA	< .05	0.081	0	Fit
SRMR	< .05	0.026	0.011	Fit
NFI	> .90	0.987	0.998	Fit
NNFI	> .90	0.980	1.000	Fit
GFI	> .90	0.965	0.995	Fit
AGFI	> .90	0.921	0.985	Fit
CFI	> .90	0.989	1.000	Fit

According to table 4, the results of the causal relationship model analysis of the measurement mode of personal initiative behaviours showed that the measurement model was congruent with the empirical data χ2= 14.49, χ2 /df = .966, RMR=.002, RMSEA= 0, SRMR=.011, NFI=.998, NNFI=1.000, GFI=.995, AGFI=.985 and CFI=1.000
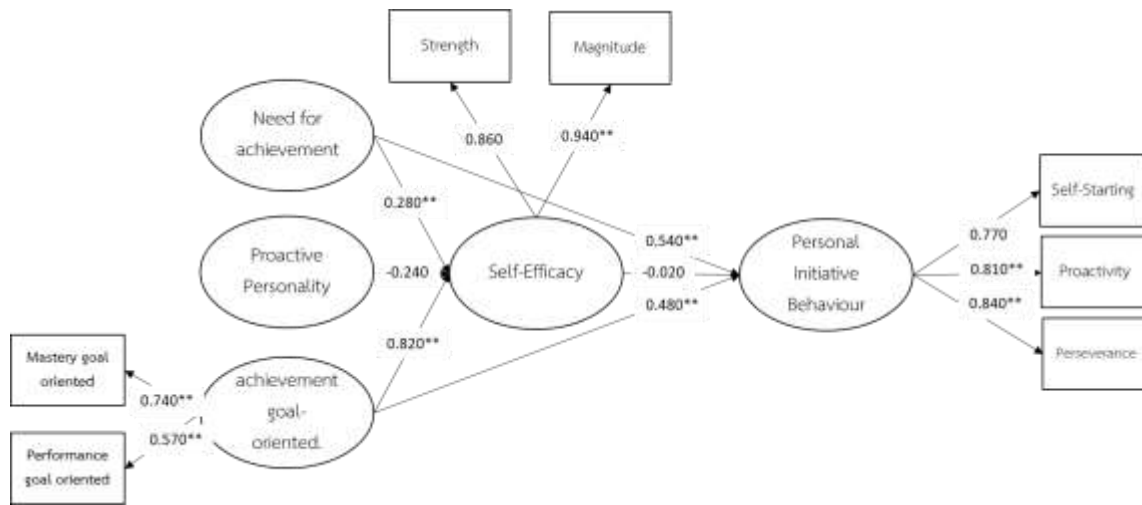
Figure.1. A causal relationship model of personal initiative behaviours of secondary school teachers in Thailand's Northern region.

4.1 The following were the findings from the structural equation model analysis for research:

Table.5. Direct influence, indirect influence, and total influence of personal initiative behaviours of secondary school teachers

Variable	Self-Efficacy			Personal Initiative Behaviour		
	TE	IE	DE	TE	IE	DE
Need for Achievement	0.280**	-	0.280**	0.540**	-0.005	0.540**
Proactive Personality	-0.240	-	-0.240	0.004	0.004	-
Achievement Goal-Orientedness	0.820**	-	0.820**	0.480**	-0.014	0.480**
Self-Efficacy	-	-	-	-0.020	-	-0.020
Statistical Value χ^2 = 14.490; df = 15; p = 0.489; GFI = 0.995; AGFI = 0.985; CFI = 1.000; RFI = 0.996; SRMR = 0.011; RMSEA = 0						
Structural Equation SE PI **R²** 0.668 0.865						

**p < 0.01

Results of the statistical analysis showed that a need for achievement had a positive and direct effect on self-efficacy and personal initiative behaviours, with a statistical significance of .01. The need for achievement also indicated a not statistically significant negative, indirect influence on personal initiative behaviours, through self-efficacy.

The proactive personality variable, on the other hand, had a direct negative effect on self-efficacy, and an indirect positive effect on personal initiative behaviours, with no statistical significance.

Results also showed that achievement goal-orientedness had a direct positive influence on self-efficacy and personal initiative behaviour, with a statistical significance of .01. The achievement goal-oriented variable, however, also demonstrated an indirect influence on personal initiative behaviours through self-efficacy, with no statistical significance. Self-efficacy also displayed a statistically significant negative effect on personal initiative behaviours.

5. Conclusions and Implications

1. The results showed that on the whole, a secondary school teacher has high overall levels of personal initiative behaviours, including self-initiative, proactive personality traits, and perseverance — all of which were

rated at a high level. These findings could be in part due to the fact that teachers were often encouraged to take initiative in formulating teaching plans for their students, and were also regularly given the opportunity to participate in submitting academic results. This was consistent with the research conducted by Suwat (2004), which studied the character traits of good teachers, among the teachers and professors at polytechnic colleges affiliated with Vocational Educational Institutes. The results showed a high level of positive characteristics present in the teacher and professor development process. These traits consisted of a commitment to self-development in applying knowledge of new technologies to teaching methods, constant learning and seeking opportunities for self-growth, as well as a willingness to improve, develop and adapt teaching methodologies to facilitate constant learning.

2.   On average, the study demonstrates a high level of all factors related to personal initiative behaviours. Among these, self-efficacy had the highest overall average, followed by a need for achievement, proactive personality traits, and achievement goal-orientedness respectively.

2.1 The research found that the highest-ranking factor for personal initiative behaviour among secondary school teachers was self-efficacy. It was possible that this was partly affected by the current school administration, which had established a culture in which teachers were able to constantly adapt their thinking approach, practices, and self-assessment methods on a regular basis, as a means of improving their work. This gave teachers the self-confidence that they can enhance their learning abilities, which in turn resulted in them actively developing their own potential through approaches best suited to their personal interests and individual strengths. This perspective was consistent with the phenomenological studies conducted by Kusama (2019) on the character traits of teachers. The study found that a fundamental trait for teachers to be able to encourage development in their students, was a belief in their own intellectual potential and that their abilities could be developed. Teachers must first attain self-actualization by realizing that they themselves had knowledge, abilities, and were constantly evolving before they can successfully guide their students to reaching their potential as well.

2.2 A need for achievement was also highly prevalent among secondary school teachers in the North of Thailand, which may be attributed to the internal structure of the schooling system. Teachers perceived that successful completion of their work will receive acknowledgement and recognition from their supervisors, colleagues, as well as their students. By successfully accomplishing their tasks, they can also expect rewards in the form of career advancements and salary increases. This theory was consistent with the findings of Chuanchom, et al., (2017), who carried out a study on teachers working under basic educational institutions, who chose to pursue a Master's degree in Educational Administration from the Faculty of Education, at Bangkok Thonburi University in the academic year 2016. The research showed that teachers who furthered their studies expressed high levels of happiness towards their careers, stemming mainly out of pride for their occupation and job titles, as well as the recognition they received from society, where the teaching vocation was still considered with the highest regard.

2.3 Research results also revealed a high level of teachers with a proactive personality. In terms of school administration, this may be due to a clear vision regarding internal management, which prioritizes building a reputation for high standards and quality education. Following this priority, teachers were required to approach their occupations with a positive mindset, and leadership ability. They were expected to be determined, readily able to tackle any problems that arise, remain active, and have a high sense of self-discipline. In such an environment, teachers were expected to seek new opportunities for personal growth, and be ready to improve upon their skill sets and mentality. Such observations were in line with the research of Nonthalee (2017), who found that teachers in the Learning Management Faculty of Industrial Education, at Rajamangala University of Technology in Thanyaburi, displayed very high levels of proactivity with regards to learning about educational management.

2.4 Achievement goal-orientedness, or setting achievement goals, is also found to be at a very high level among the research subjects. This could be largely due to the fact that secondary school teachers from large-sized, to exceptionally large scale schools had an important goal to accomplish as part of their performance evaluations; assisting their students in obtaining admission to universities. This required teachers to display proficient teaching and management skills, in order to effectively manage the learning of their students. It also required teachers to utilise various teaching methods and approaches, depending on what was most suited to the content being taught, and student ability. These inferences were consistent with the findings of Nanthahak (2017), who compared the characteristics of educational institution administrators, based on the opinions of teachers under the department of Secondary Education Section 1, who aimed for high-level achievements.

Analysis of the causal relationship model of personal initiative behaviours of secondary school teachers in Thailand's northern region.

1. Need for Achievement

This factor was shown to have a direct influence on self-efficacy among secondary school teachers, with a statistical significance of .01. Under the current schooling system, this could be due to teachers' perceiving that they had the ability to teach their pupils to meet a desired level of knowledge, and that their approach to educational management can effectively influence a student's level of achievement. Teachers may view their ability to help students understand the required academic content, and encouragement of students to undertake entrance examinations to desired institutions, as a reflection of their own achievements that can also affect the evaluation of their performance. This followed the research of Siriphorn (2018), who stated that motivation is an effective approach to achieving success. Siriphorn's findings showed that delegating challenging assignments, offering new job positions, and rewarding teachers with encouragement can motivate them to recognise that they had the ability to grow professionally. This drove them to achieve their goals, and can also create a sense of pride.

In addition to self-efficacy, the need for achievement was also shown to directly correlate with personal initiative behaviours, demonstrating a positive influence with a statistical significance of .01. When teachers set their minds on the goal of succeeding in their profession, they will display personal initiative behaviours. Such conclusions fall in line with the findings of Phawinchart (2018), who discovered that people have different approaches to succeeding in their work. Some may find different methods to satisfy management level executives, under the belief that senior management can support their path to success. Others may achieve success through the assistance of fellow teachers, believing in mutual support to achieve desired career goals. Some, on the other hand, hope that their careers will be successful through their own talents and ability.

It is interesting to note that the need for achievement also has a statistically non-significant, indirect negative influence towards personal initiative behaviours, through perceptions of self-efficacy. It's seen from the results that teachers who already possessed a high need for achievement, may exhibit the traits of personal initiative behaviour without the need for high levels of self-efficacy.

2. Self-efficacy had a statistically insignificant, direct negative effect on personal initiative behaviour. Teachers with high levels of self-efficacy, at times may not display personal initiative behaviours, as they considered themselves to already be competent. Such observations were inconsistent with the theories of Chaianan, et al., (2016), who perceived that teachers' levels of self-efficacy were the reason for proactive personality traits. This was contradictory as the proactive personality was among the elements of personal initiative behaviours, and the proactive personality variable was shown to have the largest effect on proactive behaviours, through the self-efficacy variable.

3. It should also be noted that the proactive personality had a direct negative influence on self-efficacy, with no statistical significance. This can be attributed to the fact that teachers with proactive personality traits generally tend to exhibit proactive behaviours, to the point where they become habits and personal traits. In such cases, these teachers may not take into account that they must have faith in their abilities. Such observations, again, were inconsistent with the findings of Chaianan, et al., (2016), which showed that the proactive personality had a direct positive influence on the belief in one's abilities. There was, however, some consistency in that proactive personality had an indirect positive influence on personal initiative behaviours, through self-efficacy, with no statistical significance. Nevertheless, consideration must also be placed on the possibility that such results for teachers with high self-efficacy may be based on a one-sided assessment, and that the teachers did not really display traits of a proactive personality, which was a unique characteristic limited to specific individuals.

4. Achievement goal-orientedness had a direct positive influence on personal initiative behaviours, with a statistical significance of .01. The results showed that teachers who set goals for themselves had a higher tendency to develop clear instructional plans for students and display personal initiative behaviours. These findings followed the studies of Saraswati (2019), which examined the relationship between achievement goal-setting, and the self-initiative traits present in Generation Z individuals. Here, achievement goal-setting was found to be positively correlated with self-initiative tendencies. To illustrate, Generation Z individuals with clear achievement goals would have similarly high levels of personal initiative behaviours. This was also consistent with the ideas and research of Ames (1988), who established the achievement goal-setting theory. The theory was based around the belief that the way in which a person behaves was dependent on the identification of success, or reasoning behind which that behaviour was carried out.

Goal orientation also demonstrated a direct, positive influence on self-efficacy, with a statistical significance level of .01. An explanation for this could be because teachers with high levels of self-efficacy tend to have sufficient self-awareness to serve as a premise for them to successfully accomplish their work. As such, any goals or chosen development direction would fall in line with their capabilities, with a focus on personal

advancement that complements existing potential, to effectively improve performance. Adding to this, in order to achieve top levels of performance, teachers would strive to prove to others that they had potential that was superior to that of other teachers. This was consistent with the theories of Pranee (2018), who states that self-efficacy was a form of intrinsic motivation towards confidence in one's own abilities. Confident teachers would demonstrate teaching approaches that focused on encouraging students to be active learners, and used teaching goals as a form of intrinsic motivation. This would help determine the aims behind a teachers' methodology and approach towards teaching and learning, leading to successful achievement of established goals.

6. Research Suggestions

1.   Suggestions on Applying Research Results

1.1   Encouraging Self-Initiative

The study found that the most prominent element for personal initiative behaviours among secondary school teachers was self-initiative. Therefore, administrators in educational institutions should aim to cultivate a working atmosphere where teachers could have the opportunity to demonstrate their abilities. This can help to encourage teachers to initiate actions on their own accord, and can lead to future academic achievements that benefit both students and teachers in the long run.

1.2 Creating Incentive

The research suggests that the factor with the strongest influence over personal initiative behaviour was a need for achievement. As such, the results from this study can be used by the management-level in schools to develop their approach, in regards to incentivising teachers to succeed.

2.   Suggestions for Future Research Direction

2.1 This research can be extended in several directions. Firstly, the usage of research tools for data collection can be increased for a more comprehensive data collection. This includes but was not limited to interviews, focus group discussions, as well as observations and document research. Research tolls can also include training programs to measure and assess the persistence of the behaviours studied, in order to apply the results for the benefit of those interested.

References

[1]   Ames, C., & Archer, J. (1988). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. Journal of Educational Psychology, 80(3), 260-267.

[2]   Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.

[3]   Chaianan, M., Sudarat, S., Sanan, P.,& Warunee, L. (2016). Causal relationship of proactive work behavior of lectures in the Rajamangala University of Technology. Journal of Industrial Education, 15(2), 118-125.

[4]   Chuanchom, C., Sirichai, C., & Somchai D. (2017). The Happiness of Work of Educational Personnels under Basic Education. Silpakorn Education and Research Journal. 9(2).

[5]   Crant, J.M. (2000). Proactive Behavior in Organizations. Journal of Management, 26(3), 435-462.

[6]   Elliot, A.J., & Murayama, K. (2008). On the Measurement of Achievement Goals: Critique, Illustration, and Application. Journal of Educational Psychology, 100(3), 613-628.

[7]   Frese, M., & Fay, D. (2001). Personal Initiative: An active performance concept for work in the 21st century. Research in Organizational Behavior, 23, 133-187.

[8]   Hair, J. F., Jr., et al. (2010). Multivariate Data Analysis: A Global Perspective. 7th ed. Upper Saddle River, NJ : Pearson Education.

[9]   Herman & Herbert J.M. (1970). A Questionnaire measure of achievement motivation. Journal of Applied Psychology, 54, 353-356.

[10] Kanlaya Vanichbuncha. (2001). Statistical analysis. Bangkok: Chulalongkorn University.

[11] Kusuma, Y., Pasana, C., Narulmon, P.,& Pinyapan, P. (2019). Teachers' Growth Mindset in Learners' Development: A Phenomenological Study. Hatyai Academic Journal. 17(2).

[12] Locke, E. A & Latham, G. P. (1991). Self-Regulation through Goal Setting. Organizational behaviour and human decision processes 50, 212-247.

[13] Nonthalee Pornthadaw. (2017). Development of Active Learning in Learning Management Subject. Research Journal UTK Rajamangala, Bangkok. 11(1).

[14] Pawinchat Rattanathum. (2018). The development of guidline to promote proactive behavior among Sakaew teachers in public primary education, Service area 1, using mixed-method research. (Master thesis). Bangkok: Burapha University.

[15] Piriya Pholphirul. (2017). Interview: 10 problems of Thai teachers through Phiriya Pholphirun's "Teacher Economics". Retrieved 16 May 2017, from http://www.knowledgefarm.in.th/interview-piriya/

[16] Pranee Jaiboon. (2018). A study of self-Efficacy, Intrinsic need, interests, and teaching goals as they relate to teacher instructional behaviors. (Master thesis). Chonburi: Burapha University.

[17] Saraswati, P. (2019). Goal Achievement as A Predictor of Personal Growth Initiative for Generation Z. Advances in Social Sciences, Education and Humanities Research (ASSEHR), 304, 330-335.

[18] Siriphorn Yodthanaworakul. (2018). The achievement motivation working of teachers in Wangnamyenwittayakhom school under the office of secondary educational service area 7. (Master thesis). Chonburi: Burapha University.

[19] Suwat Ngamjing. (2004). The good characters of teachers in Vocational College, Vocational Education Commission Central Part 1 and Central Part 5. (Master thesis). Bangkok: Srinakharinwirot University.