

Psychological Factors Affecting Service Behavior of Teachers and Educational Personnel at Early Childhood Care, Development and Education in Thailand

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Abstract

The purposes of this research are (1) to study the level of service behavior of teachers and educational personnel; (2) to study psychological factors which affected service behavior; and (3) to analyze and check the congruence between the model of psychological factors affecting service behavior and empirical data. The samples consist of 400 teachers and educational personnel who work in the early childhood care. First, the results show that most of teachers and educational personnel are old, seasoned veteran in this field. They have maturity and emotional intelligence along the ages. Their performance are conducted in not only good way, but also regally bound. Second, teachers and educational personnel performing service in the early childhood care have high adversity quotient. The healthy organizational climate causes good working behavior. The organizational climate is the most essential factor affecting working in organization and team working. Moreover good working behavior arises when the subjective norm occurs. Because the personnel have positive subjective norm and attitudes towards coworkers and supervisors; they realize the advantage and value of the service behavior. They satisfy themselves and serve the children and parent with pleasure. So they can handle with the problems comprehensively and patiently and conduct good service behavior, good responsibilities for organization and themselves. The parents satisfy the service and come over again.

Keywords: *Psychological factors; service behavior; early childhood care, development and education.*

Background and Significance of Problems

Individual internal factors are the important variables in the service behavior that can affect the success of the organization such as endeavor, patience and good human relationship to customers (Nanthapaiboon, 2008; Rungsrissawat, Joemsittiprasert, & Jermstittiparsert, 2019; Jermstittiparsert, 2020; Phusalux, Jermstittiparsert, Saisama, & Wongjunyav, 2020). Additionally, adversity quotient is the important variable affecting service behavior of the educational personnel at the early childhood care, development and education. As the adversity quotient is the approach or each person's ability of patience to face the problems and obstacles. Then that person can accomplish the job, which he wants, with strong heart and does not give up (Phuangmalai, 2013). This behavior can be measured and evaluated by the approach of responding of obstacles and problems in 4 dimensions (Stoltz, 2009). According to concept and theory of Stoltz (2009) states that adversity quotient consisted of the self-control, the causes and responsibility, the effect and the patience. This is correspondent with the study of Johnson (2000) studying the salespersons that have adversity quotient in high level can reach higher sales target and competency than ones that have it in low level. Moreover, the study of Lumpool (2015) studying the data from 174 engineers in a real estate company in Thailand. The research results reveal that dimensions of adversity quotient; control and ownership of problems significantly and negatively correlate with job performance ($r = .012$, $p < 0.05$, and $r = 0.047$, $p < 0.05$ respectively). Thus the educational personnel at the early childhood care, development and education use this variable to develop their service behavior on target of their organization. Not only individual internal factors, but also the organizational climate is the important internal factor which affected person's service behavior. The organizational climate controls the behavior of officers, subjective norm. It drives the organization efficiently in accordance with the concept of Steers and Porter (2003). Their study reveals that the efficiency of work is caused by good or positive organizational climate. For the officers got the good support from co-worker, unity. They can conduct good job performance when conflicts in the organization are not existed. The result of work motives toward cooperation with co-worker. On the contrary, if the organizational climate is bad or negative, the officers are going to have burnout,

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conflicts, and low performance. This is caused low service behavior and dissatisfaction from clients. At last, this behavior affects the image of the organization in the long run.

Literature Review

The research is the causal relationship research to study individual internal factors are the important variables in the service behavior that can affect the success of the organization such as endeavor, patience and good human relationship to customers and adversity quotient (Nanthapai boon, 2008). The concept and theory of Service Quality of Berry, Parasuraman, and Zeithaml (1990) who are the expert in the field of customer expectation state that five imperatives improved service quality. The service quality (SERVQUAL) consists of 1. Tangibility is the appearance of physical facilities, equipment, personnel, and communication materials. 2. Reliability is the ability to perform the promised service dependably and accurately. 3. Responsiveness is the willingness to help customers and provide prompt services. 4. Assurance is the knowledge and courtesy of employees and their ability to convey, trust and confidence. 5. Empathy is the caring, individualized attention provided to customers. Therefore the researcher realizes that the concept of five imperatives which can improve service behavior of teachers and educational personnel of the early childhood care, development and education in Thailand. Another internal factor which drives personally the service behavior is the adversity quotient. According to the concept of Stoltz (2009), the adversity quotient was researched for 19 years and applied for 10 years by him. AQ or Adversity Quotient is a measure of a person's ability to manage the adversity that one faced daily. People who cannot handle adversity become easily overwhelmed and emotional, then pull back and stopped trying. Those who handle adversity well become the conqueror. AQ states how well a person withstood adversity and one's ability to surmount it. It can also predict who would overcome adversity and who is crushed, who exceeds expectations of their performance, and who falls short. At last, it can predict who gives up and who prevail. The concept of Stoltz is based on the principal of cognitive psychology, psychoneuroimmunology and neurophysiology which are the building blocks of the adversity quotient. It results in the new understanding, measures and set of tools that enhances human competency. The Adversity Quotient consists of four dimensions: C, O₂, R, and E for measuring and evaluating human competency. C = Control referring to the amount of perceived control, one has over and adverse event or situation. O₂ = Origin and ownership referring to how a person searches for the cause of adverse events and to the degree to which an individual is willing to own the outcome of the adverse action. Owning the outcome reflects the accountability. R = Reach is a manifestation of how far the adversity reaches into other aspects of individual's life. E = Endurance is the measure of endurance which reviews how long the adversity and its causes last in one's life. Not only individual internal factors, but also the organizational climate is the important internal factor which affected person's service behavior. It impels the organization efficiently. Regarding to the concept of Stringer (2002) develops the knowledge of Organizational Climate. And Stringer discovers that climate can be described and measured in terms of six distinct dimensions which include structure, standards, responsibility, reward and recognition, support, and commitment. The six dimensions are 1. Structure reflects organizational officers' feeling. When organizational structure is well organized and has clear roles and responsibility, the members of the organization well understand the job and do not frustrate their work. 2. Standards measures feeling pressure to increase their performance and degree of pride which is owned by members of the organization to do the job well. High standards mean that members of the organization are always trying to find ways to improve performance. A low standard reveals the lower expectations for their performance. 3. Responsibility reflects employee's feeling that they are being of themselves and do not require legal decision by members of the organization. When employees perceive the high responsibility, they are encouraged to solve their own problems. When employees perceive the low responsibility, they accept the risk-taking and do not find new approaches to solve the problems. 4. Reward and recognition indicate that members of organizations get the rewards in according to their performance. The organizational climate is up to the justice between rewards and performance. When the members of organization are the good one but they face a lot of criticism. They feel unfair and low valued. 5. Support reflects trust and supports each other in the organization. The high support is perceived by members of organization when they feel like a part of teams and have good teamwork. They are isolated when they perceive low supports from the team. 6. Commitment reflects the employee's proud of loyalty to the achievement of organizational goal. High commitment is related between strong commitment and personal loyalty. A low commitment is associated with the feeling of apathetic about organizational objectives. Moreover, the organizational climate controls the behavior of officers and subjective norm. The concept of Subjective Norm or SN (Ajzen, 1991) referred to the perceived social pressure to perform or not to perform the behavior. The social (supervisors and coworkers) that are the important to them impacted their behavior. Accordingly, the Subjective Norm is based on attitude towards behavior and normative beliefs in planned behavior theory. The conclusion of psychological factors indicates that the service behavior of the educational personnel related to the adversity quotient, the organizational climate and subjective norm. There is no the studies of the relation of 3 factors in the earlier literature and researches. Some researchers study the relation of one of them. So in this research study the relation of 3 factors for the educational personnel at the early childhood care, development and education in Thailand. The result of this research will be the guideline of enhancing the adversity quotient; service behavior and organizational climate. These factors will be the index of executives' attention toward the organization. The finding will cause the effectiveness of service behavior of the early childhood care, development and education in Thailand in the long run.

Research Objectives

The research is the causal relationship research. The objectives of this research are (1) to study level of service behavior of teachers and educational personnel at the early childhood care, development and education; (2) to study psychological factors which affected service behavior of teachers and educational personnel; and (3) to analyze and check the congruence between the model of psychological factors affecting service behavior of teachers and educational personnel at the early childhood care, development and education in Thailand and empirical data.

Research Methodology

The sample group use in this research consisted of 3,700 teachers and educational personnel at 925 early childhood care, development and educations. The early childhood cares have to get the license to establish from the ministry of education and ministry of social development and human security. And 400 parents of children who study in the early childhood care, development and educations. The sample group is selected by proportionate stratified random sampling. The sample groups are 500 teachers and educational personnel. The questionnaires which are used in this research are divided into 5 parts as followed:

- 1) Questionnaire on general data
- 2) Service behavior test
- 3) Adversity quotient test
- 4) Perception of organizational climate test
- 5) Subjective Norms in organization test

The researcher asks the experts to verify the content validity of 5 parts of these questionnaires. The obtained scores are used for finding the Index of Item-Objective Congruence (IOC). The questions with IOC from .5 represent the content validity which is applicable. The results of verification reveal that the 4 questionnaires have IOC between .60-1.00. The discrimination is analyzed by Pearson Product Moment Correlation. And the items of tests with the value between .20 - .94 are used as the instruments. Analysis on the reliability of the tests uses the method of Cronbach's alpha coefficient. Each test with the reliability value between .64-.87 is used as the test in the data collection. After collecting the data from sample group, the data are analyzed and construct valid by Confirmatory Factor Analysis: CFA of 4 latent variables. The findings reveal that the model of 17 variables agrees with the empirical data. Each model has factor loading between .36-.94 which meet the criteria.

In this research, researcher analyzes the study of factors affecting service behavior of teachers and educational personnel at early childhood care, development and education in Thailand and tests hypotheses with empirical data by Linear Structure Relationship: LISREL model. There are 8 criteria for the goodness of fit indices with empirical data (Chadcham, 2004).

Research Results

The results of the model of the service behavior test in the early childhood care, development and education are shown in the table 1 as followed.

Table 1 The results of testing the model of the service behavior test in the early childhood care, development and education.

Check index	Criteria	Model statistics
Chi-square/df	< 2.00	26.75/23 = 1.16
P-value of χ^2	> 0.05	0.27
RMSEA	< 0.05	0.02
RMR	< 0.05	0.00
CFI	≥ 0.90	1.00
GFI	≥ 0.90	0.99
AGFI	≥ 0.90	0.96
CN	> 200	762.03

From the table 1, the findings indicate that the model agree with the empirical data. There are 6 goodness of fit measures of Chi-square/df = 1.16, CFI = 1.00, GFI = 0.99, AGFI = 0.96, RMSEA = 0.02 and RMR = 0.00. The structural equation model agrees with the empirical data.

Conclusion and Discussions

The research results of the Psychological Factors Affecting Service Behavior of Teachers and Educational Personnel at Early Childhood Care, Development and Education in Thailand have the issues which are discussed following the research results.

1. The personal factor of teachers and educational personnel at Early Childhood Care, Development and Education in Thailand had the mean value in high level. The teachers and educational personnel at Early Childhood Care, Development and Education are mostly female in average. Their marital status is married. Average of age is 41.75. The old age indicates that they are seasoned veteran in this field, have maturity and emotional intelligence more than

the younger ones. And they also tend to appropriately and right decide and perform along with regulation by themselves. This behavior is related to Judge, Cable, Boudreau, and Bretz (1995) and Iles, Mabey and Robertson (1990) presenting the objective career success is highly influenced by personal factors such as background, age, range of study and 7 years experiencing on average. The personal variables are significant elements in the career success.

2. The Psychological factors—Adversity Quotient (AQ), Organizational Climate, and Subjective Norm directly affect the service behavior of teachers and educational personnel in the Early Childhood Care, Development and Education at statistically significant level of .05. The teachers and educational personnel's adversity quotient affect good service behavior. The adversity quotient is the model of behavior or human ability responding to face the problems or hindrance and obstacles in one's life. People cannot reach the success and have the unclear target because of hindrance and obstacles. Thus they handle industrially and patiently with the problems and do not give up until they finish the service to customers. If teachers and educational personnel who serve in the early childhood care, development and education have adversity and quotient in high level, they can have good service and responsibility for themselves and their workplaces. The parents of children who enroll in the Early Childhood Care, Development and Education satisfy the service of the Early Childhood Care, Development and Education. So it is also going to be good image for taking care, good education in Thailand. The parents trust the service of organization and return to use the service again and again. This agrees with the idea of Stoltz (2005) stating that the adversity and quotient consisted of control, Reach and Endurance which are the essential skill to predict work behavior of person. The research results are also in accordance with the research of Johnson (2005) and Bautista (2015). The personnel, who have high adversity and quotient, also conduct higher performance than the one who had low adversity and quotient.

And there are researches about the organizational climate affecting good performance. These are agreed with the idea of Snow (2002) stating that the organizational climate is how person perceived the environment around the workplace. The healthy climate is the key of efficient performance in organization or the heart of teamwork. It is the important variable to analyze the person's and organizational performance. The finding of research is correspondent with research of Dejhutsadin (2010) and Selamat et al (2013). They find that the total service behaviors are found that the organizational climate is positively correlated with the service behaviors of officers. The teachers are unable to carry out their tasks and the unhealthy organizational climate in the school. The organizational climate is found to be a significant factor that can affect teachers' job performance.

Furthermore, the findings of this research state that the subject norm affects good job performance. The subjective norm is to perceive the importance of other person influencing to oneself and whether one need to behave or not. Ajzen and Fishbein (1980) explained that the subjective norm indirectly affected attitudes towards behavior and controlled belief through behavioral intention. It is in accordance with the research of Francise et al (2004) stating that the attitudes of person consisted of 3 components—cognitive component, affective component, and behavioral intention component. Consequently, the teachers and educational personnel in the Early Childhood Care, Development and Education who have positive subjective norm and attitudes towards coworkers and supervisors, they realized the advantage and value of the service behavior. Latif (2010) once concludes that the personnel's performance in the organization arises when climate fills their satisfaction. They are satisfied themselves and served the children and parent with pleasure. Then the parents satisfy their service behavior and come over again.

3. The findings indicate that the model agrees with the empirical data. Individual internal factors are the important variables in the service behavior that can affect the success of the organization such as endeavor, patience and good human relationship to customers and adversity quotient (Nanthapaiboon, 2008). Not only individual internal factors, but also the organizational climate is the important internal factor which affected person's service behavior. The organizational climate controls the behavior of officers and subjective norm. It drives the organization efficiently. The result of this research will be the guideline of enhancing the adversity quotient; service behavior and organizational climate. These factors will be the index of executives' attention toward the organization. The finding will cause the effectiveness of service behavior of the early childhood care, development and education in Thailand in the long run.

Recommendations

The research results recommend possibly beneficial to the organizations in improving and supporting the service behavior of teachers and educational personnel at Early Childhood Care, Development and Education in Thailand as follows:

1. The executives of the Early Childhood Care, Development and Education have to improve the adversity and quotient of the teachers and educational personnel in the critical thinking improvement and critical decision making for reaching the target of the Early Childhood Care, Development and Education.

2. The executive, coworker and community participation have to be considered in the organizational climate factor. The organization exhibits the academic activities to the communities. The cooperation of families, communities, and persons concerning the Early Childhood Care, Development and Education have to be participated the academic activities. The organization must declare continuously the information about academic activities to the communities and parents. This management can create good organizational climate and effectively develop learning of children in high standard.

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