CHAPTER - II

REVIEW AND RELEVANT LITERATURE

This chapter deals with a brief review of the works already done in the area chosen for the study. The studies related to these topics:

1. The Ecclesiastical-General Education*,
2. Institutional Climate,
3. Job Satisfaction, and
4. Teacher Competence

and some others variable concerned with their relationship in the schools have been done.

1. THE ECCLESIASTICAL – GENERAL EDUCATION

There are the studies about the Ecclesiastical-General Education system in Thailand which describe the situation of its system as follows.

The study of Suthan Khotephuwiang (1990) on the administrative structure and the administration of the Phrapariyattidhammadhamma schools, General education stream, in the Sangha Administrative region 9. The findings indicated that: Most schools had similar administrative structure i.e. line organisation structure by having the manager as the head of the school. Next levels were headmaster, assistant headmaster, and section leaders in various

*Name of the system please see Appendix – C on page xvi
jobs i.e. in business office, academic, registration and regulation. Administrators and teachers revealed their opinions at the moderate level concerning the administrative sides of the schools in the following aspects; academic; personnel, business office, students activity service, building service and community relations. Problems and difficulties in the administration started with the unclear administrative structure and from the lack of budget, materials and able personnel in the field.

Tawee Boonmee (1992) attempted to review and examine various issues related to curriculum organisation and management, instructional management, and outcome of Phrapariyattidhamma Education, Dhamma Stream, undertaken by the Muang Chiang Mai District, Sangha Council, Chiang Mai province. Research results showed as follows: 1) The majority of Phrapariyattidhamma teachers and students did not clearly grasp the curriculum objectives. However, most of them were still of the opinion that the curriculum contents must be overhauled to correspond with contemporary social conditions; 2) During instructional processes most teachers did not seriously inform their students as regards to curriculum instructional objectives. On the other hand, they mainly relied upon lectures characterised as “Chalk-and-Talk” approach. Moreover, the students lacked practical skills and ability; and 3) Instructional outcomes were reportedly unsatisfactory and subsequent, diplomas granted to students were not accorded due recognition by the outside world. The teachers did not receive sufficient support from the Sangha Council and concerned authorities and there existed a small degree of cooperation between monasteries and
Phrapariyattidhamma schools as regards to the provision and securing of instructional materials and media such as academic texts.

Nusara Orikasa (1992) studied the state and problems of social studies instruction at the secondary education level of teachers in the General Education Ecclesiastical Schools. The results were as follows: 1) The state of social studies instruction, it was found that most of the social studies teachers often practiced in all following aspects: curriculum implementation, teaching methods and instructional activities organisation, co-curricular activities organisation, utilisation of instructional media and learning measurement and evaluation; and 2) The problem of social studies instruction, it was found that most of the social studies teachers had very serious problem in utilisation of instructional media but had less serious problems in curriculum implementation, teaching methods and instructional activities organisation, co-curricular activities organisation and learning measurement and evaluation.

Poorisa Prab-ripu (1992) who studied an administration problems in Pariyatitham Buddhist School, General Education Section in these aspects: the academic administration, the personnel management, the general affairs administration and finance, the buildings and places environment, student activity administration and public relation in the attitudes of administrators, faculty, and students. The findings of the study revealed that: The cause of problems in school administration found that in the opinions of the administrator, teachers, and learners or any group has the opinion generally. In over all, the Pariyatitham Buddhist School, General Education Section had
problems in administration at a moderate level. As an opinion of the administrators, teachers, and learners revealed that the important cause of problems in these aspects: the academic administration, the personnel management, the general affairs administration and finance, the buildings and places environment, mostly comes from finance and equipment problems. The administrator, teachers, and learners had an opinion that an importance cause of problems in the students activity administration, are from administered method and personal ones. For the problems of public relation, mostly, are from personal problems and finance.

Sujit Hemwal (1993) who conducted a study with the objectives (1) to study the current status and curriculum administration problems in the Ecclesiastical schools, General Education Division, Education Region 9; and (2) to search for solutions to the problems concerning the curriculum administration in the Ecclesiastical schools, General Education Division, Education Region 9. The findings revealed that they had problems in all of the areas of curriculum administration. Also, when considered each of the problem areas with highest percentile, the problems included; 1) Lack of money to supply curriculum materials for teachers; 2) Lack of curriculum materials for teachers; 3) Lack of funds to support special lectures; 4) Lack of funds to hire part-time teachers; 5) The schools were not able to assign teachers to teach in accordance with their subject expertise; 6) The students did not have opportunity to do experiment in science classes; 7) The schools were no able to provide science laboratories; 8) The schools were not able to provide remedial
teaching hours; 9) Lack of funds for purchasing teaching media and the materials, equipment for the construction of media; 10) Absence of libraries in schools; 11) Lack of funds for the construction of library and to buy books and other printed matters; 12) Extra-curriculum activities do not meet the needs and skill of the students; 13) Teachers who were responsible to organise extra-curricular activities did not comprehend the subject; 14) Lack of funds to supply equipment for measurement and evaluation; 15) Absence of systematic supervision plans; and 16) Absence of monitoring and evaluation of the performance of teachers for the preparation of supervision.

Samret Uddaeng (1994) studied status and the need of the Ecclesiastical education in Nan province. The findings revealed that the Ecclesiastical-General Education System in aspect of learner-instructor, school administration, learning-teaching aids, and budget were ready in a moderate level, there was an utmost need to study in Ecclesiastical General Education System.

Sawat Saikhunthot (1994) studied the problem of Ecclesiastical-General Education System in Mahasarakarm province. The findings indicate that it surfaces the highest level problem aspect of academic, finance and administration. Secondary level problems are personnel and information to the community. The student activity has fewer problems.

Phiya Punlum (1995) studied the operation of the general education division Under the Ecclesiastical Schools in Educational Region 9. The
findings of the study were as follows: 1) The Ecclesiastical schools practiced much in service and business sections, and moderately practiced in academic affairs. They had moderate problems on work methods, budget and materials, teacher and the principals; 2) In order to improve efficiency of the schools more, the following should be done: 1) There should be a committee helping in decision-making composing of the District Educational Officer, Secondary School principal, District Primary Education Head and Local Leader; 2) There should be central standardised test to be used; 3) The schools should take part in the district educational planning; 4) The teachers should be both the monk and layman teachers; 5) There should be assistant principals for academic, government and student affairs; 6) There should be a student council; 7) The budgeting system should be improved; and 8) Principles and the structure of the schools should be made known to the public. The government should allocate more budget, and quicker payment. The Ecclesiastical Supervisory Center should control the schools strictly. The personnel welfare should be offered as equal as the other educational institutions. The principal should not be a monk in order to work smoothly.

Tirapat Prasomsuk (1995) studied the relationship between leadership behaviour of the administrator and organisation climate in the Phrapariyattidhamma General Education School in Region 6. The results of research have been found that: 1) Most of the school administrators have had Main Leader behaviour Consideration Structure and Initiating Structure Level. They can be classified as those of 12 schools Consideration Structure while the
others of 3 schools are Initiating Structure and 2 schools are Consideration and Initiating Structure; 2) The Types of Organisation Climate in the Phrapariyattidhammadhamma General Education School in Region 6 are the familiar climate which can be classified into, 5 schools were open climate, 4 schools were the autonomous climate, one school was the controlled climate, 3 schools were the familiar climate, and the other 4 schools were the close climate; 3) The Leadership Behaviour Consideration Structure of school administrators have been found to be significantly positive with statistical significant level at 0.01 and the organisation climate of the 3rd dimension school as a spirit, the 4th dimension school as Intimacy, the 5th dimension school as Aloofness, the 6th dimension school as Production emphasis, the 7th dimension school as Thrust and the 8th dimension school as Consideration. The other results have been found to be insignificantly positive in statistical analysis in organisation climate of the 1st dimension school as Disengagement climate where as the insignificantly negative in organisation climate of the 2nd dimension school as Hindrance; 4) The leadership behaviour Initiating Structure of school administrators have been found to be significantly positive with statistical significant level at 0.01 and the organisation climate of the 3rd dimension school as spirit, the 4th dimension school as Intimacy, the 6th dimension school as Production emphasis, the 7th dimension school as Thrust and the 8th dimension school as Consideration. The other results have been found to be insignificantly positive in statistical analysis in organisation climate of the 1st dimension school as Disengagement climate, the 5th dimension school
as Aloofness, where as the insignificantly negative in organisation climate of the 2nd dimension school as Hindrance.

Chamras Naisena (1995) studied the educational management of the schools for Buddhist monks in religious region 4. The results of the study were as follows: 1) Most of schools for Buddhist monks offered only one program. Those which offered three programs were established in B.E 2531 - 2538 (A.D. 1987-1995); while those which offered one or two programs were mostly established before the year 2500 B.E (1957). Initially, halls for sermons in a monastery were used as regular classrooms. The qualification of most teachers was either third or second or first class of Dharma learning (Certificate), and aged between 30 and 39 years old. Schools with three programs were more budgeted by the Department of Religions than those with one or two programs. The latter, in addition, received donations from people who had faith in Buddhism, and teachers received regular allowances or honorarium; 2) Profile analysis 2.1 Personnel: The level of the problem was low. The essential problem was that teachers’ regular allowances or honorarium were relatively small. 2.2 Buildings showed a low level of problem. But lack of the budget for building learning places was found essential. 2.3 There was a moderate level of problem related to budgeting, and especially, budget for educational management was found to be inadequate. 2.4 Instructional aids showed a moderate level of problem, but lack of them was an important problem. 2.5 Regarding public relations, its problem was at a moderate level. Lack of materials and tools for producing documents involved was an important
problem. 3. Profile comparison. 3.1 There were no significant differences between almost every aspect being compared. 3.2 Problems related to buildings and classroom inadequacies were found more in schools with three programs than those with two programs. As for the instructional aids, the disproportion between the instructional aids and subject contents was found more in schools with three programs than in those with two programs or one program.

Chaleo Boonchoo (1995) studies profiles of curriculum in Secondary General Ecclesiastical School in B.E. 2534 (1991) in Bangkok. The findings were as follow: 1) Teachers who had different statuses and experiences understood all six aspects of the curriculum at a moderate level as a whole as well as for each aspects; 2) Teachers who had different statuses and experiences implemented all six aspects of the curriculum at moderate level as a whole but at the least level for each aspect; and 3) Some suggestions for improvement were that teachers who understood and implemented curriculum at the least and should have an in-service training and be closely and continually supervised.

Surachai Kayan (1996) studied education management for Buddhist monks in Lamphun province. The results of the study were as follows: The fitness of primary components of Education Management, of Lord Buddha’s teaching. Primary components of Education Management did not correspond; particular in building, method, material and budget, did not correspond. Education Management of Lord Buddha’s teaching. Education Management did not correspond closely. Quality
Nisit Wetta-Osot (1997) studied the roles of the Buddhism institution in proving education for committees via monasteries as its representatives, and to find out relations between such an educational provisions and community way of life. The findings of this study were as follows: 1) The roles of monasteries were still to provide education for community both in ethics and general subjects. Such provision was conducted by means of formal education through “Phrapariyatithama” schools, previously established by the monasteries. In the sense of non formal education, the monasteries still functioned as they used to do for a long time. That was to preach to the people and to organise some kind of ceremonial rituals and traditional/religious practices with their monks as their focal and significant element. Moreover a number of libraries were established for public interests in general. 2) The relations between the educational provision and community’s way of the life were found irrelevant. Formal education provision was not relevant to the community’s way of life and changing situations. The main reasons were such as smaller birthrate of the
community members and changing attitudes of parents towards sending their children to schools instead of the monasteries.

The study of Panom Sonsin (1997) which aimed to find out Buddhist monks and novices opinions about the educational operation of Phrapariyattitham (the Tripitaka) Schools under the General Education Division in Nong Bua Lamphu province. The findings of the study were as follows: 1) At present, in Nong Bua Lamphu Province there are six Phra Pariyattitham Schools offering general education program. Each school has about 61-167 students. Teachers are monks and hired laymen. The current problems found in every school are insufficient food, budgets, classrooms, student shelters and learning/teaching media and materials; 2) For monks and novices opinions about the educational operation of Phrapariyattitham schools under the general Education Division in Nong Bua Lamphu, the following were found: 2.1 As a whole, the students agree with each of the following issues. 2.1.1 For academic affairs, these are included. School admission is facilitated. The schools provide evaluations and assessments to check students’ backgrounds. The schools have appropriate learning/teaching management systems to suit students’ abilities. And the schools inform the learning results to students. 2.1.2 For personnel, these issues are included. The schools have sufficient personnel; teachers and students participate in school administration; teachers are qualified and specialised in the subjects then teach. Hired teachers can help students understand the subjects taught teachers teach every hour; teachers utilise learning/teaching media; and the schools have coordinators.
available for students’ consultation. 2.1.3 For administer affairs and finance, i.e. the schools have educational evaluation and assessment management systems every semester. The schools provide guidance and counseling activities for further education every year, the schools, also, have got donated books, materials, and funds. 2.1.4 For public relations: i.e. the school has planning and programs to explain the curriculum to communities clearly. The schools have coordinating programs with communities where the schools are situated. And the schools provide educational reports for the official organisations involved. 2.1.5 For student affairs, these are included. The teachers have students work together in groups. The schools and teachers encourage students to follow school regulations and customs. And the schools have students participate in activities of the school groups. 2.1.6 For buildings and grounds, these are included. The schools have appropriate school environments. There are convenient transportation systems among schools, monasteries, and communities. The schools have complete public utilities. And the schools have teaching-staff rooms in which students can consult their teachers at all times. 2.2 As a whole, the students disagree with each of the following issues. 2.2.1 For academic affairs, these are included. The schools have library services to help with documents and learning materials and the schools provide students with educational data and information. 2.2.2 For business affairs and finance, these are included. The schools have a follow up program for students after graduation every year. The schools provide scholarship funds before enrollment. The schools provide books, documents,
and learning materials. The schools have adequate funds for educational expenses. The students take part in the management of the school budgets. The schools collect school fees and tuition fees. And the schools have loan programs for students. 2.2.3 For public relation to communities. The schools use media in public relations. 2.3 As a whole, the students agree and disagree with each of the following issues. 2.3.1 For academic affairs, these issues are included. Advance Knowledge of the curricula before enrollment; summary of school operation reports; the schools utilise variety of learning/teaching media; and the schools have learning/teaching activities in every course. 2.3.2 For personnel, the schools promote working together. 2.3.3 For public relations to communities, these issues are included. The schools have activities for parents and those involved understanding the school curricular. The schools utilise media in public relations. The schools hold regular exhibitions. The schools have continual programs in public relations in the communities. And the schools disseminate outstanding students’ reports. 2.3.4 For student activities, these issues are included. The schools give students opportunities for exchanging opinions with other school groups under the office of National Primary Education Commission or under the Department of General Education. And the schools hold the school exhibitions. 2.3.5 The schools have adequate facilities for learning. The schools are situated in appropriate places on the monastery compound. The schools have sufficient classrooms for the students. And the schools have sufficient classrooms for the number of students. And the schools have adequate recreational activities for students.
Winai Kengsuwan (1997) who studied educational social work and the role of monks in Scripture Schools for General Education (Prapariyatidhamma Schools). The findings of the study revealed that: almost of the administrators and teachers are male. The male ones who are monks have been in monk-hood between 5 – 10 years, are aged between 24 – 30 years, almost, qualification required is B.A., classroom teacher, year of services of 1-3 years. The majority did not use to reach to take training, seminar or observe activities in educational social work, and an occupation is not the routine. A majority of Matthayomsuksa 3rd students have the domicile outside of school area, were novices, age 14-15, an occupation of guardians were the agriculturist, the field belongs to themselves, income of guardian per month is lower than 1,000 Baht. It is ordained deciding by oneself while study the primary school level and still be a novice for the higher education. For obstacles and problems aspect found that, they themselves, have the obstacles problems very much because they lack of the especial knowledge and lack of enthusiasm for educational work because of lack of the personnel. Thus, the monks do many roles at the same time. As the findings he suggested that the schools could have personnel who are the very welfare in educational standard more. The Buddhist monks in executive level should give precedence servicing the education to youths, both who becomes monks and novices, and general people in various ways, direct and/or indirect. The units of government and private, especially, Ministry of Education, must give precedence with monks’ education support roles of the Buddhist monks more and more. Especially, the educational social work in the
Scripture Schools for General Education Prapariyatidhamma Schools where the Buddhist monks dare to be the executive managers directly.

Nikom Sombute (1997) examined a current state of planning in Dhamma schools, General Education stream in Lamphun Province. At the same time, he attempted to evaluate the administrators’ planning-related knowledge. The findings indicated that: Administrators in every category, particularly those serving as assistant administrators, vice-principals, were found to have a low level of planning knowledge. This particular finding suggested an urgent need for improvement. As regards to the current planning state, it was found that pre-planning preparations and plan implementation were reported to have been performed at a high level while actual planning itself and monitoring and evaluation were reported to have been performed at a medium level.

Damrong Jaruwangsao (Kangthong) (1999) who studied on a comparison of academic achievement and critical thinking of the novices in Phrapariyati Dhamma school, General Education Department, through the instructional methods based on the Noble Truth and the teachers manual. The results of his study revealed that the achievement in learning social studies of the experimental and control group was significantly different at the .01 level. But the Critical Thinking Ability between the experimental group and the control group was not significantly different.

Mongkol Sithilaw (2000) studied the state of educational provision and management of Phrapariyattidhamma – Dhamma Schools, General Education
Track, in Chiang Rai province and the findings were as follows: 1) As regards personnel, it was found that they were quantitatively sufficient but qualitatively inadequate; 2) Building and plant were quantitatively available but instrumentally inappropriate. Moreover, materials, equipment and budget were very much lacking; 3) Administratively speaking, it was found that schools had comprehensively undertaken planning, organising, coordinating and controlling tasks. However, such undertakings were still far from complete. Particularly, the administrative structure was still congruent with the uniqueness of educational provision and management tasks catered to student monks; and 4) Instructionally speaking, schools were found to have carried out such necessary tasks as instructional planning, instructional activity organising and instructional measurement and evaluation as allowed by existing circumstances. However, as regards instructional media and innovation use and application of diverse instructional techniques, schools were found to have undertaken little. Moreover, they received very little supervisory support from outside agencies/organisations.

The findings of Srinuan Lapakittaro (2002) who studied the readiness level of the procedure administered of the administrators and school teachers of Dhamma Schools (General Education Steam) in Organisation 12 year Basic Education found that, in the overall, it is in the high level. When they were considered each aspect of the procedure found that the students’ activity administration is in the high level and the first. The second is the academic administration, the general affairs administration, the personnel management,
the buildings and places of administrations, and public relationship, are in the moderate level. When compared their opinion between the readiness level of the procedure administration between administrators and school teachers found that the opinion about readiness level of the procedure administers six aspects between administrator, and school teachers, there is statistics significantly difference at 0.05 level by mean of school teachers in procedure administers six aspects is more than the of the administrators opinion. 3) She suggested that the procedure administers of the Dhamma Schools (General Education Steam) Manage to Basic Education for 12 years that. 3.1) The academic administration: should be consistent academic planning with Basic Education 12 years and appropriate with students which are in monk hood. It should build administrator and teacher the understanding in Basic Education curriculum and emphasizing to develop the learning-teaching in the school. 3.2) The personnel management: should give precedence the facilities, performance, instrument factors and the equipment add all which can motivate the performers, should set up the standard for developing the administrators and teachers of the school. 3.3) The students’ activity administration: should emphasize in the educational quality of the students; should provide the varied activities which reconcile to the students requirement; the administrators and teachers participate in decision making; should emphasise for knowledge and skill in both Dharma and General subjects. Students can do religious duty and follow the rules, can be the good heir of religion, and can adapt the knowledge for oneself and social according to ones’ monk hood. 3.4) The general affairs administration: should
improve archive work, finance, inventories, teaching aids, register, safety, and public relations. Make these works to be modern and easy to perform, good systematize. They should be conducted by the related ones and public. It also should be consistent with requirement of accessories. 3.5) The building places administration: should be safe, be strong, be convenient usability, the equipments offer the convenience, suitable to be a learning place, and have good climate include other factors. 3.6) Public relation: according to the new education Act, the school should give precedence with the community because it would be easy for resource mobilising to support the school by participating in education administration. The suggestions for the procedure of school administers: the administrators and teachers should be given knowledge in Basic Education administer for monks which can make clear in educational administration.

Parote Kanako (2003) studied and compared the instructional problems of the teachers in the ecclesiastical schools under General Education Section in Nakhon Ratchasima regarding the teachers’ status and types. The results of this study revealed as follows: 1) when generally and specifically considered, the instructional problems of the teachers in the Ecclesiastical Schools under General Education Section in Nakhon Ratchasima were at the average level. The aspect relating to the instructional materials showed the highest mean. The second highest mean were respectively ordered as the curriculum, the instructional activities, and the evaluation and measurement. When specifically considered within the four aspects, ten items showed the high level. They were
the items relating to the insufficiency of teacher manuals, the insufficiency of curriculum teachers’ manuals, the lack of laboratories for specific purposes instruction, the lack of budget supporting instructional material production, the insufficiency of teaching aids, the lack of space for keeping instructional materials, the lack of technicians serving the instructional materials setting, the lack of teacher supervision regarding to materials production, and unqualified teachers in terms of effective instructional materials production; 2) When generally and specifically considered, both teachers who were monks and non-monks working in the ecclesiastical schools under General Education Section in Nakhon Ratchasima showed no difference regarding instructional problems. However, when specifically within the four aspects, one item showed the difference. That was the lack of knowledge and skills in instructional planning. Regarding to the instructional problems, there was statistically significant difference at the .05 level where monk teachers showed a higher level of instructional problems than that of non-monk teachers; and 3) When generally and specifically considered, both teachers who were full-time and part-time teachers working in the Ecclesiastical Schools under General Education Section in Nakhon Ratchasima showed no difference regarding instructional problems. However, when specifically within the four aspects, four items showed the difference. They were the unclear understanding of the Ecclesiastical curriculum, the lack of instructional planning, unqualified teachers in terms of learner-centered instruction, and unorganised evaluation and measurement to suit the learning process. Regarding to the instructional
problems, there was statistically significant difference at the .05 level where full-time teachers showed a higher level of instructional problems than that of part-time teachers. However, regarding to the item relating to the unclear understanding of the Ecclesiastical curriculum, part-time teachers showed a higher level of instructional problems than that of full-time teachers.

2. INSTITUTIONAL CLIMATE

The study of Somchai Thawattananukul (1990) on Job Satisfaction of Municipal Teachers and Organisational Climate of Municipal Schools in Educational Region 1, found that in general the municipal teachers of Educational Region 1 had a moderate degree of job satisfaction. The most influential factor in job satisfaction was the success in job performance and the least influential was the way administrators administered. Organisational climate in the schools in general was friendly. The relations between job satisfaction and the organisational climate was found as the following: Organisational climate in the municipal schools in Educational Region 1 was found to have five patterns of climate, namely, independent, friendly, centralised, and inert; teachers working in the schools that had all types of climate had a moderate degree of job satisfaction. There were only two schools that had an independent type of climate and the teacher had a very high degree of satisfaction.

The findings of Kanit Jianklang (1992) on School Climate Factors Effecting Academic Performance of Primary School in Nakhon Ratchasima revealed that: 1) The levels of school climate factors of Primary School in
Nakhon Ratchasima were overall at the high level, even considered separately according to the following order of priority: respect, caring, cohesiveness, trust, school renewal, high morale, opportunity for input, and continuous academic and school growth. The academic performance of Primary School in Nakhon Ratchasima was overall by means at an average level. As considered separately the following factors revealed at a high level: teaching and learning, evaluation, curriculum and implementation, teaching promotion, library, and supervision. While curriculum materials, planning and directing were at an average and academic seminar was at a low level; 2) The relationships at an average level, between school climate factors and academic was overall significant at the level of .001; and 3) The following five school climate factors effected the academic performance: continuous academic and school growth, school renewal, caring, respect, and opportunity for input. When considered separately, the school climate factors affecting the academic performance regarding curriculum and implementation involved four factors: school renewal, continuous academic and school growth, caring and opportunity for input. The three effecting factors of teaching and learning were school renewal, continuous academic and school growth and respect. Continuous academic and school growth, school renewal opportunity for input, and caring were four factors effecting curriculum materials. Five factors effecting teaching promotion included continuous academic and school growth, school renewal, caring, high morale and opportunity for input. Continuous academic and school growth, school renewal and high morale were three factors effecting
evaluation. Three factors effecting the library included continuous academic and school growth, school renewal and respect. The five factors effecting supervision were continuous academic and school growth, school renewal, caring, respect and trust. There were school renewal, continuous academic and school growth and caring as three factors effecting planning and directing. While the three factors effecting academic seminar were that of continuous academic and school growth, school renewal and high morale.

Porntip Suphawong (1993) attempted to study School Climate Factors Affecting Secondary School Standard Evaluation in Educational Region 5. The findings of the study revealed that: 1) As a whole, the levels of school climate factors of secondary schools in Educational Region 5 were at the moderate level. When being considered separately, respect, caring and trust were at the high level and high morale, school renewal, cohesiveness, continuous academic and social growth, and opportunity for input were at the moderate level. As a whole, the secondary school standard evaluation in Educational Region 5 was at the highest level. When being considered separately, five jobs were at the highest level: general administration, student supervision work, service work, administrative work and academic work, while the school and community was at the high level; 2) As a whole, the relationship between the school climate factors and secondary school standard evaluation in Educational Region 5 was not significant at the level of .05. When being considered separately, the school and community was related with continuous academic and social growth, caring, as a whole, at the moderate level, significantly at the level of 0.05; and
3) As whole, the school climate factors did not affect the secondary school standard evaluation in Educational Region 5. When being considered separately, the continuous academic and social growth affected school and community.

Panya Kongsi (1995) conducted the study on Relationships between school Climate Factors and Performance in Primary Schools under the Office of the Provincial Primary Education in Prachuap Khiri Khan. The findings showed as follows: 1) The level of school climate factors and performance in primary schools of the 3 sized was generally high; and 2) The relationship between school climate factors and the performance was significantly at the level of .001. The factors which highly affected the performance were continuous academic social growth, school renewal and caring: those which moderately affected it were cohesiveness, trust, opportunity for input, high morale and respect. When dividing schools into three groups according to size: small, middle and large: it was found that 2.1) In small-sized schools the factor highly affected the performance was caring. There were 7 factors with moderate effect which were continuous academic and social growth, school renewal, opportunity for input, cohesiveness, high morale, trust and respect. 2.2) In middle-sized schools there were 4 factors which highly affected the performance. They were academic and social growth, caring, cohesiveness, and school renewal. Four factors moderately affected it. They were respect, trust, high morale and opportunity for input. 2.3) In large-sized schools there were 6 factors which highly affected the performance. They were academic and social
growth, school renewal, caring, trust, cohesiveness and opportunity for input. Two factors moderately affected it. They were high morale and respect.

The study of Pacharamon Sripet (1995) on The School Climate and Supervisory Performance in Primary Schools under the Jurisdiction of the Office of Primary Education of Kanchanaburi Province. The results of the study indicated that: 1) As a whole and all school sizes the types of school climate were most open climate and next, in the following order of priority disengaged climate, engaged climate and closed climate even considered separately. The small primary schools were most open climate and next in the following order of priority: engaged climate, disengaged climate and have no closed climate. The medium primary school size was most open climate and next in the following order of priority: disengaged climate, have no engaged climate and closed climate. The big primary schools were the most disengaged climate and next in the following order of priority: open climate, closed climate and have no engaged climate; 2) As a whole the levels of supervisory performance in all primary school sizes were at moderate level; and 3) As a whole, the relationship between the dimensions of school climate and levels of supervisory performance, significant positive relationship at the level of .05 were 5 dimensions. The relationships between the principals’ behaviours and levels of supervisory performance in primary school were at the low level in one dimension namely: supportive behaviour. The relationships between the principals’ behaviours and levels of supervisory performance in primary schools were at the moderate level in two dimensions namely: directive and
restrictive behaviour. The relationships between the teachers’ behaviours and levels of supervisory performance in primary schools were at the moderate level in two dimensions namely: collegial and intimate behaviour. The relationship between the teachers’ behaviours and levels of supervisory performance in primary schools was not significant at the level of .05 in disengaged behaviour.

Chalor Bounoy (1995) who conducted the study on Leadership Behaviours of Administrators and School Climate in Primary Schools under the Petchaburi Provincial Primary Education Office. Results of the study indicated that in the high groups, the majority of administrators (92 per cent) had leadership behaviours of integrated styles of high consideration (+) and high initiating structure (+). Of these, the first three orders of school climates were open (28 per cent), autonomous (26 per cent), and controlled types (16 per cent), respectively. Among the majority (84 per cent) of low groups, leadership behaviours were found as integrated styles of high consideration (+) and high initiating structure styles (+) with the first three orders of school climates of paternal (28 per cent), closed (18 per cent) and autonomous types (16 per cent), respectively.

Charernchai Nganwai (1995) studied the atmosphere and surroundings management in the secondary schools under the Office of the Secondary Education Department. The study revealed that the atmosphere and surroundings management in the schools were performed such as school development activity, cleaning, shading, decorate the buildings to be beautiful
and neat. There was enough light and ventilate inside the rooms, and proportion of staff rooms.

Wanida Somrith (1999) investigated leadership orientations of school administrators attached to the Office of Fang District Primary Education. The sample under study consisted of 44 school administrators and 217 teachers from the aforementioned Office during the 1997 academic year. The findings revealed that both school administrators and teachers expressed similar perception on administrators’ behaviours and leadership orientations as found in descending order of dimensions as follows: human resource, structural, symbolic and political respectively. As the overall assessment, both school administrators and teachers also agreed that administrators were moderately effective as managers or leaders.

The study of Suteerat Wongpom (1999) on Relationships between School Climate Factors and Internal Supervision Performance in Primary Schools under the Jurisdiction of Saraburi Provincial Primary Education Office. The findings of the study were as follows: 1) According to the administrators and the teachers’ opinions; in overall, all aspects of school climate factors were performed at a high level. As analysing each aspect separately, every aspect was performed at a high level of which the respect aspect was as the first priority and self development aspect was as the last priority. Overall all aspects of internal supervision performance were performed at a high level. On analysing each aspect separately every aspects were performed at a high level of which the staff development aspect were
performed as the first priority; whereas curriculum development was performed as the last priority; 2) School climate factors and internal supervision performance were related significantly at a high level. (r=.7952); 3) The opinions of the administrators and teachers towards school climate factors and internal supervision performance were not statistically different. As analysing each aspect separately; the aspect of cooperative working on school climate factors and the aspect of curriculum development on internal supervision performance were statistically different at the .05 significant level; and 4) From the interview of the administrators and the teachers towards problems and problem solving approaches concerning school climate factors and internal supervision performance; it was found that there were problems in all aspects. Particularly on the aspect of cooperative working on the school climate factors and the aspect of classroom instruction on internal supervision performance were found to be the most problematic ones. The problems on cooperative working were the lack of responsibilities and skills of the teachers, whereas the problems on classroom instruction were the lack of active instruction; and the lack of knowledge in some particular subjects of the teachers and teaching with teacher - centered focus. Guidelines for solving these problems were to assign duties and responsibilities by considering their knowledge and skills and to involve teachers in decision working processes, provide them opportunity to present their ideas, knowledge, abilities and to encourage them to participate in various training programs together with the study visit.
Samniang Wilamas (1999) attempted to study School Climate Affecting to Teacher Commitment under the Jurisdiction of the Office of Primary Education of Nakhon Pathom Province. This research was to identify the elementary school climate affecting to teacher commitment under the Jurisdiction of the Office of Primary Education of Nakhon Pathom Province. The objectives of the study were to determine: 1) Types of school climate; 2) The levels of teacher commitment; and 3) The school climate dimensions affecting the teacher commitment. It was found that the types of elementary school climate were mostly open climate. The levels of teacher commitment were high. The school climate dimensions affecting the teacher commitment were as follows; a) the supportive dimension was positively affected by teacher commitment; and b) the disengage dimension had negatively affected teacher commitment.

The Relationship between the Performance Behaviour in Accordance with the Educational Administrators Standard and the School Climate of the Primary Schools under Bangkok Metropolitan Administration was studied by Winai Sangkaew (2002) which purposed to find: 1) The level of the school administrators performance behaviour according to the educational administrators standard of the Teachers Council B.E. 2540, and the level of the school climate of the primary schools under Bangkok Metropolitan Administration; and 2) The relationship between the performance behaviour according to the educational administrators standard and the school climate of the primary schools under Bangkok Metropolitan Administration. The findings
revealed that: 1) The school administrators performance behaviour in accordance with the school administrators standard and the school climate of the primary schools under Bangkok Metropolitan Administration was at a high level; 2) There was significant correlation between the performance behaviour in accordance with the educational administrators standard and the school climate of the primary schools under Bangkok Metropolitan administration as a whole at .05 level of significance.

3. JOB SATISFACTION

The Studies in Thailand

Sudaratana Lewsakul (1987) undertook a study on the Job Satisfaction of the Teachers Temporarily Working in the Central Offices of Ministry of Education. It was found that the job satisfaction in the performance on working success, as perceived by the temporarily working teachers, in the central offices of Ministry of Education were rated as “high” satisfaction. However, acceptance in working, job description, responsibility, working progress, policy and planning, bureaucracy, relation with colleagues and bosses, working conditions, and getting rewards were rated as “medium” satisfaction. Besides, it was also found that the differences of academic qualifications, length of service, working experience, positions firstly employed and status of family represented the differences of job satisfaction in performance of the temporarily working teachers in the central offices of The Ministry of Education.
Phaithoon Phothithapha (1988) studied in order to 10 factors affecting job satisfaction according to Herzbergs Two Factor Theory of Motivation i.e. achievement, recognition work itself, responsibility, advancement, policy and administration, supervision, relationship with supervisor, relationship with peers and work conditions. The findings of the study were as follows: when considered by item, it was found that job satisfaction was at the middle of the five levels, ranging from high to low. When considered by factors, it showed that job satisfaction was found to be at a middle level also. “Job satisfaction was analysed in terms of Motivation, Hygiene and both factors together. When age (under 30 years old and 30 years old or over), and work experience (less than 10 years and 10 years or more) were considered in the analysis, a significant statistical difference was found at the .01 level. Job satisfaction was then further analysed in terms of Motivation factor, and salary (3,535 baht per month or less and 3,745 baht per month or more) was considered. A significant statistical difference was found at the .01 level here also. When job satisfaction was analysed in terms of both factors together (Motivation and Hygiene), and salary was considered, a significant statistical difference was found at the .05 level. However, when job satisfaction was analysed in terms of Hygiene factor, and salary was considered, no significant statistical difference was found. Lastly, job satisfaction was analysed in terms of Motivation, Hygiene and both factors together. When sex, present residence and marital status were considered, no significant statistical difference was found. From the research, it is recommended that efforts should be made to increase job satisfaction of
district secondary school teachers in Educational Region 6 especially regarding the following factors; responsibility, work conditions and supervision.

Chamleorn Rengtanomsub (1989) who aimed to identify levels of work performance satisfaction of school teachers under the Office of Hot District Primary Education, Chiang Mai Province, in the 1988 academic year. The findings of the study were as follows: 1) The overall teachers’ satisfaction was at the middle level; 2) The overall male teachers’ satisfaction was at the high level; 3) The overall female teachers’ satisfaction was at the middle level; 4) The overall single teachers’ satisfaction was at the high level; 5) The overall married teachers’ satisfaction was at the middle level; 6) Regardless of teaching experience, the overall satisfaction was at the middle level; 7) Based on sex, both male and female teachers were highly satisfied as regards to family and work-place, moderately satisfied as regards to economy status and colleagues and expressed low satisfaction regarding pupils and parents. As far as superiors were concerned, male teachers were highly satisfied while female teachers moderately satisfied. And as regards to welfare, male teachers expressed low level of satisfaction while female teachers were moderately satisfied; 8) Both single and married teachers were highly satisfied regarding family and work-place but moderately satisfied regarding economy and welfare. Speaking about superiors and colleagues, single teachers were highly satisfied while married teachers were moderately satisfied. On the other hand, single teachers were moderately satisfied as regards to pupils and parents while married teachers were lowly satisfied; and 9) Regardless of years of
teaching experience, all teachers were highly satisfied as regards to family but moderately satisfied as regards to welfare. But when it came to economy, those teachers with less than 5 years and 5-10 years of teaching experience were highly satisfied. But those with more than 10 years of experience were lowly satisfied. As regards to the superiors, those with less than 5 years and more than 10 years of teaching experience were moderately satisfied while those with 5-10 years of experience were highly satisfied. When it came to colleagues, those with less than 5 years and 5-10 years of teaching experience expressed low degree of satisfaction while those with more than 10 years were moderately satisfied. Finally, as regards to work-place, those with less than 5 years were moderately satisfied while those with 5-10 years and more than 10 years were highly satisfied.

Prajob Saengwichien (1989) conducted his study on Job Performance Satisfaction of Primary school Teachers in the Office of Trad Provincial Primary Education. The results of the study were showed as following: 1) Teachers with over ten years of working experience and the ones with less than ten years of experience had different levels of job performance satisfaction; 2) Teachers with the age of thirty years or more and the ones with the age lower than thirty years had different levels of satisfaction according to their age; 3) Teachers who were originally from Trad Province had more satisfaction in job performance than teachers who were not originally from Trad province; and 4) Job performance satisfaction showed that teachers, in general, had the most satisfaction in Achievement, Supervision, Technical, and
Responsibility; while the least satisfaction that they had was the Salary and Benefits.

Kangana Pongha (1991) studied Job Satisfaction of Art Teachers in Secondary Schools under the Jurisdiction of the Department of General Education, Central Region. The results revealed that: 1) The factors of job satisfaction which rated by art teachers at the high level were orderly listed as the following: the nature of work, job security, job achievement, interpersonal relationship between administrators and peers, social status, succession in duty, policy and administration. The two factors of job satisfaction which rated at the lower level were the working environment and salary and gain; 2) When the comparison of the statistical significant difference of job satisfaction at the level of .05 between art teachers in schools of municipal area and in sanitary area were conducted, it was found that there were statistical significant difference in the aspects of the nature of work, the salary and fringe but there were no statistical significant difference in the other aspects.

Sudaporn Promi (1995) stated that recognition is an indirect motivation which creates job satisfaction and work efficiency. Recognition is important to job satisfaction because it indicates recognition by either the superior, a person who wants consultant or others. This recognition might be shown by praising, congratulation, cheerfulness or any reaction which shows recognition to one’s ability after achieving a goal. This recognition is hidden the achievement.
Narong Sanguanpong (1998) investigated job satisfaction of private school teachers in Muang Petchabun district with reference to Herzberg’s motivation-hygiene theory. The findings indicated that the overall job satisfaction of private school teachers, in Muang Petchabun district, were at the high level. When considered each aspect separately; the motivator factors, i.e., achievement, recognition, work itself, responsibility and advancement were at the high level whereas the hygiene factors, i.e., policy and administration, supervision and interpersonal relationships were also at the high level. As for those of undecided whether satisfied or not, they were salary and security and working conditions.

Apichad Soiraya (1999) studied the Factors related to career satisfactions among Government Industrial Instructors under the Department of Vocational Education in the Central Region. The results of the study are as follows: 1) Industrial instructors under the department of vocational education had a moderate level of satisfaction in working as government officials. Considering each aspect separately, it was found that the level of satisfaction among industrial instructors was quite high in terms of job security, job description and responsibilities but the level of satisfaction in other aspects was moderate; 2) Industrial instructors aged more than 41 had higher satisfaction in their government-employed jobs than younger instructors; 3) Married industrial instructors had higher satisfaction in their government-employed jobs than the single instructors; 4) Industrial instructors with more than 10 years of work experience in government institutions had higher satisfaction than those
with shorter experience of work; 5) Industrial instructors with higher management position had a higher level of satisfaction than those in the entry level management position and class instructors; 6) Industrial instructors of different schools had the same level of satisfaction in government-employed jobs; and 7) The study of the correlation between achievement motive, attitude toward bureaucratic system and the satisfaction in government employed jobs revealed that there was a low positive correlation, but significant at .01, between achievement motive, attitude toward bureaucratic system and the level of satisfaction in a public job.

The study of Saneh Kornkeow (1999) surveyed administrators’ and teachers’ opinions regarding collaborative supervision in Mai Takian School Cluster schools attached to the Office of Thung Hua Chang District Primary Education, Lamphun Province. The findings were as follows: Collaborative supervision needs assessment in schools, reported the administrators and teachers, indicated that schools employed little collaborative supervision. Although planning and identification of purposes and objectives existed, teachers were accorded limited opportunities to participate in this crucial aspect of the process. Supervision techniques schools were found to have used most often were classroom visitations and conferences. On the contrary, those schools were found to have least used were instructional demonstration, seminar, and academic discussion. And the most often encountered problems were those in the areas of curriculum analysis and media production and use. As regards to the second stage of the process, both administrators and teachers
were of the opinion that supervision projects were not properly and systematically formulated; clearly prepared supervision schedules and other details were still lacking; teacher’s opinions were not actively sought and accorded due recognition; study visits, counseling and meeting techniques were more appropriate supervision methods while instructional demonstration techniques and studying texts were less appropriate. As regards to the third stage, they were of the opinion that supervision criteria and items to be supervised should be collaboratively established, if ensuing supervision media and instruments would most likely win teachers’ recognition and acceptance; items most deserving to be included in such media and instruments list are instructional plans and remedial instruction records. As regards to the fourth stage they were of the opinion that there should be pre-supervision clarification meetings; actual supervision should follow planned schedules; and there should be school supervision committees. Moreover they were of the opinion that teachers should be provided with feedback information; post-instruction supervision analysis and evaluation should be jointly conducted; and there should be supervision evaluation committees.

Phichit Phnopittayaphaet (1999) studied satisfaction of teachers in administrative performance in Chiang Rai province. His findings indicated that the satisfaction of teachers in Muang Chiang Rai Municipality. Schools for all of the area were rated at a high level. As regard to the magnitude of satisfaction from high to low, they were 1) Buildings and land scope affair, 2) Business
affair, 3) Students affair, 4) Academic affair, 5) Personal affair, and Community relation affair, respectively.

Varunee Pothasin (1999) investigated academic affairs administrative behaviours of school administrators under the jurisdiction of the Office of San Pa Tong district Primary Education, Chiang Mai Province. The findings could be summarised as follows: Teachers expressed that administrators had performed the conceptual skills in encouraging teachers to produce teaching media, in contrast the nonperformance was implementing systematic collegial supervision and the uncertainty was analysing curriculum objectives with adaptation for use appropriating to local conditions. As for the human skills, teachers revealed that administrators had performed in giving a praise to teachers with successful works, while the nonperformance was inviting local resource persons to give knowledge to students and the uncertainty was interested in teacher’s problems and needs. With regard to the technical skills, teachers viewed that administrators had performed in gathering and updating basic data of students and teachers, whereas the nonperformance was evaluating collegial supervision project every time and the uncertainty was solving problems that occurred from curriculum implementation.

Sawat Yosboonruang (1999) studied to examine the issues and problems related to the promotion of community participation in school affairs. The findings of the study were as follows: Most questionnaire respondents said they were aware of, and recognised the value and importance of their community participation promotion role functions. However, their knowledge and
understanding about such roles and functions were still not clear. The actual role performance was found to be lacking both quantitatively and qualitatively. In particular, there were few exchanges of ideas regarding these issues within school communities, key bridges linking schools and community. School-community academic coordination and relations were also lacking or very minimal. As regards to desirable guidelines for improving such role performance it was found that school personnel should exert more efforts in seriously promoting the community to participate more and more meaningfully in school affairs. They should involve themselves more in various capacities e.g. serving as advisors, coordinators or committee, sub-committee members, in local administrative organisation. School personnel, according to the questionnaire responses, should strive harder to establish a better rapport with the community as well instill among colleagues, both inside and outside of schools, a sense of shared responsibilities in order to help materialize the “all-for-education” principle. As far as school committees were concerned, it was recommended that their meetings and meeting results be made available and accessible to the public and more exchanges among committee members encouraged. As regards to problems and obstacles it was found that in reality school personnel were not really interested in and did not seriously grasp the importance of community potentials and contributions. School in general, as reported, was normally overburdened with various tasks. Thesis particular situation, timewise, made it almost impossible for school personnel to devote to their community participation promoting roles and functions.
The study of Preecha Thongros (1999) who investigated the state of needs for collegial supervision of teachers in education opportunity expansion schools under the office of Fang District Primary Education, Chiang Mai Province. The result of the study indicated that collegial supervision activities in Educational Opportunity Expansion Schools were performed in the dimensions of test and measurement, curriculum supervision, teaching and learning supervision, supervision techniques and instructional media supervision respectively. Needs of collegial supervision of teachers in Educational Opportunity Expansion Schools were instructional media supervision, test and measurement supervision, supervision technique, curriculum supervision and teaching and learning supervision respectively.

Isaree Thongphumiphan (1999) examined administrative behaviours of secondary school administrators under the General Education Department in Phayao province. It was found that slightly over half of the respondents (57.76%) fell into the more effective type while the remaining the less effective type. The particular finding was quite surprising and very much different from major findings of previous studies, done elsewhere, in various contexts and types of organisations, which usually found a strikingly large number of administrators exhibiting administrative behaviours in the more effective type. Moreover, it was found that administrative behaviours in this more effective type were of the developer sub-type, which was quite similar to findings in previous studies. However, unlike in other studies, those behaviours identified in the less effective type were found to belong to the missionary sub-type.
Bun Saijam (1999) surveyed teachers’ opinions regarding school administrators’ administrative performance. The study found that administrators were reported to have performed all necessary administrative tasks required of school administrators. On average, the performance was rated 65% of what should have been performed. The performance breakdown indicated that evaluation was the least performed task followed by current needs assessment, plan implementation and planning, respectively. Major problems identified by sampled teachers were that administrators did not seriously pay attention to the needs assessment task; teachers were too overloaded to carry out planned projects/activities; plans effected were not really congruent with real-life problems and needs; and administrators did not pay serious attention to monitoring, follow-up and supervision once planned tasks had been assigned. Finally, there were certain tasks questionnaire respondents were not certain whether they had been performed. They, in descending order, were evaluation followed by needs assessment, planning and plan implementation, respectively.

Bordin Thunnome (1999) who examined the current state of collegial supervision in schools attached to the Office of Pa Sang District Primary Education, Lamphun Province. The findings of the study were as follow: Both groups of respondents were in agreement that the stages most and most often performed were needs assessment and problem identification, planning and alternatives determination and actual collegial supervision. Less performed stages, they also agreed, were media and instruments construction and
evaluation and reporting. As regards to problems and recommendations it was found that both groups were still not really aware of the collegial supervision importance and value. It was because both still lacked sufficient collegial supervision knowledge, understanding and skills and those assuming the role of supervisors were too occupied with other responsibilities. Furthermore, the data-collecting system was still far from satisfactory. Needed budget for the purpose was lacking and so were resource persons or experts from higher offices. It was recommended that both administrators and teachers be provided with proper training, more budget allocated and more supervision media and instruments concretely and continuously provided.

Sureeporn Pitchittham (1999) studied the collegial supervisory activities and the commentary of collegial supervisory activities in Chiang Mai Municipal Primary Schools. The result of the study revealed that the 20 collegial supervisory activities had 16 activities which were done most were the meeting before the school opened, the preconference for the new teacher, suggestions, in-service training, work shop, seminar, brain storming, demonstration, text books studies, classroom visitation, field trip, observation of teaching, exhibitions, portfolio bulletin board, for self evaluation. At the male rate level had 2 activities were the academic talking, normative reductive by the resource person. In the less level had 2 activities were writing academic articles and other documents, doing the action research. The problem of collegial supervisory activities in Chiang Mai Municipality primary schools were the insufficient class-room research, suggestion, motivation and few
budget. The principle did not put the right man in the right job. The teachers did not pay attention to study the documents and also lack of participative in planning and sharing ideas. The acceptance for sharing ideas did not agree with the actions. Some activities did not worth investing and putting in your time.

The study of Kowit Linruesri (1999) indicted that non school committee member teachers were satisfied at a high level with these school affairs administration: clerical and finance matters, student affairs, community relations, and school buildings respectively. But they were moderately satisfied with personnel and academic affairs administration. As regards to problems and obstacles it was found that in reality school personnel were not really interested in and did not seriously grasp the importance of community potentials and contributions. Schools in general, as reported, were normally overburdened with various tasks. These are particular situation, timewise, made it almost impossible for school personnel to devote to their community participation promoting roles and functions. The findings revealed that private vocational school teachers perceived that school administrators showed leadership behaviours at the often times, in both initiating structure and consideration. Similarly, teachers expected that administrators should have leader behaviours in both aspects at often times.

The study of Wanida Somrith (1999) investigated leadership orientations of school administrators attached to the Office of Fang District Primary Education. The findings revealed that both school administrators and teachers expressed similar perception on administrators’ behaviours and leadership
orientations as found in descending order of dimensions as follows: human resource, structural, symbolic and political respectively. As for the overall assessment, both school administrators and teachers also agreed that administrators were moderately effective as managers or leaders.

Wittaya Arunsangchan (2001) studied the Coefficiency between Administrators’ Making Decision and Satisfaction of Secondary School Teachers Under the General Education Department Educational Region 12. The major findings of the study were: 1) Administrators’ making decision in overall and separately it was found that they have discussed with the group of subordinate before making decision by themselves; 2) Satisfaction in making decision of teachers was in high level; 3) Administrators’ making decision in overall and separately, accordance to their school size and experience, were no statistics difference significantly; 4) There were no statistics difference significantly between the way of making decision of the teachers according to their school size and experience. Acceptance when consider in school size found that buildings and site management was significantly statistics difference; and 5) There were no coefficiency between Administrators’ making decision and teachers’ satisfaction.

Pisit Chaichana (2001) who studied Needs of Organisation Development in Primary Schools under the Office of Chiang Rai Provincial Primary Education. The selected findings from his study were as follow: 1) According to the teachers’ opinions on guidelines in developing all factors of their schools, it was revealed that the function teachers mostly agreed were: school
should organise meetings to inform all school personnel to understand all school objectives schools should formulate organisation charts including duty and responsibility of each division, schools should publicise all information widely and appropriately, job delegation should be made in line with personnel’s competency and needs, school personnel should be promoted to be friendly and be at good feelings with each other, and agree to listen to others’ opinions as well as helping all colleagues, school administrators should keep in mind the merit and be fair to all in schools, finally schools should encourage all personnel to work in a team and all budget, materials and equipments should have been used worthwhile and useful for all; 2) The school administrators’ opinions also, it was found that in the same way to the school teachers’ opinions; 3) The other guide line in developing primary schools, which most school administrators agreed, were as follows: schools should delegate power and authority to teachers to help schools at present.

Somsak Hemasurin (2003) made an attempt to study the Factors Related to Job Satisfaction of Teachers in Assumption College Lampang. The findings of the study reveal that: 1) The sample who are teachers have been working in this school for a duration of 6-10 years, with a monthly income of about 9,510-11,000 baht. Most of them are staffs, and are mainly located in primary section; 2) The study has found that they are very satisfied with their job in general. The main factors that affect their job satisfaction in school are their faithfulness to their profession and their pride of their school. While being well accepted and get high regard in the society as teachers and their satisfaction in
the economic situation are in the level of very satisfied; and 3) About the relation between their personal factors and job satisfaction, it is found that the relation between the period of years in this school and job satisfaction is very low related; the relation between monthly income and job satisfaction is also very low related. While the relation between their learning substance and job satisfaction is rather low. And between their section and job satisfaction is rather low as well.

**The Studies Abroad**

Herzberg et al (1969) conducted a study of job motivation. They divided the wants of workers into two groups. One group revolves around the need to develop in one’s occupation as a source of personal growth. Among them are the needs such as feeling of recognition, achievement, growth, responsibility, interest, increased or decreased status, security, etc, theses are called “satisfiers” or motivators. These are “intrinsic factors” whose presence gives satisfaction. The other group operates as an essential base to the first and is associated with fair treatment incompensation, supervision working conditions, administrative practices, job security, etc. these are called “hygiene” or “extrinsic” factors. They are preventive and environmental in nature. Their presence does not add to the satisfaction of the worker but satisfaction of such needs prevents dissatisfaction and poor job performance.

Bartex (1984) who studied elementary teacher job role as per by elementary teacher and their principals, the study was undertaken to ascertain the job role perception and job satisfaction of elementary teachers in Humboldt
County School and compared teachers’ perception with the perception of their principals. The result of the study revealed that teachers over the age of 46 years were more positive in their job satisfaction scores than teachers aged 41 – 45 years. The differences of experience levels also showed those teachers with the greatest experience had more positive responses. Both groups saw the characteristics most descriptive of the elementary teachers’ job as (1) Achievement, and (2) Ability utilisation. Both groups also saw the characteristics least descriptive of the elementary teachers’ job as (20) Good company policies and (21) Moral values. Teachers found their job satisfying because of this relative autonomy.

On the basis of the study of Crews (1984) on teacher attitudes towards merit pay, he concluded that “a majority of teachers in Virginia disagreed with the concept of merit pay. Teachers agreed with most standards that were use as arguments against merit pay. Regarding the selected teacher characteristics use as independent variables in the study, it may be concluded that the teacher attitudes toward merit pay were not significantly related to the variables of tenure status, marital status, financial dependency status, and existing merit pay status teacher attitudes toward merit pay were significantly related to years of experience, teacher association status teaching level, sex, community type, self-rated effectiveness, and perceived superior rated effectiveness.”

Chunn (1985) studied perceptions of teachers and principals concerning behaviours and attitudes that contribute to an effective supervisory cycle, its result revealed that teachers and principals differed significantly in their
perceptions of the important of four items concerning behaviours and attributes of the supervisor. Three of these items dealt with helping the teacher identify problems and aiding the teacher to improve instruction. In all cases of significance, principals perceived the item to be more important than the teachers did. No significant differences were found between the responses to items concerning the importance of the behaviours and attributes of the teacher. Teachers and Principals differed significantly in their perceptions of the important of twelve items concerning frequency in supervisory cycles in their schools. Six of these items dealt with communication between the supervisor and teacher and three dealt with identifying problems and aiding the teacher in improve instruction. Principals perceive all twelve items to occur more frequently than the teachers did. There were two behaviour and attitude of teachers to which the responses were significantly different. These two items dealt with collection and analysis of data.

Arnold (1986) who studied characteristics and management of superior and incompetence secondary school teachers, populations were 70 secondary administrators in Idaho responded to a structured personal interview. The results of the study indicated that incompetent and superior teachers differ most in affective skills, followed by a difference in the variable of teaching strategies used. Superior teachers are supervised most frequently with the use of a verbatim transcript, while incompetent teachers’ supervision is characterised by frequent observation and identification of specific goals. The management strategies most used with superior teachers were verbal reinforcement and
added involvement in decisions affecting the school. Incompetent teachers are given more frequent supervision and plans for improvement. Solution most frequently cite by secondary principals to the problem of incompetence was higher salaries to enable the teaching profession attract quality people.

Bhagia (1990) noticed that both inspection and supervision are continuous efforts at stimulating, coordinating and evaluating the efforts of teachers and students to improve the teaching-learning process. They are concerned with facilitating and stimulating the teacher to improve instruction. These may effected the school in two ways: firstly by superintending or overseeing; and secondly through guidance and stimulation. Supervision, as a part of the function of direction, is a continuous process. As the name indicates it provides superior vision from time to time.

Perkins (1991) observed that teacher satisfaction was not significantly affected by background variables such as teacher or principal, gender, years of experience, or school-type assignment. Perkins also found that teachers are most satisfied with their co-workers and least satisfied with the monetary aspects of teaching.

Principals who hope to promote organisation development by focusing on the professional growth of staff should consider the following 10 suggestions according to DuFour and Berkey (1995). There are: 1) Create consensus on the school you are trying to become. If the concept of principal as staff developer is associated with altering the professional practices, beliefs,
and understandings of school persons toward an articulated end, it should be evident that principals must be able to describe that “end” in clear and compelling terms. Without a vision of the school they are trying to create, principals will be unable to identify the initiatives that are necessary to move the school in a purposeful direction; 2) Identify, promote, and protect shared values. If vision articulates the end, shared values represent the means that are necessary to move the school toward that target. Shared values articulate the specific behaviours and attitudes that must be in evidence if the intended school improvement is to take place. They carry the message of common purpose and agreed upon standards; 3) Monitor the critical elements of the school improvement effort. One of the most powerful means by which principals can convey the importance of something to those within the school is simply by paying attention to it. A principal who devotes considerable time and effort to the continual assessment of a particular condition within a school sends the message that the condition is important; 4) Ensure systematic collaboration throughout the school. Teacher isolation is such an inherent part of traditional school practices that merely encouraging teacher to collaborate is not enough. A collaborative culture is so strongly linked to improving schools that principals can not afford to simply hope this culture emerges: They must take steps to ensure that collaboration becomes the norm within their schools. The use of small teams provides an excellent vehicle for this collaboration; 5) Encourage experimentation. A key to school improvement is persuading people to approach their jobs from a different perspective and try out new techniques.
and strategies; in short, to experiment. Thus, a willingness to experiment is an important precondition for successful school improvement; 6) Model a commitment to professional growth. Principals who hope to convince others to grow professionally must model their own commitment to continual development. If they are quick to identify the need for other individuals and groups to update or acquire skills, but slow to recognise that need in themselves, principals send mixed messages; 7) Provide one-on-one staff development. Although staff development is usually associated with group activities, principals must also take advantage of opportunities to promote professional growth one teacher at a time. For example, in many districts teacher supervision procedures represent an ineffective and unproductive attempt to rate teachers. When done well, however, teacher supervision can provide a fertile ground for systematic individualized staff development; 8) Provide staff development programs that are purposeful and research based. Because effective staff development is a purposeful, conscious effort to change practices and beliefs in order to move the school toward a specific, articulated end, principals must insist that staff development is firmly rooted in the goals and vision of a district. Furthermore, they must make certain that staff members are aware of the relationship between the objectives of the program and the overall improvement goals of the school; 9) Promote individual and organisational self efficacy. The willingness of teachers to put forth the effort and energy required to learn and implement a new skill or strategy depends to a great extent upon their sense of self confidence and belief in their ability to
affect their classrooms; and 10) Stay the course When teachers are introduced to cooperative learning one year, multiple intelligences in the next, and portfolio assessment in the next, it is inevitable that they will respond to pronouncements of new programs with an attitude that suggests, “this too shall pass.”

Bhat (1995) studied on instructional role perceptions and job satisfaction of primary school teachers in Kasaragod district. The finding indicated that there was a significant difference between the role perceptions with reference to teaching of high and low income groups. There was a significant difference between the role perception with reference to teaching and job satisfaction of male and female teachers working in private schools. There existed a significant relation between the role perception and job satisfaction of primary school teachers with reference to teaching.

Brown (1995) studied on female elementary school teachers’ job satisfaction, perceived amount of leisure, and leisure satisfaction, the findings of this study indicated that female elementary school teachers who participated in leisure activities, that provided psychological rewards, social interaction, and/or were considered to be relaxing, perceived themselves to have greater amounts of leisure. In turn, women who perceived themselves to have greater amounts of leisure also reported higher levels of job satisfaction. These findings provide empirical evidence regarding the work/leisure relationship of women and suggest further investigation in the same area.
Statistical Analysis Report (1997) National Centre for Education Statistics of U.S. Department of Education concluded a study on Job Satisfaction among America’s Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. The major conclusions of the study are: Administrative support and leadership, student behaviour and school atmosphere, and teacher autonomy are working conditions associated with teacher satisfaction; the more favorable the working conditions were, the higher the satisfaction scores were; Private school teachers tend to be more satisfied than public school teachers and elementary school teachers tend to be more satisfied than secondary school teachers, but this relationship is not nearly as strong as the finding that teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not; In public schools, younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers. In private schools, the relationship is bipolar—the very youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers; Although certain background variables, such as teacher’s age and years of experience, are related to teacher satisfaction, they are not nearly as significant in explaining the different levels of satisfaction as are the workplace condition factors, such as administrative support, parental involvement, and teacher control over classroom procedures; Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Administrative support, student behaviour, and feelings of
control were consistently shown to be associated with teacher job satisfaction; Teacher satisfaction showed a weak relationship with salary and benefits; Workplace conditions had a positive relationship with a teacher’s job satisfaction regardless of whether a teacher is in a public or private school, or an elementary or secondary school, and regardless of the teacher’s background characteristics or the school demographics; and the most satisfied secondary school teachers felt they had more parental support and were less likely to have been threatened by students than the least satisfied secondary school teachers.

Perie and Baker (1997) conducted a study on Job Satisfaction among America’s Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. The study revealed that the administrative support and leadership, student behaviour and school atmosphere, and teacher autonomy are working conditions associated with teacher satisfaction; the more favorable the working conditions were, the higher the satisfaction scores were: Private school teachers tend to be more satisfied than public school teachers and elementary school teachers tend to be more satisfied than secondary school teachers, but this relationship is not nearly as strong as the finding that teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not; In public schools, younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers. In private schools, the relationship is bipolar—the very youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers;
Although certain background variables, such as teacher’s age and years of experience, are related to teacher satisfaction, they are not nearly as significant in explaining the different levels of satisfaction as are the workplace condition factors, such as administrative support, parental involvement, and teacher control over classroom procedures; Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Administrative support, student behaviour, and feelings of control were consistently shown to be associated with teacher job satisfaction; Teacher satisfaction showed a weak relationship with salary and benefits; Workplace conditions had a positive relationship with a teacher’s job satisfaction regardless of whether a teacher is in a public or private school, or an elementary or secondary school, and regardless of the teacher’s background characteristics or the school demographics; and the most satisfied secondary school teachers felt they had more parental support and were less likely to have been threatened by students than the least satisfied secondary school teachers.

Moorhead and Griffen (1998) have suggested that employee performance is a joint function of ability and motivation. Therefore, motivating employees to perform to the best of their ability is seen as one of the manager’s primary tasks. The importance of job satisfaction in any profession is a universally accepted fact. If a person is satisfied with his job and if his mental health is of high order. Therefore in a developing country like India there is a need to ensure the maximum job satisfaction of employees in general and of teachers in particular as the teacher is “the maker of man” (Selvam, 1998).
Ma (1999) would suggest knowledge of the job and teaching competence is relevant for teacher job satisfaction. Lumsden (1998) administrators need to be aware of what teachers need and take steps to promote professional satisfaction. Teachers should be nurtured, supported, and valued in an environment that promotes student learning and academic achievement.

The study of Bulach, Boothe, and Pickett (1999) found that there was no difference in supervisory climate as a result of the gender of the principals, teachers; and there was no difference in supervisory climate as a result of the years of the experience.

Higher Education Research Institutes’ (HERI) Faculty Surveys (2001) noticed that the highest satisfaction of the job, however, is with the characteristics of ‘autonomy and independence’ that university teaching allows (85 percent). Compared with the national cohort, Central faculty are less satisfied with their teaching load (41 percent vs. 51 percent), job security (64 percent vs. 76 percent), and salary and fringe benefits (31 percent vs. 45 percent). Male faculty are more likely to be satisfied than their female colleagues with their teaching load (50 percent vs. 30 percent), competence of colleagues (83 percent vs. 68 percent), and job security (70 percent vs. 57 percent). Overall, the 2001 faculty reported individual sources of stress with institutional red tape (85 percent), time pressures (84 percent), and lack of personal time (82 percent). The source of stress that shows the greatest increase since the 1998 survey is research/publishing demands (13 percent increase).
Noor Asma (2001) made an attempt to study creativity of B. Ed. Teachers-Trainees in Bangalore City in relation to their Values, Personality Adjustment And Achievement Motivation. The findings from his study about creativity and achievement motivation revealed that there was no significant difference in the achievement motivation among high, moderate and low creative groups of B.Ed. teachers-trainees. And also there was the same situation of male and female B.Ed. teachers-trainees. Further, there was no significant difference in the interaction effect of creativity and gender on the achievement of male and female B.Ed. teachers-trainees. In the conclusion shown that the achievement motivation among high, moderate and low creative B.Ed. teachers-trainees was almost the same. Also, the achievement motivation between male and female teacher-trainees belonging to high, moderate and low creative group of B.Ed. teachers-trainees was also the same.

Baht (2001) studied role perception of women teachers of Udupi district in relation to some selected variables the major selected conclusions of his study as follows: Role perception is significantly related to the level of job satisfaction of women teachers except Planning (RP\(_1\)), Supervision (RP\(_6\)) in which the correlation is not significant; School type does not have any effect on teachers Attitude toward their teaching profession, Job Satisfaction and School Adjustment. Women teachers of Higher Age group (49 – 58 years) have a more favorable Attitude toward teaching profession than the Young Age group. Women teachers of the younger Age group have a lower level of Job Satisfaction than these of the teachers of Old Age group; There is no
difference in the teachers' Attitude toward teaching profession, the Job Satisfaction of women teachers with varying duration of teaching experience. Women teachers of varying Educational-Background do not differ in their job satisfaction. There seems to be no impact of the teachers' Educational-Background on this professional attitude; and there is no difference between the Marital Status of woman teachers of Udupi District on one hand and the variables of Attitude toward teaching profession, Job satisfaction and School Adjustment on the other hand.

Dutka (2002) examined job satisfaction levels of women higher education administrators and the relationship between their job satisfaction and perceptions of and satisfaction with the organisational climate. The findings reported that women higher education administrators' dissatisfaction with the organisational climate overall, and underscore the importance of the climate for career development. Equally important are the findings about advancement opportunities. Both factors affect women higher education administrators' job satisfaction, which may influence attrition as well as individual and organisational effectiveness. Women higher education administrators' report good levels of intrinsic job satisfaction but only moderate levels of extrinsic job satisfaction. While this group characterizes all 14 organisational climate dimensions as important, they report dissatisfaction with each. The dimensions with the highest dissatisfaction ratings include conflict management, reward system, equity, commitment/morale, and planning/decision-making. Women higher education administrators’ extrinsic job satisfaction was found to be
strongly associated with the organisational climate, as was intrinsic satisfaction although to a lesser degree. Extrinsic job satisfaction was predicted by satisfaction with the climate for career development, communication, conflict management and reward system. Intrinsic satisfaction was predicted by satisfaction with the climate for planning/decision-making, conflict management and career development. The organisational climate dimension career development and a non-organisational climate variable, belief in equal opportunities for advancement within the institution, exhibited strong relationship with all aspects of women higher education administrators’ job satisfaction.

Higher Education Research Institute (HERI) faculty survey report (2003) of Virginia Commonwealth University on Academic Careers and Job Satisfaction--General Profile of the VCU Administrative Faculty Results of the 2001-02 showed that “over half of administrative faculty reported satisfaction with all aspects of the job. For women, only one aspect, the availability of child care at the institution, was satisfactory for less than half of respondents (43 percent). The most satisfactory aspects of the job for men (90 percent) were job security and overall job satisfaction. For women, the teaching load (89 percent) and job security (87 percent) were the most satisfactory aspects. Professional relationships with other faculty ranked second in satisfaction for men (89 percent) and ranked fourth for women. Significant differences in satisfaction between men and women were found in overall job satisfaction (15 percent points lower for women), salary/fringe benefits (16 percent points lower for
women) and visibility for jobs at other institutions/organisations (17 percent points lower for women).”

Schneider (2003) made conclusion in his study on “Linking School Facility Conditions to Teacher Satisfaction and Success” that “school facilities have a direct effect on teaching and learning. Poor school conditions make it more difficult for teachers to deliver an adequate education to their students, adversely affect teachers’ health, and increase the likelihood that teachers will leave their school and the teaching profession. Our nation’s school facilities are a critical part of the educational process. Their condition and upkeep must be addressed in the ongoing discourse about student achievement, teacher effectiveness, and accountability.”

4. TEACHER COMPETENCE

The Studies in Thailand

Supranee Yamongkon (1981) have studied the teaching competencies in 4 aspects i.e. curriculum, instruction, instructional aids and content of 81 English teachers teaching in the academic year of 1990 in the secondary schools under the supervision of the General Education Department, Phayao Province. The results of the study were as follows: 1) Curriculum competencies: the teachers’ curriculum competencies were at a moderate level. The teachers knew the objectives and structure of the English curriculum at a high level by studying curriculum materials. English curriculum improvement was performed at a high level by modifying the content to suit the students’
level of ability and by analysing general and specific objectives. Curriculum improvement activities in the English Section were held at a moderate level. Workshops and training but not research were conducted at a low level; 2) Instruction competencies: the teachers’ instruction competencies were at a moderate level. In lesson planning, the teachers studied the lesson plans to a great extent. In doing so the contents and activities were studied and the lesson objectives were analysed. The teachers followed the lesson plan at a moderate level for most of them modified the plans at a high level to suit the students and time. Most lessons started with revision of previous knowledge and introduction of the lesson objectives. All language skills including listening, speaking, reading and writing were taught integratedly at a high level. Students studied from instructional aids at a high level. English was moderately used in teaching. In their instructional psychology application, the teachers paid attention to all students alike together with the use of stimulating questions. Besides, praises and acceptance were used at a high level as means of reinforcement. Skill enrichment activities arranged at a moderate level were exhibitions about special days. Remedial teaching was performed at a moderate level and the lessons were summarised at the end of the period. Summative and formative evaluation was also performed at a high level. Tests, exercises and observations were used as measuring and evaluating instruments at a high level. The results were reported as soon as the evaluation was finished at a high level. Evaluation was used in order to improve the teaching activities and to counsel the students at a high level. Teachers
evaluated their own teaching at a high level by observing students’ behaviour and summarising students’ achievement. Finally, most teachers reported that the lesson objectives were fulfilled only at a moderate level; 3) Instructional aids competencies: the teachers’ instructional aids competencies were at a moderate level. Instructional aids were produced at a high level by teachers. Instructional aids used at a high level were texts, handouts and blackboard; and 4) Content competencies: the teachers’ content competencies were at a high level. The knowledge and understandings were at the highest level concerning stress, writing and culture while functions, reading, grammar and vocabularies were at a high level.

The study of Yuwan Pujeenaphan (1983) tried to find out instructional competencies of Prathom Suksa 1 Thai Language teachers in terms of their preparation, teaching and learning process, media usage and skill enrichment activities, evaluation and also to propose the guideline for increasing teaching efficiency according to the needs of Thai Language teachers. The findings of the study were presented as follows: Measurement and Evaluation: the teachers conducted measurement and evaluation before, during, and after each lesson. The method they used most was to give students exercises. The teachers were very satisfied with the criteria for passing learning objectives. Results of the evaluation were used for improving learning and teaching. The guideline for improving teaching efficiency: The guidelines stated below were responsive to problems and needs of the teachers. Workshops at the district level should be held for 2-3 days during the school
semester. Group activity should be used in the workshops and district educational personnel were requested to be resource persons. The workshop on production and application of teaching materials should be considered as first priority to be organised for the teachers. Teaching Preparation: the teachers who had attended the training course regarding curriculum implementation studied the curriculum and its supplementary documents before teaching. They prepared daily lesson plans using Thai Language teacher manual and other documents as resources. This preparation usually occurred one week in advance of their classroom teaching. They used their spare time during school days for the planning. Teaching and Learning Process: For teaching process, each time the teachers took important steps namely, lesson introduction, presentation of knowledge to students’ and conclusion. They used various methods in each step. The introduction strategy that the teachers normally used was a review of previous knowledge or asking questions about previously learned content. In presenting lessons to students, the teachers chose role playing, story telling, group-work and games. For the conclusion of the lesson, teachers and students made the conclusion on the board and then the students wrote down on their notebooks. Use of teaching materials and skill enrichment activities: Every teacher used teaching materials. Teaching materials the teachers used most were word cards. The skill enrichment activities were focused on reading activities at the classroom level.

In a review reported by Manop Ponpairin (1990) titled “Prapariyattitham Management” he offered an opinion how Buddhist affairs will be managed
effectively. Actually Buddhism has settled through the foundation of lives of Thai people so far. Thai people follow Buddhist teaching, but Buddhist teaching must be taught by monks or novices who passed learning Prapariyattitham and had more experiences in teaching. He used to write an article about educational reformation of monks and novices to suggest the concerned department to administer the sophisticated and effective education for monks and novices, so that, they will teach and give discourses to the people, because they are the spiritual leaders in the society. So, when they are educated correctly and effectively, they will instruct people in the same way, too.

The results of the study conducted by Kobsiri (1990) were summarised as follows: 1) In respect to the teachers status, the female mathematics teachers of the high level of efficiency outnumbered the males: and the male mathematics teachers of the low level of efficiency outnumbered the females. Most of them, in both groups, had a bachelor degree and majored in mathematics. The result of the t-test of the age and mathematics teaching experiences showed that they were not significantly different .05. The discriminant analysis revealed that they were the real discriminators but worked at a low level; 2) In terms of the teachers personalities: concentrating, enthusiasm, tolerance responsibilities, reason and self-confidence the result of the t-test showed that the personalities of the mathematics teachers in both high and low level groups were not significantly different at .05. The discriminant analysis revealed that all the five factors of the personalities were
the real discriminators but the discriminating ability was at a low level; 3) In regard to the teachers’ instructional behaviours the mathematics teachers with high-level instructional efficiency and those with the low one had significantly different instructional behaviours at .01 and they were different in all factors. Here were the seven factors from high to low significant difference: the physical performance methods selection measurement and evaluation and feedback instructional preparation ethics teaching aids selection and communication efficiency. For the discriminators of the instructional efficiency of the mathematics teachers in both groups the discriminant analysis revealed that the to discriminating variables (teaching preparation methods selection aids selection communication efficiency measurement and evaluation and feedback physical performance, ethics teaching. Personality, age and mathematics teaching experience) were real discriminators and the predictable ability of the whole was 74.3 percent. (The canonical discriminant function coefficient was 0.862.) But when cutting out the last 3 variables (personality, age and mathematic teaching experience) which had low predictable ability, and the correlation within function were .0968. - 0.438. and -.0222. the predictable ability of the remaining variables was 73.3 percent. (The canonical discriminant function coefficient was .856.)

A Study of Pornthep Rupan (1995) on “Teachers Efficiency and Related Variables of Basic Skill Development Area for Prathomsuksa 6 in Primary Schools under the Jurisdiction of Phranakhonsiayutthaya Provincial Office of Primary Education”. The major findings of the study indicated that: The
teachers of basic skill development area had a high level of teaching efficiency. The variables related to teachers efficiency significantly were teachers attitude towards profession, competency based on selecting and using methods of teaching, teachers attitude towards students, competency based on selecting and using instructional media, teachers attitude towards principal, delegation of works, receiving in-service training, receiving rewards, spent times for traveling to school, peers in school, searching of knowledge and learning achievement. The variables affected to teachers’ efficiency were teachers’ attitude towards profession, competency based on selecting and using methods of teaching, competency based on selecting and using instructional media and teachers’ attitude towards students respectively. The variations of teachers efficiency could be explained by such four variables about 32 percentage at predicted equation of standard scores: Teachers Efficiency = 0.43 Attitude towards Profession + 0.30 Competency Based on Selecting and Using Methods of Teaching + 0.19 Competency Based on Selecting and Using Instructional Media + 0.17 Attitude towards Students.

Darunee Tantiwiramanond (1998) made an attempt in the study of girls’ and women’s education: policies and implementation mechanism, case study: Thailand. The study recommendations that, teachers’ quality in spite of the increasing negative news about bad teachers, there are many good and low-profile teachers at all levels and sectors. Serious efforts should be taken to boost morale of these committed teachers. Once identified, they should be linked to a network to develop pedagogical techniques in teaching.
Jittima Juntawach (1999) who studied Agreement between Self Rating and Other Ratings of Teaming Effectiveness of Secondary School Teachers the results of the study revealed that: 1) There was agreement between self rating and other ratings of teaching effectiveness in the secondary school. 2) Leniency error was found in teachers self rating less than student ratings at .05 significant level. But it was not found in other rater groups, supervisors and peers. 3) Halo error in teachers self rating was not found significant at .05 less than other ratings.

The findings from Phanuwat Uangkhamprasert’s study (2001) showed that: 1) The upper secondary school students under the general education department, Nakhon Ratchasima province, perceived that the teaching efficiency of physical education teachers as a whole, was in the high level, the high level for teaching method, measurement and evaluation and the high level for teachers characteristics, relationship between teachers and students and teachers attitude for teaching and students; 2) The upper secondary school students under the general education department, Nakhon Ratchasima province, perceived that the learners academic achievement as a whole, was in the high level, the high level for cognitive domain, the high level for affective domain and the high level for psychomotor domain; and 3) The teaching efficiency of physical education teachers and the learners academic achievement had a rather high level of positive relationship at the .01 level of significance.

Pansapong keawsavas (2003) who was aimed at assessing ten Buddhist monk teachers teaching procedures, processes, application of teaching media,
and outcomes measurement and assessment in the academic year of 2001. He wanted to research on potentiality of Buddhist monk teachers’ efficiency in teaching Buddhist courses at the lower secondary school level under the department of general education, Mueng Chiang Mai district. The results of the study revealed that: 1) The potentiality of the ten Buddhist monk teachers concerning their teaching preparation. The Buddhist monk teachers prepare themselves before teaching by planning teaching process based on the number of teaching periods. They wrote organised their teaching objectives, and concepts according to the guidelines obtained from the teacher’s handbook. The teaching process started from simple content and progressed to more complex ones. In addition, the teaching process was depended on the available class period and how the students adapted their learning to suit the teaching media, assessment, and evaluation; 2) The potentiality of ten Buddhist monk teachers regarding the teaching process. 2.1 The process leading to the presentation of the content: Buddhist monk teachers prepared students’ readiness to learn by stimulating and arousing their interest through discussion. 2.2 Providing teaching - learning activities. Buddhist monk teachers inform students of the study purposes, assign researching and report activities, encourage them to discuss and consider opinions from others as well as pay attention and help each other. 2.3 Conclusion of the chapter learnt. Buddhist monk teachers made a conclusion of what has been taught and gave the students the opportunity to help formulate the conclusion of what they have learnt; 3) The potentiality of ten Buddhist monk teachers regarding the use of
the teaching media. Buddhist monk teachers employed such teaching media as black board and pictures; 4) The potentiality of ten Buddhist monk teachers efficiency in measurement and evaluation. Buddhist monk teachers evaluate students with a test they had prepared themselves and which were based on the learning objectives. For the intellectual and psychological assessments, the Buddhist monk teachers employed suitable measurement and assessment in accordance with their aims.

The Studies Abroad

Sharma (1971) studied the relationship between six predictors: aptitude, age, academic grades teaching experience, sex and socio-economic status and three criterion measures: classroom teaching rating, personality rating and final marks of the training course. He found academic grade as the main predictor of teaching effectiveness. He also found the positive relationship between teaching experience and teacher effectiveness.

Sharma (1979) made an investigation on the Development of Teacher Competencies of the B.Ed. student-teachers in the Training Colleges of Rajasthan, India. The study aimed at identifying the factors of teacher competence and to study the development of teacher competency among student-teachers of Rajasthan. The classroom observation record developed by Ryan, Socio Economic Status Scale developed by Kuppuswamy, Teacher Behaviour Characteristic Scale was used to collect the information. The investigation yielded the following major findings: 1) The five teacher
competency factors identified were: authenticity - integration, consideration control, responsibility - openness, innovativeness attractiveness, and pupil behaviour; 2) The inter-correlation among the five factors were significantly positive and high; 3) The development of competencies of the student teachers during the course of practice teaching was independent of their teaching experience, age and socio-economic status.

Lalitha (1981) studied the effectiveness of a strategy of Teaching for Integrating Teaching Skills on Teaching Competence of Student Teachers. The main objective of the study was to compare the effectiveness of the experimental strategy and with no specific strategy for training in the integration of teaching skills in terms of teaching competence of student teachers. The following were the major findings: 1) There was no significant difference between the two treatment groups after training for integration of teaching skills in simulated conditions in terms of teaching competence measured on both General Teaching Competence Scale (GRCS) and Indore Teaching Competence Scale (ITCS) adjusted for initial differences in teacher’s attitudes and pre-performance of GTCS and ITCS; 2) After training for integration of teaching skills in simulated conditions followed by real school conditions, the experimental group was better than the control group in of teaching competence measured on GTCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS. There was no such difference between the groups in terms of teaching competence measured on ITCS adjusted for initial differences in teacher attitudes and pre-
performance on ITCS; 3) After training for integration teaching skills in simulated conditions, the experimental group had made greater mean gains (significant at 0.05 level) than the other group on teaching competence measured on GTCS adjusted for initial differences in terms of teaching competence measured on ITCS. The same results were obtained even after the entire training for integration of teaching skills in simulated conditions. But the differences in GTCS gains between the groups was still more distinct (significant at 0.01 level).

“An Experimental Study of the Teaching Competence at Micro-level as a Function of Training in Micro-skills among the prospective secondary school teachers in relation to the Integration of Skills and Subject Area” was conducted by Chathle (1984). The main objectives of the study were: 1) To measure the gain in general teaching competence before and after training in micro skills, before and after training in integration, before training micro skills and after training in micro skills; and 2) To find out the effect of different strategies of integration of skills on the gain in the general teaching competence of trainees. The data were corrected with the help of Baroda General Teaching Competence (BGTC) Scale, the observation schedules for the skills of introducing the lesson, fluency of questioning, probing questioning, skill of reinforcement, explaining, stimulus variation, illustration with examples, recognising, attending behaviour, black board use, increasing pupil participation, silence and the observation schedule for integrated skills. The major findings of the study were: i) there was a
significant improvement in the general teaching competence of trainees as a result of training in micro skills; ii) there was a further improvement in general teaching competence of trainees as a result of training in integrated skills; iii) there was no significant difference in gain in general teaching competence between male and female trainees as a result of training in integrated skills; and iv) there was a highly significant improvement in general teaching competence as a result of training both in micro skills and integrated skills.

Shivappa (1985) emphasized in his study on Psychological Factors associated With Teachers Performance of B. Ed. Trainees that the selection of teacher trainees with proper attitudes, interest in the teaching profession, aptitude for teaching and with the relevant personality traits the proper basis to secondary teacher training course. Thus a right and proper selection leads to the desired type of secondary education teacher who, ultimately with professional knowledge and skill, can dedicate to the sublime work of shaping and mounding the young for a better India.

Thakkar (1985) conducted a study “Effect of Different micro-teaching skills in developing general teaching competency of primary teacher trainees”. The major objectives of the study were: 1) To examine the effectiveness of different micro teaching skills, in developing general teaching competency of primary teacher trainees; 2) To find out the relation between I.Q. and achievement of general teaching competency; and 3) To find out the relation between school achievement and achievement gained
in general teaching competency. The major findings were: 1) There was a significant positive effect of different micro-teaching skills upon the general teaching competency of primary teacher trainees as measured by the general teaching competency scale; 2) There was no correlation between intelligence and effect of micro-teaching skills upon general teaching competency. 3) There was no correlation between general achievement and effect of micro-teaching skills upon general teaching competency.

Rajameenakshi (1988) carried out a study on Factors Affecting Teaching Competency of B.Ed. Trainees in Teaching Physical Science. The major objectives of the study were: 1) To identity factors that effected the teaching competence of B.Ed. trainees; 2) To assess the teaching competence of B.Ed. students, using appropriate tools; and 3) To make differential and correlational studies between teaching competence an various factors. The major findings of the study were: 1) Pupils’ evaluation scores were accumulated at the higher end of scores (80-95), self-evaluation scores between 50 and 85, and professors scores ranged from 45 to 60 with regard to the student teaching competence of B.Ed. students; 2) It was found that training in the skill of demonstration and micro-teaching significantly increased teaching competence; 3) The type of management, the time of admission to the B.Ed. course and the teacher-pupil ratio were the factors that effected the mean teaching competence of B.Ed. trainees in almost all colleges of education in Tamil Nadu; and 4) Female teacher trainees who taught in girls schools, teacher trainees who got 1st class in degree examinations and teacher
trainees with higher socio-economic status scores significantly higher in teaching competency than others. In all the three methods of evaluation, the analysis revealed that there was a negative correlation between age and teaching-competence scores.

Nirmala (1992) conducted a study on “Impact of Differential Teaching Strategy in Attainment of Teaching Skills in Mathematics and Biology at Secondary Level”. The study includes the set of teaching ability concepts on which most microteaching programmes have focused. The major component abilities of teaching e.g. explaining, questioning etc. are selected and education and training activities are provided for each ability the literature suggests that while there is a fairly broad consensus as to what are the major component abilities, there is no strong research evidence to link good performance of theses abilities to effective teaching. Measurements of students’ learning gain in microteaching have trended to be made by observer judgment of satisfactory performance rather than by tests of pupils learning.

Viswanathappa (1992) noticed the following observations in the analysis of teaching competence: 1) The male and female student teachers differ significantly in their average teaching competence, finding the female student-teachers had an edge over the male student teachers; 2) The student-teachers belonging to rural and urban DIETs do not differ significantly in their teaching competence, though it appears that the student teachers of urban DIETs had an edge over the student teachers of rural DIETs; 3) There is a significant difference between the teaching competence
of male and female student teachers belonging to rural DIETs whereas there is no significant difference between the teaching competence of male and female student teachers belonging to urban DIETs; 4) There were significant differences between the teaching competence of male and female student teachers in the subjects; 5) There was a significant difference between the teaching competence of student-teachers belonging to DIETs having and DIETs not having the required academic facilities. A clear trend that could be observed was that more academic facilities, the higher was the teaching competence; and 6) There was no significant impact of the auxiliary facilities of the DIETs on the teaching competence of students teachers.

Radhakrishan (1994) conducted a study Of The Relationship Between The Attitudes And Aptitudes Of Teachers Toward Teaching And Academic Standards Of The Secondary Schools In South Arcot District Of Tamil Nadu. The study revealed that the teacher should be able to perform faithfully all duties assigned to him regarding school administration over and above classroom teaching. The another significant finding is that the most important work of a secondary school teacher is to explore the potential abilities of the student and to help him develop accordingly. He can create a favourable environment for the students’ educational growth by studying his interests, likes and dislikes and also his economic, social and family circumstances.

Tashakkori and Taylor (1995) conducted a study on decision participation and school climate as predictors of job satisfaction and teachers’ sense of efficacy. The study concluded that “Aspects of school climate
emerged as stronger predictors of job satisfaction than did the elements of decision participation. Strongest among these school climate dimensions were the lack of obstacles to teaching and principal leadership. Similarly, the best predictors of teachers’ sense of efficacy were the dimensions of school climate referred to as faculty communication and the lack of obstacles to teaching.”

Wong Yu Fai (1996) made an attempt to find the Relationship between Teacher Competence and Teachers’ Inferences of Students’ Multidimensional Self-concept. The study revealed the teacher competence and teachers’ inferences of students’ self-concept were substantially and significantly correlated. This implied that the more competent the teachers were the better that they could infer students’ self-concept. In addition, the contribution of teacher competence in classroom procedures towards predicting teachers’ inferences of students’ self-concept was greater than the contribution of teacher competence in interpersonal skills. This was due to the fact that the items for measuring teacher competence in classroom procedures also included some elements of teachers’ communications with students inside the classroom. It was clear that teaching was a two-way process between teacher and students. Teachers made use of their teaching methods to communicate with students and students gave their feedback to teachers and thus communications and interactions between teacher and students were obvious. Therefore, teachers, who were more competent in teaching methods and skills, could communicate with students and their abilities to infer students’ self-concept were expected. He made a conclusion that the assessment of teacher competence showed that
teacher competence could be classified into two main categories: interpersonal skill and classroom procedures. Interpersonal skills refer to teachers’ proficiency in creating a comfortable social atmosphere, and demonstrating warmth and friendliness towards their students. And classroom procedures referred to the actual classroom, practices which were teaching methodology and techniques.

Sai Prasad (2000) conducted the Implementation and Impact of Operation Background Scheme on Students Achievement in Rayalaseema Region of Andhra Pradesh. The major findings of the study are: 1) Majority of both rural and urban primary schools (68 %) seemed to encourage pupils participation in classroom, organise playway activities, expose children to various activities and give freedom to children to express their ideals; 2) Majority of both rural and urban schools (66% to 92%) seemed to have classrooms which were attractive, airy, clean and were decorated with charts, children’s work and time-tables; 3) About 68 per cent of both rural and urban schools were found to keep play materials in safe custody and about 94 per cent of rural and 68 per cent of urban schools use them; 4) Though 87 per cent of rural and 64 per cent of urban schools seemed to follow a flexible seating arrangement, majority of them 65 to 67 %) were found to make students sit in rows; 5) Significant percentage of both rural and urban schools were found to organise games as well as develop confidence among children to manipulate play materials and in performing activities; 6) 80 per cent of rural and 71 per cent of urban schools seemed to be provided with safe drinking
water; 7) While 66 per cent of urban schools had library corners, significant of rural schools had neither activity corners nor library corners; 8) Most of the rural (94%) and urban (70%) schools had no toilet facility and many schools with toilets had no water facility; 9) Though most schools seemed to have open space for play, a few of them seem to utilise the space optimally to organise games; 10) Most of urban (87% to 93%) and rural (81 % to 91%) teachers seemed to encourage pupils, teacher interaction with teachers’ being friendly, enthusiastic and concern about their pupils; and 11) Regarding overall assessment of school climate 36 % of rural and 48% of urban schools alone were rated as good.

Teven and Herring (2002) examined the relationships between teacher power and perceived teacher credibility and student satisfaction. Students’ perceptions of their teachers’ expert, referent and reward power use was found to be positively related to their perceptions of their teachers’ competence, caring, and trustworthiness. Student satisfaction was positively and significantly related to both teacher referent power and expert power while negatively related to teacher coercive power.

Elbert and Baggett (2003) conducted a study on teacher competence for working with disabled students as perceived by secondary level agricultural instructors in Pennsylvania, USA. The purpose of his study was to identify competencies perceived as needed by secondary level agricultural teachers in Pennsylvania. The finding of the study as follows: 1) There was no statistically significant difference between male and female teachers in the current
perceived level of competence; 2) There was no difference significantly when compared by age group. The overall differences were statistically not significant \( (F = 1.79, \ p = .156) \); 3) There was no significant difference statistically when compared by Highest Educational Level. The means for both groups indicated that teachers perceived themselves as competent overall; and 4) There were no significant differences statistically compared by Residential Area. They rated themselves as competent, overall.

SUMMARY

The studies reviewed indicate that most of the studies are conducted in Thailand and other countries on the Teaching competence, Teacher effectiveness, Teacher performance, Teaching ability, Job satisfaction of teachers, Teacher adjustment and other behaviours related to teacher. There are few studies on Institutional climate, Organisational climate, Role perception and Role performance. There are some studies on Buddhist system of education in Thailand. Sardana, Ranjana (1985) of Texas Southern University and Somchai Thaiwattananukul (1990) of Thailand were made an attempt to find the relationship between Institutional Climate and Job Satisfaction. Dutka (2002) made an attempt to find the relationship Job Satisfaction of Women teachers. A study on Institutional climate and the Belief of Principals was conducted by Pashiardis (2000). The interesting study on Institutional climate and Citizenship Education was conducted by Homana, Barber and Torney-Purta (2005). Some researchers in Michigan State University (2004) made an attempt to find the relationship between Institutional climate and Learning and
Learners’ achievement. There are very few attempts to find the relative effectiveness of Institutional climate and Job satisfaction on Teacher performance or competence. There are very few studies on Ecclesiastical - General Education System which is considered as the basic education for Monks and Novices in Thailand. The studies related to relative effectiveness of Institutional climate and Job satisfaction on Teacher performance or competence is totally absent. This is a major research gap. In order to contribute to this research gap, the present study is an attempt. The present study makes an attempt to find the relationship between Institutional climate, Job satisfaction and Teacher competence. The study also makes an attempt to find the strengths and weaknesses of the Ecclesiastical - General Education System for Monks and Novices. It attempts to identify the significant predictors which influence Teacher competence in the Ecclesiastical - General Education System. And finally the study makes an attempt to suggest the measures of consideration for the improvement of Ecclesiastical - General Education System in Chiang Rai province of Thailand.