CHAPTER - V

SUMMARY OF THE STUDY, CONCLUSIONS
AND RECOMMENDATIONS

This chapter deals with the summary of the study, major findings of the study, conclusions and implications of the study and suggestions for further research. This chapter also describes the need and importance of the study, objectives of the study, hypotheses of the study, data collection procedures, statistical tools and techniques used for analysis of data and testing of hypotheses and sampling procedure used. The description of the above is described here.

5.1 INTRODUCTION

A Buddhist monastery is the place for living, training and studying the Doctrine and the Discipline of monks and novices, and it is the main resource to transmit the morals, cultures and traditions of community from one generation to another (Wilai Wityanarathapaisal, 1995). The management of an educational system in the Buddhist monastery is the main way to develop the Buddhist monastery to be the community center. The Ecclesiastical-General Education System is one aspect of an education of Thai monastic order. It was started in 1971 by the Member of Parliament and the Department of Religious Affair. Their agreement is to start performing the school for monks and novices
where they have a chance to study the same programme performed by Ministry of Education in secondary school level. The subjects in such a programme depend on the status of monk and novice students.

The studies reviewed indicate that most of the studies conducted on the impact of various variables in general education in India and Thailand. There were very few studies conducted on religious education in India and Thailand. The Mahachulalongkorn Rajavidyalaya University and Mahamakut Buddhist University of Thailand conducted some studies on the evaluation of Dharma division, Pali division and other division curriculum offered by various Buddhist monasteries. There are some studies related to curriculum evaluation and attitude towards Buddhist education. There are no studies related to institutional climate, job satisfaction and teacher competence. This is a major research gap. The present study is an attempt to contribute for the above research gap.

5.2 NEED AND IMPORTANCE OF THE STUDY

The teacher is a vital component of school administration. He stands at the most important point in the educational process, as if the educational parent of the students and undertaker, of the great task, of educating the students who look to him for knowledge, wisdom, manners, morals, inspiration, and enlightenment. Even though the teacher named, as that of the back-bone of society, the superior guide, the nation engineer etc., but he still suffers from
poverty, neglect, indifference and insecurity, expected the social status, the salaries, and the general service conditions of teachers are far from satisfaction.

There are many factors, in the Ecclesiastical-General Education System, which affect the teachers, such as personnel who are quantitatively sufficient but qualitatively inadequate.

Administration, schools have comprehensively undertaken planning organising, coordinating and controlling tasks. However, such undertakings are still far from complete. Particularly, the administrative structure was still congruent with the uniqueness of educational provision and management tasks cater to students.

Budgetary allocation is extremely low and the schools do not receive sufficient financial support from the Sangha Council and concerned authorities that affect the instrumentalities of the instruction besides the material aspects of the institutes including the building.

Teachers receive very little supervisory support from outside agencies/organisations which affect their instructional development.

Working conditions also have a positive relationship with a teacher’s job satisfaction so that schools should be such to enable teachers to function at their highest level of efficiency.

Climate in the school is the human environment within that surrounds and affects the teachers and organisation. It is the reflection of the quality of
human interaction and the relationship in the schools, and it affects job satisfaction and outcome that means both teachers and students.

In the Ecclesiastical-General Education System in Chiang Rai province, there are 18 schools. It has a total population of 225 teachers, and a sample of 142 teachers were used in this study. All of the school administrators are monks who try to work with their hearts of the Buddhist young monks and novices. Many factors in the Ecclesiastical-General Education System are developed in the right ways, but many factors have not yet been found enough to realize the job satisfaction of the teachers.

From the above reason the present study of Institutional Climate, Job Satisfaction, and Teacher Competence in the Ecclesiastical - General Education System in Chiang Rai Province of Thailand – A Correlational Study is undertaken in order to improve the efficiency of teachers which will help in improving the administration of the system and ultimately resulting in the better achievement of the students.

5.3 STATEMENT OF THE PROBLEM

The present study is an attempt to study the Institutional Climate, Job Satisfaction and Teacher Competence of the Teachers in the Ecclesiastical - General Education System in Chiang Rai Province of Thailand and aimed at correlating the said variables and to find the outcomes, and to provide practical suggestions for any improvements. So the present study precisely the Institutional Climate, Job Satisfaction and Teacher Competence of the Teachers in the Ecclesiastical - General Education System in Chiang Rai Province of Thailand.
5.4 OBJECTIVES OF THE STUDY

13. To study the institutional climate as perceived by the teachers working in selected schools under the Ecclesiastical-General Education.

14. To know the level of job satisfaction of the teachers working in the selected secondary schools.

15. To study the teacher competence of teachers working in the selected schools of Ecclesiastical-General Education System.

16. To study the institutional climate, job satisfaction and teacher competence with respect to the following variables: a) Type of Teacher (Monk-hood), b) Gender, c) Qualification, d) Years of Experience, e) Type of Family, f) Salary, g) Location of School, h) Marital Status, and i) Age of the Teacher.

17. To study the relationship between Institutional Climate, Job Satisfaction and Teacher Competence.

18. To identify the predictors of Teacher Competence based on the selected variables of the study.
5.5 HYPOTHESES OF THE STUDY

62. There is no significant difference between Monk and Layman teachers in their perception on Institutional Climate.

63. There is no significant difference between Monk and Layman teachers in their perception on Job Satisfaction.

64. There is no significant difference between Monk and Layman teachers in their perception on Teacher Competence.

65. There is no significant difference between Male and Female teachers in their perception on Institutional Climate.

66. There is no significant difference between Male and Female teachers in their perception of Job Satisfaction.

67. There is no significant difference between Male and Female teachers in their perception on Teacher Competence.

68. There is no significant difference between Married and Unmarried teachers in their perception of Institutional Climate.

69. There is no significant difference between Married and Unmarried teachers in their perception on Job Satisfaction.

70. There is no significant difference between Married and Unmarried teachers in their perception on Teacher Competence.
71. There is no significant difference between teachers belonging to Nuclear Family and Joint Family in their perception of Institutional Climate.

72. There is no significant difference between teachers belonging to Nuclear Family and Joint Family in their perception on Job Satisfaction.

73. There is no significant difference between teachers belonging to Nuclear Family and Joint Family in their perception on Teacher Competence.

74. There is no significant difference between Low Salaried teachers and High Salaried teachers in their perception of Institutional Climate.

75. There is no significant difference between Low Salaried teachers and High Salaried teachers in their perception on Job Satisfaction.

76. There is no significant difference between Low Salaried teachers and High Salaried teachers in their perception on Teacher Competence.

77. There is no significant difference between Rural and Urban teachers in their perception on Institutional Climate.

78. There is no significant difference between Rural and Urban teachers in their perception on Job Satisfaction.

79. There is no significance difference between Rural and Urban teachers in their perception on Teacher Competence.

80. There is no significant difference in mean scores of Institutional Climate among the teachers belonging to different Age groups.
81. There is no significant difference in mean scores of Job Satisfaction among the teachers belonging to different Age groups.

82. There is no significant difference in mean scores of Teacher Competence among the teachers belonging to different Age groups.

83. There is no significant difference in mean scores of Institutional Climate among the teachers with various Educational Qualifications.

84. There is no significant difference in mean scores of Job Satisfaction among the teachers with various Educational Qualifications.

85. There is no significant difference in mean scores of Teacher Competence among the teachers with various Educational Qualifications.

86. There is no significant difference in mean scores of Institutional Climate among the teachers with various years of Experience.

87. There is no significant difference in mean scores of Job Satisfaction among the teachers with various years of Experience.

88. There is no significant difference in mean scores of Teacher Competence among the teachers with various years of Experience.

89. There is no significant relationship between Institutional Climate and Job Satisfaction.

90. There is no significant relationship between Institutional Climate and Teacher Competence.
91. There is no significant relationship between Job Satisfaction and Teacher Competence.

92. Institutional Climate, Job Satisfaction, Age, Location, Salary, Experience, Qualification, Type of Family, Monk-hood, Marital Status and Gender are not significant Predictors of Teacher Competence.

5.6 VARIABLES OF THE STUDY

Independent Variables:

d) Institutional Climate: Institutional Climate is to the organisation what personality is to an individual, or the organisational climate can be construed the organisational personality of a school.

e) Job Satisfaction: In this study, job satisfaction is operationally defined as the pleasurable or positive feeling enjoyed by a teacher from his/her teaching profession.

f) Teacher background variables

- Gender of the teacher: Gender is provided to be a factor in many research studies. The sex of teacher in their perception on institutional climate, job satisfaction and teacher competence is obtained. The sex difference related to this variable is also obtained.

- Monk-hood of the teacher: In the Buddhist monastery education, Monks will play a major role. The Ecclesiastical-General Education System which is meant for Monks and Novices, there are Monks and Laymen working. The difference
of their perception on institutional climate, job satisfaction and teacher competence is obtained.

- **Age of the teacher**: The age of the teacher is another significant variable showing the differential impact in many studies. With an intention to know the influence of age of the teacher, this is considered as one of the independent variable.

- **Experience of the teacher**: The direct experiences of the teachers in the Ecclesiastical-General Education System, in the current school.

- **Qualifications of the teacher**: The knowledge of teachers, all Under Graduates, Graduates, and Post Graduates of the teachers in the Ecclesiastical-General Education System in Chiang Rai province of Thailand.

- **Type of family of the teacher**: The family system is one of the important components which influences the education of Monks and Novices. The present study is on the Ecclesiastical-General Education System which is meant for Monks and Novices, hence the Type of family of the teacher is also considered as one of the independent variable.

- **Geographical Location of the teacher**: The Ecclesiastical-General Education System which is meant for Monks and Novices is organised in monastery. The location of monastery is one of the important components. They are located in Rural and
Urban areas of Thailand. The location wise comparison purpose it considered as an independent variable.

- **Marital status of the teacher:** In the Ecclesiastical-General Education System which is meant for Monks and Novices, marital status of teacher is one of the significant variables considered as an independent variable. The purpose is to know the influence of marital status on dependent variable i.e. teacher competence.

- **Income of the teacher:** The annual salary of the teacher is considered as an independent variable with an intension to its influence on institutional climate, job satisfaction and teacher competence. This variable is considered with an assumption that the teachers may be more interested in education of monks and novices and promotion of Thailand culture from generation to generation.

**Dependent Variable:**

**Teacher Competence:** Teacher Competence refers to the set of knowledge, and abilities a teacher possesses and brings to the teaching situation. The teacher competence is one of the dependent variable considered as an important variable. This will in turn influence the learners’ achievement and also developing essential skills and abilities which are required for all round development of the learner. The Ecclesiastical-General Education System which is meant for Monks and Novices will focus on behavioural
changes. The present study is delimited to the teachers, hence the teacher competence is considered as dependent variables.

5.7 DESIGN OF THE STUDY

The present study is a descriptive study to know the conditions of the schools in Ecclesiastical-General Education System in Chiang Rai province of Thailand. The study was conducted on the secondary school teachers of the Ecclesiastical-General Education System in Chiang Rai province of Thailand. The sample of the study was selected teachers, through the Simple Random Sampling technique, from 18 schools, 142 teachers across the province, in the 2005-2006 education years.

5.8 TOOLS OF THE STUDY

A questionnaire was the main tool used to measure Institutional Climate, Job Satisfaction, and Teacher Competence of the teachers. A questionnaire consisting of two sections was used; i.e. Section A : Seeking personal data of the sample of the study and Section B : Tools covering Institutional Climate scale developed by Hoy, Wayne K. and Sabo, Dennis, Job Satisfaction scale developed by S.P. Anand, and Teacher Competence scale developed by Lakshaminarayana (1998).
5.9 DATA COLLECTION PROCEDURE

The researcher collected the data by the following steps:

4. The researcher sent letters to the president of the administrators group of the Ecclesiastical-General Education System in Chiang Rai province, requesting permission to investigate all schools of the system across the province (18 schools).

5. The researcher visited every school with letters and questionnaires, asking for filling in the questionnaires by the teachers as required.

6. After one month, the researcher collected the complete questionnaires back, checked the data and analysed as the process.

5.10 STATISTICAL TECHNIQUES USED

The data collected was processed and analysed using the appropriate statistical tools and techniques with the help of the SPSS application software package. Statistics used to analysed the Data shown in table 5.1.
<table>
<thead>
<tr>
<th>Table 5.1 : Statistics used to analysed the Data</th>
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<tbody>
<tr>
<td><strong>Mean, Median, Mode, Standard deviation, Skewness and Kurtosis</strong></td>
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<tr>
<td><strong>t-test</strong></td>
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<tr>
<td><strong>ANOVA</strong></td>
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<tr>
<td><strong>Pearson Correlation Coefficient and Speaman Correlation</strong></td>
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<tr>
<td><strong>Regression Analysis</strong></td>
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</tbody>
</table>
5.11 MAJOR FINDINGS OF THE STUDY

1. The Monk and Layman teachers belonging to the Ecclesiastical - General Education System in Chiang Rai province do not differ significantly in their perception on Institutional Climate.

2. There is no significant difference between of Monk and Layman teachers in their perception on Job Satisfaction in the Ecclesiastical - General Education System in Chiang Rai province of Thailand, even though the Monks are slightly higher than the Laymen.

3. There is a significant difference between Monk and Layman teachers in their perception on Teacher Competence in the Ecclesiastical - General Education System in Chiang Rai province of Thailand.

4. There is no significant difference between Male and Female teachers in their perception on Institutional Climate of the Ecclesiastical - General Education System in Chiang Rai province of Thailand, even though the Female teachers had an edge over the Male teachers.

5. Male and Female teachers do not differ significantly in their perception on Job Satisfaction even though the Female teachers had an edge over the Male teachers.

6. There is no significant difference between Male and Female teachers’ Teacher Competence, even though the Male teachers had an edge over Female teachers.
7. The Married and Unmarried (single) teachers belonging to the Ecclesiastical - General Education System in Chiang Rai province do not differ significantly in their perception on Institutional Climate.

8. There is no significant difference between Married and Unmarried teachers in their perception on Job Satisfaction in the Ecclesiastical - General Education System in Chiang Rai province of Thailand even though the Unmarried are slightly higher than the Married ones.

9. There is no significant difference between Married and Unmarried teachers in their perception on Teacher Competence accepted even though the Unmarried are an edge over Married teachers.

10. The teachers belonging to Nuclear Family and Joint Family under the Ecclesiastical - General Education System in Chiang Rai province do differ significantly in their perception on Institutional Climate.

11. There is no significant difference of Type of Family of teachers in their perception on Job Satisfaction in the Ecclesiastical - General Education System in Chiang Rai province of Thailand, even though the teachers belonging to Joint Family are slightly higher than the teachers of Nuclear Family.

12. There is no significant difference between teachers belonging to Nuclear Family and Joint Family in their perception on Teacher Competencies accepted, even though the mean Teacher Competence of teachers
belonging to Nuclear Family is slightly higher than the teachers belonging to Joint Family.

13. The Low Salaried and High Salaried teachers belonging to the Ecclesiastical - General Education System in Chiang Rai province do not differ significantly in their perception on Institutional Climate.

14. There is no significant difference between of Low Salaried and High Salaried teachers in their perception on Job Satisfaction in the Ecclesiastical - General Education System in Chiang Rai province of Thailand even though the Low Salaried teachers are slightly higher than High Salaried teachers.

15. There is no significant difference between Low Salaried and High Salaried teachers in their perception on Teacher Competency accepted even though the mean Teacher Competence of Low Salaried teachers is slightly higher than High Salaried teachers.

16. The Rural and Urban teachers belonging to the Ecclesiastical - General Education System in Chiang Rai province do not differ significantly in their perception on Institutional Climate.

17. There is no significant difference between of Rural and Urban teachers in their perception on Job Satisfaction in the Ecclesiastical - General Education System in Chiang Rai province of Thailand, even though the Urban teachers are slightly higher than Rural teachers.
18. There is no significant difference between Rural and Urban teachers in their perception on Teacher Competence accepted even though the mean Teacher Competence of Rural teachers is slightly higher than Urban teachers.

19. There is no significant difference in mean scores of Institutional Climate among the teachers belonging to different Age groups.

20. There is no significant difference in mean scores of Job Satisfaction among the teachers belonging to different Age groups.

21. There is a significant difference in mean scores of Teacher Competence among the teachers belonging to different Age groups.

22. There is no significant difference in mean scores of Institutional Climate among the teachers with various Qualifications.

23. There is no significant difference in mean scores of Job Satisfaction among the teachers with various Qualifications.

24. There is no significant difference in mean scores of Teacher Competence among the teachers with various Qualifications.

25. There is no significant difference in mean scores of Institutional Climate among the teachers with various Experiences.

26. There is no significant difference in mean scores of Job Satisfaction among the teachers with various Experiences.
27. There is a significant difference in mean scores of Teacher Competence among the teachers with various years of Experience.

28. There is a significant positive correlation between Institutional Climate and Job Satisfaction. The better Institutional Climate leads to the higher Job Satisfaction of teachers.

29. There is a correlation between Institutional Climate and Teacher Competence. The positive correlation indicates that better Institutional Climate leads to the higher Teacher Competence.

30. There is a positive correlation between Job Satisfaction and Teacher Competence. The positive correlation indicates that the higher Job Satisfaction leads to better Teacher Competence.

31. Institutional Climate and Age of the teacher are significant positive predictors of Teacher Competence. The Monk-hood is the indication the teacher as Monk or Layman is also indicating as significant predictor with a negative deviation. The other words like Job Satisfaction, Location, Salary, Experience, Qualification, Type of Family, Monk-hood, Marital Status and Gender are not the significant Predictors of Teacher Competence.

32. The Job Satisfaction of teacher is very near to its significance level. The variables like Location, Salary, Experience, Qualification, Type of Family, Monk-hood, Marital Status and Gender are not near the
significance level. Hence, Job Satisfaction is the important variable for consideration. The correlation between Teacher Competence and Job Satisfaction is also significant at 0.05 levels and the relationship is positively correlated. Hence, this is the important variable even though it is indicated under the variables which are not included as the predictors of Teacher Competence.

5.12 CONCLUSIONS AND IMPLICATIONS OF THE STUDY

1. There is no significant difference between Monk and Layman teachers in their perception on Institutional Climate and Job Satisfaction. There is a significant difference between Monk and Layman teachers in their Teacher Competence. The Monk teachers have a higher Teacher Competence than the Layman. This may be due to the Monk-hood of teachers. The Monk teachers are more familiar with The Ecclesiastical - General Education System meant for Monks and Novices and they are also more dedicated to their profession. The Laymen teachers working in the Ecclesiastical - General Education System needed to provide training for the development of their professional competencies and commitments. The Office of National Buddhism should take immediate steps to nullify the difference between Monk and Layman teachers. This is the time that the Buddhist system of education authorities have to plan and execute the competence based and commitment oriented Teacher Education Programme for preparing teachers to work in the Ecclesiastical - General Education System.
From the Regression analysis it is identified that Monk-hood of the teachers is proved to be a significant predictor in conferring the level of the teaching competence. It is a very important factor to consider for promotion of the Ecclesiastical - General Education System in Thailand among the monks and novices. There is a need to conduct special orientation programmes for the Layman teachers to promote their Teacher Competence. Some kind of training programmes to motivate them to work in a better way in the Ecclesiastical System of Education. The training programmes for development of commitment areas of teacher to work more efficiently and effectively in the Ecclesiastical - General Education System; to promote the Buddhist education from one generation to another generation. This will enable to transmit Thai culture to the next generation of people.

2. There is no significant difference between Male and Female teachers in Institutional Climate, Job Satisfaction and Teacher Competence scores. It is observed that Female Job Satisfaction is slightly higher than that of Male teachers. The Male teachers slightly higher than Female teachers in their Teacher Competence. It may be considered seriously. The Female teachers are having higher Job Satisfaction than Male ones may be due to the interest towards the profession. The other interesting observation is related to Teaching Competence. The higher ability of Teacher Competence among male teachers may be due to the Monks which were included in the sample. Some effort may
be needed to reduce the sex difference in Job Satisfaction and Teacher Competence.

3. There is no significant difference between Married and Unmarried teachers in their Job Satisfaction, Institutional Climate and Teacher Competence. The Unmarried teachers are expected to perform better than the Married teachers which are not found in the findings. It is a time to orient the unmarried teachers to work in the Ecclesiastical - General Education System for Monks and Novices in Chiang Rai province of Thailand with more dedication and development to propagate the education of Monks and Novices. This will enable to make the monks and novices for their motivation towards the Ecclesiastical - General Education System.

4. There is no significant difference between teachers belonging to Nuclear Family and teachers belonging to Joint Family in their perception on Institutional Climate, Job Satisfaction and Teacher Competence. The teachers from Nuclear Family are perceiving higher Institutional Climate than the other. It may be due to their living environment. These teachers are living in isolated families. This is the time to provide more awareness to these teachers regarding the scenario of the county and the climate conditions in the various institutions. The Job Satisfaction is higher among the teachers from Joint Family. It may be due to their family environment. The teachers belonging to Nuclear Family should be trained to motivate towards their work orientation. The teachers from Nuclear Family exhibited better competencies than the teachers from Joint
Family burdens. There is a need to orient them about the adjustment mechanisms to perform along with other group of teachers.

5. There is no significant difference between Low Salaried teachers and High Salaried teachers in their perception on Institutional Climate, Job Satisfaction and Teacher Competence. The Low Salaried teachers perceive higher Institutional Climate and Job Satisfaction. The Teacher Competence among Low Salaried teachers is slightly higher than others. This may be due to the dedication and devotion of monks. The Monks are working for Low Salaried and their intention is to promote the Buddhist system of education and Thailand culture to next generation. The study indicates that the Salaries are not the prime consideration for working in the Ecclesiastical - General Education System in Thailand. The major consideration of the teachers working in this system of education is promoting education to monks and novices.

6. The study indicates that there is no significant difference between Rural teachers and Urban teachers in their perception on Institutional Climate, Job Satisfaction and Teacher Competence. The another important finding of the study, from the regression analysis, is that the location is the important predictor of Teacher Competence. Hence, the study recommends to consider suitable location of the teachers to enhance the teacher competencies. The teachers from Rural areas have a higher competencies than that of the Urban ones. This may be due to the congenial environment for the Buddhist education. The monasteries located in Rural area are free from urban
disturbances like noise pollution, air pollution etc. The sitting meditation and walking meditation* are the important components in the Ecclesiastical - General Education System. The monasteries located in rural area are more comforts for this meditation and other aspects of Buddhist Education.

7. The other significant predictor of the Teacher Competence is Age of the teachers. The study also indicates that there is no significant difference among the teachers of various Age groups in their perception on Institutional Climate and Job Satisfaction. There is a significant difference among the Teachers Competence. The study shows that the teachers in the Age group 41 to 50 years show higher Teacher Competence than others. It may be due to their awareness about the importance of the Ecclesiastical - General Education System. There is a need to reduce the difference due to the Age. The authorities of the Ecclesiastical - General Education System may plan for developing a replicable training strategy for promoting Teacher Competence among the younger teachers for sustainable development of the Ecclesiastical - General Education System to preserve the cultural treasure of Thai people.

* Walking Meditation is one of the four main bodily postures of meditation known as:-

1. Standing
2. Walking
3. Sitting, and
4. Lying

In the Walking Meditation could be divided into 6 stages, ranging from stage 1 successively to 6 stages as follows:

1. Stage Walking Meditation : Left goes thus – Right goes thus
2. Stage Walking Meditation : Lifting – Treading
3. Stage Walking Meditation : Lifting – Moving – Treading
8. There is no significant difference between the teachers categorised based on their Qualification and Experience in their perception on Institutional Climate, Job Satisfaction and Teacher Competence. This is a contradicting result of the study. The usual trend is higher qualifications leads to better performance which has not noticed in this study. This may be due to various reasons. The another contradicting result shows that the more experienced Teachers performed better than less experienced teachers. These variables are not the predictors of the Teacher Competence.

9. There is a positive significant correlation between Institutional Climate and Job Satisfaction; Institutional Climate and Teacher Competence; and Teacher Competence and Job Satisfaction. This is an important finding. The better Institutional Climate and Job Satisfaction lead to higher Teacher Competence. The regression analysis also indicates Institutional Climate as an important predictor of The Ecclesiastical - General Education System. The Ecclesiastical - General Education System authorities should take necessary steps to improve the Institutional Climate conditions which help to develop Teacher Competence.

In conclusion, taking into account both the dependent and independent variables of the study, it can be seen that the major findings show that all of the hypotheses for the study stand true.

In summarising, there is no significant difference between type of teacher (monk/layman); gender; marital status; type of family; annual income; geographical location; educational qualification; and age of the teachers on
their perception on Institutional Climate, Job Satisfaction and Teacher Competence. There are, however, two exceptions, a significant difference is found within the factors of type of teachers and age group in relation to the later-Teacher Competence. There is also a positive correlation between Institutional Climate and Job Satisfaction; Institutional Climate and Teacher Competence and Teacher Competence and Job Satisfaction. This is an important finding as the better the Institutional Climate and Job Satisfaction, the higher the Teacher Competence will become and this will ultimately lead to a better Buddhist education and transmission of Thai culture from one generation to the next.
5.13 SUGGESTIONS FOR FURTHER RESEARCH

1. Similar study in other provinces can also be conducted by considering more socio-psychological variables.

2. A study can also be conducted to find out the impact of Teacher Competence on learners’ achievement.

3. A similar study can be conducted in other systems of Buddhist Education namely Dharma and Pali Division.

4. The study related to organisational roles among Monks and Novices in Ecclesiastical-General Education System in relation to their Role performance can also be conducted.

5. The study can also be extended to the various functionaries involved in Ecclesiastical-General Education System.

6. Impact of Modern Technology on Ecclesiastical-General Education System can also be undertaken.

7. A study to identify the factors responsible for quality improvement of Ecclesiastical-General Education System.

8. A study to know the cost effectiveness of Ecclesiastical-General Education System can also be conducted.