# CHAPTER 5

REVIEW, MAJOR FINDINGS, CONCLUSIONS, SUGGESTIONS,
AND RECOMMENDATION FOR FURTHER STUDIES

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CHAPTER 5
REVIEW, MAJOR FINDINGS, CONCLUSIONS, SUGGESTIONS,
AND RECOMMENDATION FOR FURTHER STUDIES

5.1 REVIEW

The teachers and educational personnel council, called the Teachers Council of Thailand is such a legal organization under the supervision of the Ministry of Education, with the powers and duties to control and maintain professional standards of teachers and educational personnel. The purpose of establishment of Teachers Council of Thailand is to provide professional leadership in teaching and to contribute to high quality of teaching and learning environments for learners; to determine professional standards, to issue and revoke licenses, to supervise and monitor the compliance with the professional standards and code of ethics; to determine professional development plans and policies; and to coordinate the promotion of education and research relating to the practice of the profession of teachers and educational personnel. Since the year 2003 up till now (2011), the Teachers and Educational Personnel Council Act A.D. 2003 was stipulated and launched completely nine years. There is no even a single research carried out the feedback or the results of the assessment of the practices of Teachers Council of Thailand under the Teachers and Educational Personnel Council Act A.D. 2003.

The researcher as the director of office of promotion of the benefits and welfare of teachers and educational personnel which is one of the organizations under the Teachers Council of Thailand intends to know about the attitude of teachers and educational personnel towards the Teachers and Educational Personnel Council Act A.D. 2003. The results will be benefit for the revise of the new version of Teachers and Educational Personnel Council Act. Therefore, the present investigation is to study under the following problem:

"A psychological study of attitude of teachers and educational personnel towards teachers and Educational Personnel Council Act A.D.2003"

Major objectives of the study

The present research has planned to study under the major objectives as under:

1. To study the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.
2. To compare the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of sex, age, level of education, monthly income, work experience, and position.

Definition of the important terms

1. Psychology

Psychology is the science study of mind or mental process and behaviour of human and animal. It is a broad field of an academic and applied discipline which involves the thought, attitude, feelings, behaviour, actions, mental stages, and personality which object of understanding why living being have as they do. In the present study “psychology” refers to the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.

2. Attitude

Attitude means feeling of favorableness or unfavorableness the sum of total of man’s inclination or the individual response to all types of social object or social action towards situation which it is related. An attitude is a mental state relative to personal’s believe and disposition common to individuals, but possessed to different degrees, which impels to react to objects, situations or propositions in ways of entire live. It is a tendency to respond positively or negatively to other people, to decisions, to institutions and organizations. An attitude is an enduring system of positive or negative evaluations, emotional feelings, and action tendencies with respect to social objects, ideas, events or other people.

3. Teachers

Teachers means such person whose primary profession relates to the teaching and learning process and promotion of learning among learners through various methods in public and private Educational Institutions at early child, basic and higher education levels below a degree level.

4. Educational personnel

Educational personnel refers to educational institution administrators, educational administrators, and other educational personnel.

Educational Institution Administrator means such persons who act in the capacity of administrators of Educational Institutions in educational districts, and other public
and private educational institutions at early child, basic and higher education levels below
a degree level.

Education Administrator means such persons who act in the capacity of
administrators outside Educational Institutions at the educational district level.

Other Educational Personnel means such persons who perform the duties to
support education, provide services or undertake activities in relation to the teaching and
learning process, supervision and education administration in educational agencies, and
whose educational qualifications must meet the requirements set forth by such educational
agencies.

5. Teachers and educational personnel council

Teachers and educational personnel council means the teachers and
educational personnel council or “Teachers Council of Thailand” which established under the
objectives, powers and duties in a legal entity under the supervision of the Ministry of
Education.

The objectives of the Teachers Council of Thailand are as follows:

(1) To determine professional standards, issue and revoke Licenses,
supervise and monitor the compliance with the professional standards and code of ethics,
including Professional development;

(2) To determine professional development plans and policies;

(3) To coordinate the promotion of education and research relating to the
practice of the Profession.

The Teachers Council of Thailand has the powers and duties as follows:

(1) To determine professional standards and code of ethics;

(2) To supervise the conduct and performance of professional educators to
ensure compliance with the Professional standards and code of ethics;

(3) To issue licenses to applicants to practice the profession;

(4) To suspend or revoke licenses;

(5) To support the professional development and promotion in line with the
professional standards and code of ethics;

(6) To promote, support, commend and uphold the honor of the
professional educators;
(7) To certify degrees, diplomas or certificates of various institutions in accordance with the Professional standards;

(8) To certify professional knowledge and experience, including expertise in the practice of the Profession;

(9) To promote education and research relating to the practice of profession;

(10) To represent professional educators in Thailand;

(11) To issue regulations of the Teachers Council of Thailand governing:
(a) the designation of prohibited characteristics pursuant to Chairperson and the qualified members; (b) the issuance, term, suspension and revocation of licenses, as well as certification of professional knowledge, experience and expertise in the practice of the profession; (c) the criteria and procedures for license application; (d) the qualifications and prohibited characteristics of license applicants; (e) professional code of ethics, as well as misconduct which may bring dishonor upon the profession; (f) professional standards; (g) the procedures for recruitment, selection, election and appointment of the Teachers Council of Thailand Board and the Professional Standards Committee; (h) the composition, criteria and procedures for selection of a recruitment committee; (i) the criteria and procedures for recruitment of the Secretary General of the Teachers Council of Thailand; (j) any act stipulated by this Act;

(12) To provide consultation or recommendation to the Council of Ministers regarding policies or problems relating to Professional development;

(13) To provide recommendation or opinions to the Minister regarding the practice of the Profession or issuance of ministerial regulations, rules and notifications;

(14) To establish a board to take any action within the scope of authority and duty of the Teachers Council of Thailand;

(15) To take action in line with the objectives of the Teachers Council of Thailand.
Variables of the study

The researcher decided to study the following variables to fulfill the objectives of the study:

(1) Independent variables

- Sex of respondent
  - Male
  - Female

- Age of respondent
  - 20-30 years
  - 31-40 years
  - 41-50 years
  - 51-60 years

- Level of education of respondent
  - Under graduate
  - Graduate
  - Post graduate

- Monthly income of respondent
  - 05,000 – 10,000 baht
  - 10,001 – 15,000 baht
  - 15,001 – 20,000 baht
  - 20,001 baht onwards

- Work experience
  - 01 – 10 years
  - 11 – 20 years
  - 21 – 30 years
  - 31 – 40 years

- Position
  - Teachers
  - Educational institution administrator
  - Educational administrator
  - Educational supervisor
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(2) Dependent variables

The attitude of teachers and educational personnel towards teachers and educational personnel council A.D. 2003 comprised of five aspects as follow:

(a) Power and duties

• Power and duties of teachers and educational personnel council and teacher council board

• Power and duties of Office of the Committee for Promotion of the Benefits and Welfare of Teachers and Educational Personnel

(b) Teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel

(c) Qualification and characteristics of applicants for licenses to practice a licensed profession

(d) Fees rate and Revenue of Teachers council

(e) Benefit of teachers and educational personnel gain form Teachers Council

Questions to be answered

There are two major questions to be answered in the study.

(1) What is the level of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003?

(2) Is there the significance of difference between the mean scores of the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of sex, age, level of education, monthly income, work experience, and position?

Hypotheses of the study

There are 36 major hypotheses in the study.

(1) There will be no significant difference between the mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of sex, age, level of education, monthly income, work experience, and position.

(2) There will be no significant difference between the mean scores of the
attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in different aspects i.e. (a) power and duties; (b) teachers council board and committee for promotion of the benefits and welfare of teachers and educational personnel; (c) qualification and characteristics of applicants for licenses to practice a licensed profession; (d) fees rate and revenue of Teachers Council; and (e) benefit of teachers and educational personnel gain form Teachers Council, rated by teachers and educational personnel belonging to different groups of sex, age, level of education, monthly income, work experience, and position.

**Limitations of the study**

The present study is confined to study only the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003, which delimited to the sample (1,040 teachers) in the year 2008-2009.

**Important of the study**

The results of the present study will be useful for the revise of the teachers and educational personnel council act to consort with the attitude of teachers and educational in the globalization era. The finding of the study will leads to right direction of decision making of the current situation of Thailand which is facing a lot of changes such as the knowledge, attitude, culture as well as the way of lives of the world population. This also results in the reorganization of the whole world, economically, socially, politically and internationally. There is also more of the transmittal and the cooperation in technological use, with rapid information connection and transfusion, resulting in the change of life, social, and world wide. The results of the research will fulfill the expectation of the teachers and educational personnel in developing of the professional standards and the provision of professional leadership in teaching to contribute to high quality of teaching and learning environments for learners and further the educational quality of Thailand.

**Research design**

The present researcher decided to adopt the descriptive survey technique, which was considered appropriate method of obtaining specific information about the research situation.
Tool used in the study

The scale to measure the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 was the tool used in the study. It was Likert scale which consisted of 100 statements. Each statement has five levels of agreement regarding the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 i.e. “strongly agree”, “agree”, “uncertain”, “disagree”, and “strongly disagree”. The respondents can mark the level of performance according to the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003. Each item in the scale to measure the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 indicated the \( r_{xy} \) value of validity between 0.51 - 0.83 which defined the degree to which a scale measures what it is supposed to measure. From the discrimination index, it was found the \( t - value \) of each statement in the scale to measure the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 greater than 1.75 which given statements differentiated between high and low groups. The scale to measure the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 was found the correlation efficient \( (r_{xy}) = 0.91. \) It confirmed that the tool yields the same results on repeated trials which made the researcher have the confidence to use the scale for the data collection.

Population and sample of the study

The teachers and educational personnel in Bangkok, Thailand was the population of the study. 1,040 teachers and educational personnel in Bangkok, Thailand was selected by stratified random sampling method to be the sample of the study.

Technique of analysis of data

The data collected by the tool was analyzed according to the hypothesis. In order to determine the level of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003, mean \( (X) \) and standard deviation (S.D.) was calculated. The analysis of variance (ANOVA) was used to test the significant difference between mean scores of the attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 in the context of age, work experience,
monthly income, and position. t-test (independent) was used to test the significant
difference between mean scores of the attitude of teachers and educational personnel
towards teachers and educational personnel council act A.D. 2003 in the context of sex,
educational qualification. The percentage (%) was used to indicate the scores in comparison
with 100.

5.2 MAJOR FINDINGS

(1) The total mean score of attitude of teachers and educational personnel
towards teachers and educational personnel council act A.D. 2003 rated by total group of
teachers and educational personnel obtained the mean scores at high level. The aspect of
“power and duties of teachers and educational personnel council” obtained the highest mean
scores of attitude of teachers and educational personnel towards teachers and educational
personnel council act A.D. 2003 whereas the aspect of “benefit of teachers and educational
personnel gained from teachers and educational personnel council” obtained the lowest
mean scores of attitude of teachers and educational personnel towards teachers and
educational personnel council act A.D. 2003.

(2) The total mean score of attitude of male and female teachers and educational
personnel towards teachers and educational personnel council act A.D. 2003 was at high
level. There was the 0.01 level of significant difference between the mean scores of attitude
of teachers and educational personnel towards teachers and educational personnel council
act A.D. 2003 (total score) rated by male and female teachers educational personnel. The
mean score of attitude of teachers and educational personnel towards teachers and
educational personnel council act A.D. 2003 (total score) rated by male teacher and
educational personnel has smaller value than that of the mean score of attitude of teachers
and educational personnel towards teachers and educational personnel council act A.D.
2003 (total score) rated by female teacher and educational personnel.

(3) The total mean score of attitude of teachers and educational personnel
towards teachers and educational personnel council act A.D. 2003 rate by teachers and
educational personnel belonging to different groups of age i.e. 20-30 years, 31-40 years,
41-50 years and 51-60 years were at high level. There was the 0.01 level of significant difference between the mean scores of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of age. The mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to 20-30 years has smaller value than that of the mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to 31-40 years, 41-50 years and 51-60 years.

4) The total mean score of attitude of graduate and post graduate teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 was at high level. There was the 0.01 level of significant difference between the mean scores of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by graduate and post graduate teachers educational personnel. The mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by graduate teacher and educational personnel has smaller value than that of the mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by post graduate teacher and educational personnel.

5) The total mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 rate by teachers and educational personnel belonging to different groups of monthly income i.e. i.e. 10,000-15,000 Baht, 15,001-20,000 Baht, 20,001-25,000 Baht and 25,001 Baht onwards were at high level. There was the 0.01 level of significant difference between the mean scores of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of monthly income. The mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to i.e. 10,000-15,000 Baht has smaller
value than that of the mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to i.e. 15,001-20,000 Baht and 25,001 Baht onwards. The mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to i.e. 15,001-20,000 Baht has smaller value than that of the mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to i.e. 25,001 Baht onwards.

(6) The total mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 rate by teachers and educational personnel belonging to different groups of work experience i.e. 01-10 years, 11-20 years, 21-30 years and 31-40 years were at high level. There was the 0.01 level of significant difference between the mean scores of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of work experience. The mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to 01-10 years has smaller value than that of the mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to 11-20 years, 21-30 years and 31-40 years. The mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to 11-20 years has smaller value than that of the mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teacher and educational personnel belonging to 21-30 years and 31-40 years.

(7) The total mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 rate by teachers and educational personnel belonging to different groups of position i.e. teachers, school administrators, educational administrators, and supervisors were at high level. There was no
significant difference between the mean scores of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 (total score) rated by teachers and educational personnel belonging to different groups of position.

5.3 CONCLUSIONS

From the study, it can be concluded that the total mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 rated by teachers and educational personnel obtained the mean scores at high level. Sex, age, educational qualification, monthly income, and work experience does effect on the total mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003. Only position does not effect on the total mean score of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.

For better understanding, the following table indicates the summary of the significant of different between mean scores of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003

TABLE 5.1
SUMMARY OF THE SIGNIFICANT DIFFERENCE BETWEEN MEAN SCORES OF ATTITUDE OF TEACHERS AND EDUCATIONAL PERSONNEL TOWARDS TEACHERS AND EDUCATIONAL PERSONNEL COUNCIL ACT A.D. 2003 RATED BY TEACHERS AND EDUCATIONAL PERSONNEL BELONGING TO DIFFERENT GROUPS OF VARIABLE

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<th>Variables</th>
<th>Remarks of Significant</th>
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<td>(1) Sex (Male and Female)</td>
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<tr>
<td>(2) Age (20-30 years, 31-40 years, 41-50 years, and 51-60 years)</td>
<td>**</td>
</tr>
<tr>
<td>(3) Educational qualification (Graduate and Post graduate)</td>
<td>**</td>
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<tr>
<td>(4) Monthly income (10,000-15,000 Baht, 15,001-20,000 Baht,</td>
<td>**</td>
</tr>
<tr>
<td>20,001-25,000 Baht, and 25,001 Baht onwards</td>
<td>**</td>
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<tr>
<td>(5) Work experience (01-10 years, 11-20 years, 21-30 years, and 31-40 years)</td>
<td>**</td>
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<tr>
<td>(6) Position (Teachers, School administrators, Educational Administrators, and Supervisors)</td>
<td>NS</td>
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5.5 SUGGESTIONS

The important role of teachers and educational personnel is to operate, improve, and develop the educational quality. If teachers and educational personnel do not enjoy their work and have doubts about their careers, they should reexamine their attitudes. By so doing, they will convince themselves once again that improving of the educational quality is not simply an ordinary job; it is the profession that they willingly choose to pursue. They have to establish their identity and manifest their positive attitude. Therefore, teachers’ council have a very important role to play in the advancement of the teaching profession.

In the past, teachers’ associations have been mainly concerned with membership drives and bargaining for emoluments for their members. But in recent years, they have begun to establish the teachers and educational personnel council, called the Teachers Council of Thailand. This organization is such a legal organization under the supervision of the Ministry of Education, with the powers and duties to control and maintain professional standards of teachers and educational personnel. The purpose of establishment of Teachers Council of Thailand is to provide professional leadership in teaching and to contribute to high quality of teaching and learning environments for learners; to determine professional standards, to issue and revoke licenses, to supervise and monitor the compliance with the professional standards and code of ethics; to determine professional development plans and policies; and to coordinate the promotion of education and research relating to the practice of the profession of teachers and educational personnel. Since the year 2003 up till now (2011), the Teachers and Educational Personnel Council Act A.D. 2003 was stipulated and launched completely nine years. There is no research studied about the attitude of teachers and educational personnel towards the teachers and educational personnel council act A.D. 2003. The results of the present study are the feedback to confirm that teachers and educational personnel have high level of attitude of teachers and educational personnel towards Teachers and Educational Personnel Council Act A.D. 2003. The study further indicated that sex, age, educational qualification, monthly income, and work experience does effect on the attitude of teachers and educational personnel towards Teachers and Educational Personnel Council Act A.D. 2003.

As the globalization era, the technology information and communication has been progressing substantively. This leads to a lot of changes such as the knowledge, attitude,
culture as well as the way of lives of the world population. To maintain the globalization life, teachers and educational personnel must develop their skills, educates, professional standards and expeditious workforce pressure organizations to leverage their diverse workforces to gain competitive advantage.

To accomplish the professional quality development, it is essential to change the attitude of teachers and educational personnel according to the changes in globalization. This is because attitude plays a very important in determining whether teachers and educational personnel can be a successful in their profession taking the advantage from Teachers and Educational Personnel Council Act A.D. 2003. In the revise of teachers and educational personnel council act, there should be the important activities essential to the professionalization of teachers and educational personnel, such as practitioners' participation in the control of professional matters, promotion of relevant research, and publication of professional and scientific journals. These activities must also be well planned.

So far, there should have been discussing how teachers and educational personnel could upgrade their professional functions and make greater contributions to society. Dedicated teachers with clear objectives can accomplish a lot. Their initiative and effort can bring about substantial educational and cultural changes. If teachers are thought to be unqualified or unprepared to assume greater responsibility for professional matters, they will not be able to develop their potential. Thus, society will suffer from a permanent loss, that is, the absence of a fully developed education profession to serve it.

Attitude is defined as ones’ feelings or mood toward things, circumstances or people. During these times of changes, it is sometimes easy to allow circumstances to rob of this possession. It is important to remember attitude is everything. Attitude, whether positive or negative, shows in the daily lives. One cannot change the past or how others act, but he can change our reactions and attitude. A positive attitude is a vital asset at any time. Positive attitude is very important to being successful and happy. The revise of teachers and educational personnel council act should lead the teachers and educational personnel to have a positive attitude towards, teachers and educational personnel council act. Some suggestions are as follow:
(1) Promotion of Teaching as a Positive, Challenging Career

Those responsible for the retention and performance of teachers must reinforce the importance of teaching to the nation. This is an important task of the Teachers Council to make explicit how teachers are valued in the society has the potential to first enhance the intrinsic motivation, satisfaction and self-image of teachers and educational personnel present a more positive and informed view of teaching to senior students, parents and the wider community.

♦ Promote teaching as a job at the cutting edge of society’s achievements and challenges. The idea of promoting teaching as making an important contribution to society is not solely an effort to recruit new teachers. An important outcome of such an endeavour would be to change the attitudes of teachers themselves and to demonstrate that the government and wider community do in fact value the contribution they make and the work they do in working with children and young people in the society.

♦ Promote teaching as a complex, challenging job that requires candidates to have multiple skills and capabilities – this is not a job for just anyone, it requires intelligent, competent, confident, skilled, enthusiastic young people who enjoy the challenges of helping students learn.

♦ Do not disguise the complexity and challenges teachers face daily in dealing with the many social issues of society. Acknowledge the ambiguity of working with children and young people from all facets of society and responding (with appropriate and informed support) to the challenges they bring to the classroom, whilst also endeavouring to support their learning and achievement – do not construe teaching as being just about fun.

♦ Use current successful and motivated teachers to advertise teaching, and make explicit the motivation behind the dedicated teachers who do inspire young people – reveal what makes them stay teaching in the face of the daily challenges, the heavy workload and the long hours. Get teachers to talk about what students and public cannot intuit – the core reasons and intrinsic satisfaction gained from working in a dynamic, demanding but rewarding career.
(2) Address the Ambiguity and Scope of Teachers’ Work

Increasing workloads are a feature of modern society and there is a critical need for all professions to consider how they can ensure that their workforce is able to prioritise work life balance so they can remain effective in their key tasks. In order to do this effectively the ambiguity of teachers’ work needs to be scrutinized.

♦ A good place to start is in debate about what really is the teacher’s core role. If teachers are primarily expected to support student learning, development and achievement (both academic and social), then it is critical that other areas that currently detract teachers from this work are intercepted and withdrawn from the teacher’s day to day responsibilities, or, alternatively, that teachers are given the strategies and support to divert such activities to more informed and appropriate people.

♦ It is important that teachers themselves engage in some critical discussion about what they view as central to their role in order that those activities outside of the main priority can be reconsidered. Teachers themselves need to consider whether they really are being expected to take on society’s social issues without support or to take on parental roles, or are some teachers going too far with issues they should be referring on to others.

♦ Identification of teachers’ core role will assist also in providing explicit criteria against which teacher performance can be appraised.

♦ Appointment of well-trained administrators to support teachers in their work would be an important step to alleviating some of the workload of teaching.

(3) Enhanced Professional Support and Resourcing

Support and adequate resourcing is essential for effective implementation of teachers’ work and these are matters that the Ministry of Education, boards of trustees and centre management committees in particular need to consider. While resourcing typically implies increased costs and expenditure, some areas of support both within schools and centres and on a community-wide level can be implemented through changes in attitudes and practices.

♦ The Ministry of Education needs to take on board the strong message that the recent changes in curriculum and assessment have not been adequately resourced to a
level where teachers can feel confident that changes are effectively implemented across all schools and centres. This has been a major factor impacting on teachers’ levels of satisfaction and increasing frustrations with their current workload.

♦ Teachers and their unions need to be more articulate in demanding better support and training to implement new innovations. If the aforementioned ambiguity of teachers’ work is resolved through consensus of what teachers’ core role is, then this can be used to ensure that additional workload demands are focused on the core role of teachers and are well supported through resources and professional development.

♦ Support is required to encourage and induct future leaders into management positions that are adequately rewarded and resourced. The Ministry, Teachers Council and other teacher agencies could consider the strategies through which potential leaders are identified and supported in professional training, achievement of appropriate higher degrees and mentoring to ensure ongoing leadership in schools and centres.

(4) Remuneration and Career Advancement

While salary alone is seldom identified as an independent factor affecting recruitment and retention (except in relation to senior students), it is recognised as a critical factor within the complex set of influences on both current teachers and those considering teaching as a career. Salary will always be one symbol of the degree to which professionals are valued in the society. It is also a key factor in the recognition of excellence in teaching.

♦ The Ministry of Education should seriously consider an increase in teachers’ salaries in line with the demands of their positions and the real contribution they make to society.

♦ If pay can’t be further raised (and indeed many recognise that it has improved markedly), then attention could be given to alleviating workload through extra duty allowances, scheduled career breaks for professional enhancement (sabbatical), more funding for non-contact time, more support in the form of teacher aides so Teachers have less ‘administrivia’ work to do and can get on with job of teaching and learning, and increased funded opportunity to get out of school to update and meet with other teachers and learn from them, as is promoted in professional learning communities.
In promoting teaching, there is a need to highlight the opportunities for developing expertise in teaching, for advancing beyond classroom teacher, and for creating a viable and rewarding career pathway.

There is a real role for Ministry and teacher organisations in promoting a career in teaching, not as an end in and of itself, but to see their transferable skills so people don’t stay in teaching unrefreshed, getting bitter and disenchanted, because they believe they have no choice.

Promote teaching as a springboard to other potential careers and other positions in a wide range of careers.

Provision of professional development needs to be of a higher and more consistent quality and accessible to all teachers as appropriate to their needs.

Teachers themselves (with the support of the Teachers Council) need to be much more consciously aware of and able to articulate what they know about pedagogy and work towards developing an increased sense of self esteem about their special pedagogical and professional knowledge required for effective teaching.

Related to the above, teachers also need to be prepared to make a change, to engage in professional development, to contribute to the professional learning community, and to take on new roles with appropriate support.

Improved career pathways and promotion possibilities must be based on a fair and well articulated system of performance management which is consistently applied across schools and sectors and provides confidence that non-performing teachers will be given appropriate support or alternatives to remaining in the classroom.

(5) Enhancing the Respect and Status of Teachers

Perceptions of teachers overwhelmingly position teachers as misunderstood, undervalued and lacking respect. As noted, part of this is the self-image of teachers and their perceptions of others, which has been demonstrated by other studies to be incorrect. The concerted promotion of teaching as a positive and dynamic career may influence teachers to change these conceptions and enhance their self-image. Important also are things that teachers must do within their own ranks if they are to attract the respect and esteem that their work deserves.
To enhance the status of teachers, the Ministry and Teachers Council should refocus on portraying an honest and positive account of teachers’ work and the conditions of the work including the holidays through using young, dynamic teachers to articulate what it is that keeps them in the job.

There is a need to investigate further the differences between levels of satisfaction of teachers from low decile schools and, in particular, medium deciles schools. The tendency of participants from low decile schools to report consistently higher levels of satisfaction and perceptions of respect needs further examination. In so doing, it could be determined whether medium decile schools in particular have been overlooked in terms of funding and support.

Teachers need to give more attention to building and valuing relationships that extend beyond the school boundaries to enable the wider community to appreciate the complexity and importance of teachers’ work as critical to society.

Teachers could also give attention to the apparent fractures within their own workforce and provide opportunities to understand and appreciate the special knowledge and skills and particular contributions that colleagues from other sectors make to the development and achievement of children. This could be supported also by the teacher unions and the development of a more conciliatory and collegial approach.

There is support for the suggestion that teachers need to present themselves in a more professional way and be less defensive about their holidays and official working hours to enhance the esteem in which they are held by those both within and outside of the workforce.

(6) Initial Teacher Education

There should be more number of research projects to assist the Ministry and Teachers Council to work with providers of initial teacher education.

Clearly there is widespread frustration with the variable quality of graduates of teacher education and this needs to be the focus of discussion and national research.
Reconsider the entry, selection and graduation requirements for initial teacher education to ensure confidence in beginning teachers and to ensure well-structured induction and provisional registration processes so that the most appropriate candidates secure available positions.

Consideration could be given to examining alternative forms of initial teacher education that focus less on recruitment of school-leavers and more on graduate entry programmes with high academic entry standards and extended practicum experiences, which would necessitate at least a two-year post degree programme being explored.

Research could be commissioned into the nature and content of initial teacher education to critically examine the ways in which initial teacher education contributes to the preparedness of beginning teachers.

5.5 RECOMMENDATION FOR FURTHER STUDY

(1) There should be a study of social perception of attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.

(2) There should be a study of social psychology on the teachers’ behaviour influence by teachers and educational personnel council act A.D. 2003.

(3) There should be a study of social psychology on changing group behaviour and emotion of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003.

(4) There should be a study of attitude change of teachers and educational personnel on the power and duties of Teachers Council.

(5) There should be a study of social influence on behaviour and decision making of teachers and educational personnel regarding the teachers and educational personnel council act A.D. 2003.

(6) There should be a study of interpersonal relationship between attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 and the teaching achievement of teachers and educational personnel.
(7) There should be a study of interpersonal relationship between attitude of teachers and educational personnel towards teachers and educational personnel council act A.D. 2003 and the learning achievement of students.

(8) There should be a comparative study of interpersonal relationship between attitude of teachers and educational personnel towards teachers council in Thailand and in different countries.

(9) There should be a study of satisfaction of teachers and educational personnel on the teachers and educational personnel council act A.D. 2003 activities.

(10) There should be a scientific study of attitude and behaviour of teachers and educational personnel in professional development under the contribution of teachers council.