PERCEPTIONS ABOUT PROFESSIONAL CAREER

DEVELOPMENT OF TEACHERS AND

ADMINISTRATORS IN SELECTED

TEACHERS' COLLEGES OF THE

CENTRAL REGION OF

THAILAND

By

NONGNUCH WONGSUWAN

Bachelor of Education
Suan Sunandha Teachers' College
Bangkok, Thailand
1980

Master of Arts
Technological University of the Philippines
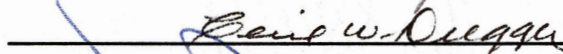Manila, Philippines
1984

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
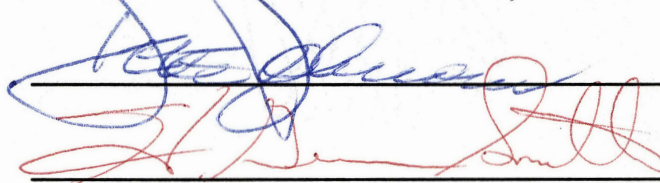the Degree of
DOCTOR OF EDUCATION
May, 1988

PERCEPTIONS ABOUT PROFESSIONAL CAREER

DEVELOPMENT OF TEACHERS AND

ADMINISTRATORS IN SELECTED

TEACHERS' COLLEGES OF THE

CENTRAL REGION OF

THAILAND

Thesis Approved:

_____
Thesis Adviser

_____

_____

_____

_____
Dean of the Graduate College

ii

1322566

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

FIGURE

CHAPTER I

THE PROBLEM

Introduction

        No one can acquire for another - not one
        No one can grow for another - not one
        The song is to the singer, and comes back
                                most to him,
        The teaching is to the teacher and comes back
                                most to him !

                                ... Walt Whitman

    Teaching offers young people one of the greatest

challenges of the times. It beckons to those with big

hearts and with big minds, those with a generous supply of

courage, determination and patience. But it is infinitely

rewarding. It brings opportunities for service, for self-

satisfaction and for self-enrichment that seldom can be

equalled.

    The teacher, it seems, can be justifiably warm and

comfortable in his contributions. And these contributions

are far more than just helping produce leadership for

vocations - indeed this may vary. As in few professions,

the teacher can derive self-satisfaction from playing a

significant role in the destiny of mankind. His is a

creative job for each day; he offers to lay the foundation

1

of tomorrow. The future leaders of the community and perhaps the world sit at his feet. What he says and does may affect the future home life, the morality, the voting behavior and political decisions of students. As Henry Adams in Wyne (1960) said, " A teacher affects eternity; he can never tell where his influence stops."

The teacher works with interesting materials - young people and great ideas today as it flows by. He is always learning while he is earning.

But, it's not enough that the teacher is employed and he does routine, ordinary jobs like checking the attendance, evaluating pupil performance, etc. His proficiency involves training and more than training. Training can not produce genius; but genius can profit from training.

It is equally true that good teaching involves more than the components of technical competence. One of these qualities is some sense of vocation. The teacher must believe the job to be worth doing for its own sake, and he must want to do it. Another desire is that the teacher should himself be an educated person - - literate, civilized, knowledgeable, thoughtful, humane and self-reliant.

While in the job, the teacher must grow, must develop professionally and his career need not be stagnant, his technical competence obsolete, nor his productivity impaired. Therefore, administrators and teachers must ask, "Is professional career development evident in our colleges?"

Statement of Problem

The problem is lack of information about how teachers utilize professional career development opportunities and what they perceive the value of each kind to be for professional development. Even though career development plans exist at both the national and local institutional level, little is known about the extent of their use.

The teaching profession is saddled with the greatest challenges of the times because professional teaching is a demanding career in terms of time, effort, and responsibility. Thus, the teaching profession is for somebody with a generous supply of courage, determination, and patience.

It is not enough that the teacher has completed pre-service education. Because we are living in a rapidly changing society, knowledge and educational technology change as time passes. A teacher needs to update himself or herself continously in the specialzation as well as professionally in order to take a creative part in one of the large functions of society and the development of the nation. Professional development is needed so students will not be educated under outdated, unprofessional practices.

Specifically, the question is, what opportunities are teachers using and do they believe the programs offered will help them improve professionally.

There are six regions in Thailand : Northern with eight teachers' colleges, Southern with five teachers' col-

leges, North-eastern with eight teachers' colleges, Western
with four teachers' colleges, Central with five teachers'
colleges, and Metropolitan with six teachers' colleges.

The Central region has five teachers' colleges : Pet-
chaburi Vitayalongkorn Teachers' College, Ayouthaya teach-
ers' College, Tepstri Lopburi Teachers' College, Chachengsao
Teachers' College, and Rampaipannee Teachers' College. These
will comprise the population of the study. The Central
Region was chosen because it is a managable size sample and
has characteristics representative of the total Kingdom.
That is, it has large, small, urban and rural representative
institutions.

Purpose of The Study

The purpose of the study was to determine the extent to
which teachers and administrators are involved in career
development in the Central Region of Thailand and to deter-
mine the value these career development activities as
perceived by teachers and administrators in the teachers'
colleges in the Central Region of Thailand.

Specifically, the study was conducted to answer the
following questions :

1. To what extent do teachers and administrators
   utilize planned professional career development
   programs?

2. What do teachers and administrators believe the
   strengths and the weaknesses of the career develop-

ment program in Thailand to be?

3. What do teachers and administrators believe to be the major barriers to their own career development?

4. To what extent do teachers and administrators perceive to be the value of specific items used for career development programs?

5. To what extent do teachers and administrators in teachers' colleges believe promotion and retention are connected to current career development plans?

6. Is there a National Career Development Plan for teachers and administrators in teachers' colleges?

7. Do teachers' colleges have professional career development plans for teachers and administrators?

Need for the Study

" Perfect schools are not the result of not so much of good methods as of good teachers. " These words were those of Pope Pius XI, writing his encyclical on Christain Education in 1929. If, therefore, improvement of the quality of the colleges is to be sought, the logical step to take is the improvement of the quality of education and that is career development.

A study on career development is of paramount significance especially today in Thailand which is under going vast reforms in several sectors of society. The study aims to bring to light faculty strengths and weaknesses in utilizing career development programs with the goal of

effecting necessary improvements.

For the Ministry of Education particularly the Department of Teacher Education, the study's findings could help redirect its programs and career development schemes to meet the needs of administrators as well as their colleges.

Specifically, the administrators who will be the most concerned, will be made aware of how to use identified factors or groups of factors in raising their faculty's level of career development. In addition, the results of this study could pave the way to the realistic implementation of more effective career development programs.

Finally, the research findings could provide baseline data in the study of career development of teachers while on the job and may also provide data for further investigations in other fields of endeavor for teacher improvement.

Scope and Limitations of the Study

This study sought to identify the determinants of career development in the five teachers' colleges in the Central Region of Thailand. The perceptions of both the administrators and faculty were used in the analysis of the study. The respondents were chosen randomly from the five teachers' colleges.

The study utilized the following as bases for the analysis :

Personal Information Factors: age, sex, position, education, and experience.

Professional Career Development: in-service training, scholarships, consultation work outside the the college, released time to do research and publish, refresher college courses taken, and national and international conventions.

The above factors and indicators will be analyzed through a researcher developed questionnaire. Some data however, will be counter checked with available documents from the Teachers Education Department in the Ministry of Education, Bangkok, Thailand, and the five teachers' colleges personal development departments.

Definition of Terms

Definition of selected terms used in this study are as follows :

<u>Professional Career Development Activities</u> Participation in in-service training seminars, scholarships, consultation work outside the college, released time to do research and publish, refresher college course completion, national and international conventions and being promoted when qualified by the faculty or the teaching staff.

<u>Faculty</u> The teaching or the instructional staff in the five teachers' colleges.

<u>Administrators</u> Persons with the titles of vice president, dean, assistant to the dean and head of departments.

<u>Personal Information Factors</u> The factors that characterize the faculty in the five colleges. These are

the following :

1. Age - the chronological number of year a faculty and administrators had since birth.

2. Experience - the total number of years a faculty or administrator has rendered in the college.

3. Position - the academic rank possessed by the faculty and administrator in the college.

4. Educational attainment - the highest school grade or degree the respondent has achieved.

Organization of the Study

The study is organized in accordance with the logical steps of the scientific method : statement of the problem, review of previous studies, methodology, findings and conclusions.

Hence, Chapter I states the problem and its importance, and defines the scope of the study.

Chapter II describes the sources of concepts through a literature review.

Chapter III describes the methods and procedure, treatment of data, data gathering procedures and the statistical tools to be used.

Chapter IV describes and interprets the findings.

Chapter V summarizes the study in brief, on the basis of the findings, concludes and on the basis of the conclusions, recommends.

CHAPTER II

CONCEPTUAL FRAMEWORK

What we should aim at is producing men who
possess both culture and expert knowledge in
some special direction.

... Alfred North Whitehead

No description of a career person could be simpler than
this idea presented by Whitehead, a famous philosopher. The
role of an educational institution in the development of
these men could not be underestimated. While the institu-
tions for the formation of such a person is identified, how
are they produced? What factors or group of factors help
towards the development of such a person? What are the marks
of a career person?

This chapter discusses some relevant theories as well
as some studies undertaken on professional career develop-
ment of teachers and administrators.

Professional Career Development

The seeds of dissatisfaction with present efforts are
being sown on the basis of a strong conviction that some-
thing better must be created for the future. According to
Morphet and Ryan (1967) "The great problem is to replace the

9

obsolete programs, procedures, and buildings currently in use with dramatically new concepts of education,"

The job of retraining educators is a large task. Teachers or faculty members can not change easily. The college must provide the time, expense and opportunities for personal development.

Personal Development

"Personal development objectives are aimed at improving the skills of the school personnel in order that they may perform their tasks in a less perfunctory manner." (Lewis 1973). This kind of development may take place as a result of directed experience on the job or via formal classes. These kinds of organizational changes and innovative objectives depend to some extent on the willingness and the activity of educators to change or to improve their ways of performing on the job.

Professional Development

Professional development embraces the acts of a professional which requires intellectual character, a substantive degree of performance of work acquired from extensive education and training as well as experience in the application of professional skill. McFarland (1974) indicated "It puts service ahead of money, emphasizes skill and attention to duty ahead of self-aggrandizement and does not place limits or conditions on the performance of ser-

vice to humanity."

Professional development is the degree to which these men of knowledge and skill measure up to the criteria set for the group. It includes the ability and readiness of the personnel to perform a task for the benefit of the others whether voluntary or requested to fulfill a social need. A study conducted by Smits (1982) revealed that the more highly professionalized people become, the less loyal they are to their employers but more loyal to professional associations and standards.

Pophan et. al.(1968) listed a set of commonly accepted criteria for a profession. They are the following: 1) a common body of knowledge, 2) controlled admission to the profession usually involving educational requirements, 3) sincere interests in the service to be rendered and in the welfare of society over personal gains, 4) high degree of autonomy for individual members and for the profession as a whole, 5) code of ethics and a strong professional association which enables the profession to meet its goals and 6) advance the welfare of the members. These criteria are not very different characteristics of a profession as described by the Bicentennial Commission on Education for the profession of teaching which indicated that:

> 1) Professions are occupationally related social structures established and maintained as a means of providing essential service to the individual and society, 2) A profession possesses a body of knowledge and repertoire of behaviors and skills needed in the practice of the profession and such knowledge, behaviors and skills which are not possessed by non-professionals, 3) Preparation for and induction to the

profession is provided through a protracted preparation by a strong service motivation and lifetime commitment to competence and 4) The professional accepts responsibility in the name of his or her profession and is accountable through his or her profession to the society.

Career Development

Career development objectives are designed to change behavior of educators. Although they can not be totally changed, they can be modified. If career development is to serve a function Lewis (1973) noted certain points.

1. There should be a mutually agreed upon reason for performing the activities.

2. The total effect of changes in the behavior of the person performing the activity should be evaluated in terms of their importance of the goals of the program.

3. The career development objectives should be included as a part of the Statement of Performance Objective.

4. There should be a followup on the progress of the career development activities.

The same author further suggested a list of professional growth activities which are:

1) Visits to exemplary schools, 2) Sabbatical leaves, 3) Attendance at board meetings, 4) Relevant work experience, 5) Attendance at professional performances, workshops, seminars and lectures, 6) Writing assignments, 7) Community affairs, 8) Reading program, 9) Job rotation, 10) Course work, 11) Professional services, and 12) Travel.

These career development activities seem to exhibit

the principle behind the cliche "Whatever enhances the Faculty, enhances the school." This is especially true when the activities that organizations sponsor help to ensure they will meet or exceed their future goals.

Human resource development may also be labled by some as career development. Therefore, while development experience such as training, job assignments and job rotations help meet the organizations' needs, the individuals also needs to seek these activities to facilitate their own career advancement opportunities and personal growth.

Individual career development consists of work experience related to activities that occur throughout a person's career which contributes to positive career out comes and effective performance. Both the individual and the organization should be concerned with performance effectiveness. Individuals rely on organizations for in come, identity and opportunities to use and expand their skills. Organizations on the other hand rely on individuals to conduct their business. Career development helps individuals use their personal resources to achieve their goals and in the process contribute to the organization's goals.

Organizational career development includes job assignments, training programs, interaction with coworkers, and other experiences designed to help career programs. Career development is controllable and can help the individual progress in a desired direction or achieve

explicit goals. Career development which includes career planning is a continuous process of related events whereby each work experience and training course builds on others.

Behavioral scientists claim that a career is the supreme social reality which provides the middle classes a direct link to top positions in society, which is a source of stability and motivation for work. Others even draw a distinction between occupational and organizational careers. Career development may be regarded as a result of interaction between the objective and the subjective concepts. The past, the present, and the future are linked together by either personal projects or organizational careers.

Lansbury (1978) likely divided career development into four parts as follows:

1. The precareer period where the individual broadens and deepens his knowledge of the occupational world. Plans for the future are made during the crystallization stage. The final choice is made during the specialization within the chosen occupational field.

2. The early career period which is considered as a period of testing, switching, experimenting, and gaining experience. For some, their first fulltime job may be assumed during the latter part of adolescence, when fluctuations in ambitions are tolerated, and an individual may try out various role possibilities without feeling bound to any particular one of them.

The decision to follow a certain career line never-

theless, does not necessarily imply indefinite commitment
to a particular employer or institution. Career commitment
tends to be generated by components of overall satisfaction
during the early months of work. But changes in the social
system, in the nature of the job, or in obligations apart
from work, could easily divert or break a career path. The
size of the employing organization, the nature and pattern
of its organizational relationships with subsidiaries, and
the distribution of all its parts all affect the type of
career structure and opportunities for mobility available
to its employees.

As the individual moves into his thirties he passes
his initial trial period of fluctuation and experimentation
to one of greater stability.

3. The mid-career period where the typical worker has
settled into a job that will constitute his central life's
work. Two divisions however are obvious during this period.
One is 36 to 42 where the individual is beginning to appre-
ciate his potential. This may lead however to urgent job
changing as the impending decrease of his personal market
ability becomes apparent. In the second part (43 to 52),
the individual has reached the peak of his career will thus,
will be primarily concerned with security and providing for
his retirement. The stresses and strains of the early career,
will be primarily passed by this stage and the individual
will have come to terms with himself.

By the time the individual reaches the final stage of

his career, which may indeed be the beginning of a process of "winding down" to retirement, he will probably have become adjusted to his fate. If still dissatisfied with his situation, he may change his employer in a last attempt to establish a new identity among the different colleagues in a new environment. Alternatively, he may become closely involved in family and community activities and retreat into private interests, in which work is no longer a central life's interest.

4. The late career period is the period when the individual experiences self-gratification, followed by the completion stage where he lives in memories of his past accomplishments. This assumption of it being the most pleasant turns out to be one of anxiety and disappointment. At this stage, the individual in his retirement, feels his importance to his employing organization declines and he reaps the benefits or losses of past accomplishments.

Career development is essentially a socially bound process: that is some of the factors/events and influences on career development are culture, economy, geography, sex, social class membership, age and race (Rinehart, 1979). The particular combinations of these that affect an individual influence his values, opportunities, the capabilities he develops and the expectancies he generates about his place in the world of work.

Career development is characterized by change: that is change of two types. One type within the individual, as

a function of his age and experience both of which alter his expectancies, preferences, capabilities and interests. The other kind of change is external to the individual with respect to differences in opportunities that are available in the world as a function of changing economics and changing occupations that exist and the phasing out of old careers.

In-service education in Thailand is regarded as a function of the teacher training institutions. To encourage teachers to continue their education, higher professional status and higher salary grades are given to those who possess higher qualifications (Singthong, 1982).

The Department of Teacher Education in Thailand is divided into eight divisions:

1. Office of Departmental Secretary.

2. Personnel and administrative Division.

3. Financial Division.

4. Teacher Education Division.

5. Planning Division.

6. In-Service Teacher Education Division.

7. Supervisory Unit.

8. Buildings and Site Development, Design and Construction Division.

The In-Service Teacher Education Division is responsible for organizing in-service training programs for teachers and administrators (External Relations Division, 1980).

The specific objectives of the Thailand In-Service

Teacher Education programs are as follows:

1. To promote professional growth of teachers,
   administrators, and staff personnel.

2. To improve job performance of teachers,
   administrators, and staff personnel.

3. To provide educational service for teachers,
   administrators, and staff personnel.

4. To provide teachers, administrators, and staff
   personnel with opportunities to obtain an advanced
   degree.

5. To utilize the educational resource in the local
   areas to further support the professional growth
   of teachers, administrators, and staff develop-
   ment.

The professional career development programs should
be molded by the In-Service Teacher Education Division with
all Teachers' Colleges working together to meet the needs of
the teachers and administrators.

Faculty meetings as a means of career development can
hardly be over estimated. However, they should be so
designed for this purpose. Faculty meetings should be
serious enough to be utilized for professional growth.

There is probably no better way of up-grading and up-
dating faculty than the study leave. Intensive and prolonged
courses in colleges and universities, with teachers relieved
from teaching jobs, can not be replaced by seminars and the
like.

The most accessible and least expensive means of professional growth is probably professional reading. A certain amount of time should be devoted to reading newspapers, magazines journals and books.

Another very effective and inexpensive form of in-service training is demonstration teaching. Here, the teacher demonstrates some method of teaching or technique while his supervisor or his colleagues watch, not so much to criticize or evaluate as to learn and improve teaching techniques.

The professional career development of a teacher and administrator comes through different ways. Another very potent way is supervision. Both experienced and inexperienced teachers and administrators profit from supervision but especially the latter.

Membership in professional societies is another way of broadening one's professional outlook and vision. Attendance at annual conventions and conferences especially of societies which are national in scope, and subscription and even written contributions to the publications of the same organizations can contribute greatly to professional growth.

One of the more scholarly activities that may be engaged in by faculty is in the area of publication, especially when combined with research. Publication of one's findings or of opinions on important national issues or of insights gained through experience, stimulates professional

growth not only for oneself but also for others in the profession.

It has been said that of the three means of getting an education - reading, travel, and conversation - travel is the best. When one travels, he sees, he hears, he converses; his senses are all wide awake and the impressions gained are more lasting. The teacher, therefore, who wants to grow in many ways needs travel. And if his travel is purposely to observe educational trends in other regions and countries, then, he gains most fruitfully. Many teachers, no doubt, would want to go on study leave if granted scholarships or if the schools would provide comparable salaries while traveling and studying.

The appraisal of teacher performance is aimed primarily at the growth and development of the teacher. Evaluation highlights his needs and includes assistance for improving his performance. It is not entirely a terminal activity assessing what has been done.

Since evaluation vitally affects the teacher's chance of improvement, he should have a part in establishing the criteria by which he will be evaluated. Results should likewise be made available to him for purposes of self-development. Besides, his morale may improve when he knows he is doing an excellent job.

Evaluation is used secondarily for administrative purposes. It forms the basis for decision on promotion, recruitment, merit pay, tenure, or dismissal. For this

reason teachers have the right to have their performance appraised professionally. Judgments to be valid, must be based on many types of evidence.

Famularo (1961) claims that performance appraisal for an employee/subordinate is beneficial to him because of the following reasons:

1. It tells him whether he is doing the right thing, how he stands in the job and what is expected of him.
2. It gives him a sense of being treated fairly when it concerns salary increases and other rewards.
3. It gives him an opportunity to complain, criticize and gripe.
4. It gives him a chance to express his personal goals and ambitions.

Awards and recognition certainly play a significant role in the career development of an individual. Public as well as private agencies provide incentives to their employees through formal recognition of outstanding performance. Informal or psychological rewards may be of high importance to teachers. A word of encouragement, a smile, and other signs of considerations have a way of boosting the teacher's morale. They certainly serve as incentives for further growth and development.

The desire for recognition is basic in the professional life of most people. Many teachers aspire to posts of educational leadership, and a school system needs to have an organized plan for promotion based on merit and achievement.

A study related to this was the study entitled <u>Merit Rating Salary Plans in the Public chool Systems in the United States, 1955-1956</u>. Criteria used by the plans

included: a) teachers' personal qualities, b) teaching ability, c) pupil teacher relationships, d) relationships with staff members, e) contributions to the total school program.

Irvin Karan (1959) concluded the following:

1) very few teachers' salary schedules are in existence which relate to salary and competence; 2) a positive relationship seems to exist between the amount of money spent and the success of the plans; 3) the practice is still in its initial stage of growing; and 4) a positive relationship exists between the involvement of those directly concerned and the sucess of the plan.

Two other researchers in the United States conducted a study entitled <u>Teacher Reaction To School Faculty Meetings.</u> Findings showed that there were significant differences between faculty centered meetings and principal centered meetings in regard to the following variables: 1) the degree of satisfaction with the meeting, 2) teacher perceptions of the general tone feeling of the faculty, 3) teacher perceptions of the state of interpersonal relationship that exist among the faculty, 4) teacher perceptions on the extent to which the principal reacts critically to teachers behavior, 5) teacher perceptions of the freedom of other teachers to speak in faculty meetings, and 6) the degree of conflict between one's preference about what should happen in meetings and what actually does happen. In faculty-centered meetings, teachers showed more favorable reactions, were more free to speak, had less preference-conflict, and experienced the meetings so much more satisfying (Blumberg, 1963).

Personal-Related Factors

Every individual belongs to a basic social unit, his family. His development starts within this unit. Studies have shown the interplay between heredity and environment as well as the significance of early life in one's development. Similarly, it can be associated with professional career development.

Age

To grow means to live fully on all developmental levels. Biologically, growth is the development of the physical characteristics of the individual. It is obvious that when one grows older, the tissues, the bones, the muscles become more complex. On the other side of the coin, however, aging is a growth experience. Thus, growth is a sense of mental expension, awareness, openness and developmental experience. Growth is identified by one's sense of achievement of the goals which are to be meaningful to oneself - not those superimposed by others. Growth as it relates to the aging person is measured in terms of what Maslow described as self-actualization.

The myth abounds that an older person, through the aging process, naturally loses his or her capacity to learn and experiences memory loss. According to Bahr (1978) "This can not be generalized to all older persons." We know that some of the finest music composition, some of the

most exquisite art forms have been produced by individuals in their eighties and ninties, thus, age need not affect one's professional career development.

As workers grow older, they have many adjustments to make. With regard to organizational behavior, older workers tend to develop mutually into a social group that is separate from younger workers. But they should be accepted and be understood - to be respected for what they have to offer rather than be penalized for what they can not help. Aging comes to all persons, so management, unions and workgroups need to recognize their responsibility to build an organizational climate that does accept and integrate older workers (Davis, 1985).

Age also affects the professional career development of workers. Some workers become slower and less adaptable as they grow older but they try to compensate these deficiencies by improving dependability, steadiness, equality of work and attendance. To the faculty, it is assumed that age could affect one's perception on professional career development.

Sex

In almost all positions, there's an apparent discrepancy between men's roles and women's roles in the management of schools. Although women represented about 63% of the total number of professionals in education in 1972-1973 in the United States, over 99% of the superintendents were men.

Line positions are often labelled as men's jobs because these involve direct supervision of adult professionals.

All cultures do not ascribe the same roles, experiences, tasks, or rewards to each sex in consistently the same manner. Women see a career as personal growth, as self-fulfillment, as satisfaction, as making a contribution to others, as doing what one wants to do. While men want these things too, when they visualize a career, they see it as a series of jobs, a progression implied. Men expressly relate jobs they do to their concept of career as advancement, as upward progression. For men, a job is part of a career. Women separate the two issues completely: a job is in the here and now, and a career is an intensely personal goal which the individual alone can judge whether she/he has achieved. With such differences, sex may be associated to professional career development one has in his/her job especially in the administrative and faculty functions.

Educational Attainment

In the Thailand school system, the personnel administrator is the leader. Harrison (1977) believes that professional preparation for potential educational leaders should be based upon a broad background of education.

An efficient personnel administrator combines professional education with managerial personality and prac-

tice. Because of his training, he is more likely to under-
stand the special needs and requests of his professional
colleagues as well as those of the administrative staff.

Experience

Research indicates the importance of early work expe-
rience as a significant factor in attitudes towards work
which includes professional career development and the bal-
ance between self and work. One's first job for example can
make an important and long-term effect on one's attitude.
Roe (1974) writes that an administrator has distinct duties
as a career developer. It is important then that experience
be considered in determining professional development.

Summary

In summary, administrators function as human resource
developers with their faculty and staff. The encouragement
and assistance given also has much to do with the success
of the institution. As a career developer, the administrator
should learn to support the teachers with potential for
future development, and promote deserving personnel for
higher positions when the qualifications warrant and the
positions are open.

CHAPTER III

METHODOLOGY

The purpose of the study was to analyze the percep-
tions of teachers and administrators about professional
career development in Teachers' Colleges of the Central
Region, Thailand.(see Figure 1, page 28)

To get the most from the present research undertaking,
care has been exercised in its design. This chapter presents
the methodology of the study. It duscusses the population
and sample, research instrument, data collection procedures,
and data analysis description.

Population and Sample

The population of the study was comprised of all 811
teachers and administrators in the Teachers' Colleges in
the Central Region of Thailand. The proportional stratified
sampling technique was used in the study. A representative
sample was selected randomly for this study. A table of
random numbers was used to select a stratified sample from
the five Teachers' Colleges.

The sample from each teachers college consisted of 30%
of the total number of teachers and 30% of the total number
of administrators.
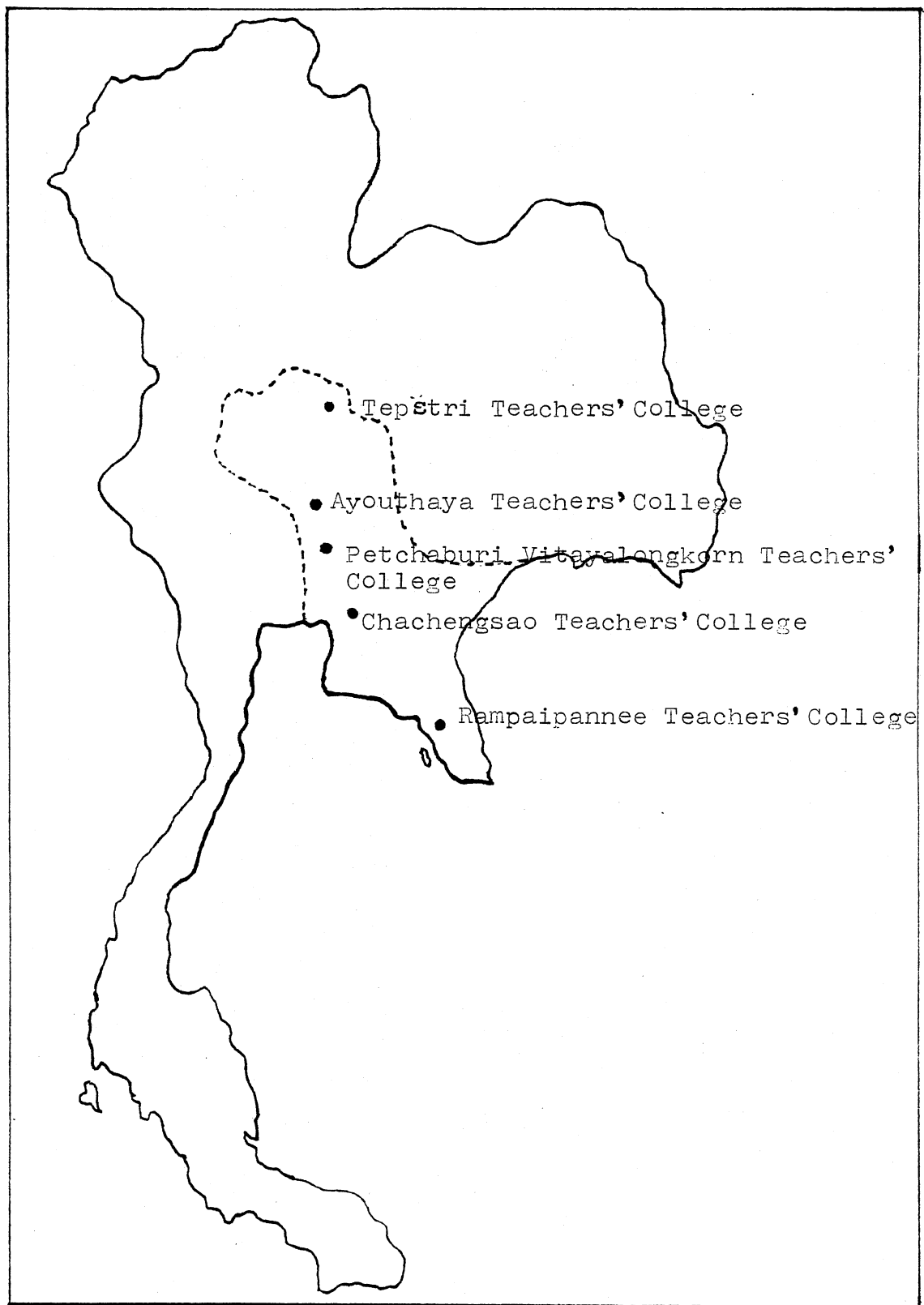
Figure 1. Map of Thailand Showing the Location of five
Teachers' Colleges in Central Region

Research Instrument

A questionnaire was developed to obtain data from the teachers and administrators. The questionnaire was developed to assess professional career development information similar to that used in a study by Lewis (1973), Howey (1978) and Arends and Murphy (1986). The questionnaire was constructed through several trial drafts using data from the Thai students who were attending the Oklahoma State University and the students who were attending a graduate level Community Education class for two pilot tests.

The final questionnaire consisted of three parts: Part I was concerned with background information of the respondents. Part II related to the perceptions of professional career development of the teachers and administrators from the teachers' colleges. Part III dealt with the obstacles, the quality and the suggestions for improving the professional career development programs. The questionnaire was translated into the Thai language for more accurate responses by the participants.

Data Collection Procedures

The researcher mailed the questionnaire with a cover letter to the respondents in the five teachers' colleges and the random numbers list of respondents to Ms. Wantanee Wongsuwan on September 30, 1987. Ms. Wongsuwan typed the questionnaire and letter in to the Thai language and

sent multiple copies to Mr. Panya Kongsab (Petchaburi Vitayalongkorn Teachers' College), Mr. Auswarit Utairat (Chachengsao Teachers' College), Ms. Tasanee Kataiin (Tepstri Teachers' College), Ms. Salinee Tepmaree (Ayouthaya Teachers' College) and Mrs. Arepakorn Rojwannasin (Rampaipannee Teachers' College). These colleagues then distributed the questionnaires to the appropriate teachers and administrators and returned the completed questionnaires to Ms. Wantanee. Ms. Wantanee returned all responses to the researcher at Oklahoma State University.

In order to establish what professional development plans exist in Thailand, this researcher acquired copies of Professional Career Development Plans from the five teachers' colleges and the Professional Career Development Program of the Teacher Education Department from the Ministry of Education, Bangkok, Thailand.

The master plan and the college plans provided for the following methods for improving the quality of teachers and administrators to up grade and up date the institution:

1. In-service training seminars both inside and outside country

2. Taking leaves of absence without pay to work or study.

3. Participating in National conventions.

4. Opportunities for research.

5. Financial support for research.

6. An information center for study leave both inside

and outside country.(scholarships, internships, seminars, etc.)

Data Analysis

The data were analyzed in a descriptive manner. Mean, percentage and frequency count methods were computed. Mean and percentage methods were used on the rating responses. A frequency count method was used on the written responses, and analyzed in the narrative form. The written responses by the two group of respondents were grouped in common categories prior to the final written narrative forms.

Calculating the total mean of the data, the values were assigned to number according to the following pattern:

    1 - Very Good

    2 - Good

    3 - Average

    4 - Poor

    5 - Very Poor

The total mean was calculated utilizing the following formula:

$$\text{Total Mean} = \frac{1(N_1) + 2(N_2) + 3(N_3) + 4(N_4) + 5(N_5)}{N}$$

N = The total number of respondents

N_1 = The number of respondents who marked very good.

N_2 = The number of respondents who marked good.

N_3 = The number of respondents who marked average.

N_4 = The number of respondents who marked poor.

N_5 = The number of respondents who marked very poor.

The data and finding, were presented in both tabular and descriptive form.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The data collected for this study were obtained from the teachers and administrators from the five teachers' colleges in the Central Region of Thailand. This research was designed to determine their perceptions about professional career development of teachers and administrators in these selected teachers' colleges of the Central Region.

The data presented in this chapter is in narrative and tabular from using descriptive and inferential statistics. Frequencies, percentages and group means were utilized as the statistical techniques.

In order to accomplish the purpose of this study, the following questions were investigated:

1. To what extent do teachers and administrators utilize planned professional career development programs?

2. What do teachers and administrators believe the strengths and the weaknesses of the career development program in Thailand to be?

3. What do teachers and administrators believe to be the major barriers to their own career development?

4. To what extent do teachers and administrators percieve to be the value of specific items used for career development programs?

5. To what extent do teachers and administrators in teachers' colleges believe promotion and retention are connected to current career development plans?

6. Is there a National Career Development Plan for teachers and administrators in teachers' colleges?

7. Do teachers' colleges have professional career development plans for teachers and administrators?

The purpose of this chapter is to present data received from 166 teachers and 78 administrators.

Data presented in Table I show the return rates by respondent groups. The total number of respondents were 222 out of 244 questionnaires distributed which made for a return rate of 90.98 percent.

Analysis of the Research Questions

Research Question 1

RQ1: To what extent do teachers and administrators utilize planned professional career development programs?

Data presented in Table II shows the extent teachers and administrators utilized planned professional career development programs. The item that recieved the highest rating of 96.70 percent was "in-service training seminars." The item that recieved the lowest rating of 11.26 percent was "participated in international conventions."

TABLE I

TOTAL NUMBER OF RESPONDENTS BY GROUPS

Respondent Groups	Number of Distributed Questionnaires	Number Responding	Percent Responding
Rampaipannee Teachers' College			
- Teachers	22	22	100.00
- Administrators	14	14	100.00
Tepstri Teachers' College			
- Teachers	40	34	85.00
- Administrators	12	12	100.00
Petchaburi Vitayalongkorn Teachers' College			
- Teachers	34	33	97.05
- Administrators	17	15	88.24
Chachengsao Teachers' College			
- Teachers	29	23	79.31
- Administrators	17	12	70.58
Ayouthaya Teachers' College			
- Teacheres	41	39	95.12
- Administrators	18	18	100.00
TOTAL	244	222	90.98

TABLE II

RESPONSES OF TEACHERS AND ADMINISTRATORS TO THE EXTENT
THEY HAVE UTILIZED PLANNED PROFESSIONAL
CAREER DEVELOPMENT PROGRAMS

Program Utilization	Yes		No		Total
	N	%	N	%	Responding
1. Participated inservice training seminars	205	96.70	7	3.30	212
2. Took paid sabbaticals for advanced degree studies	67	30.18	155	69.82	222
3. Took leaves of absence without pay to work or study	108	49.77	109	50.23	217
4. Participated in professional consultation work outside the college	189	86.70	29	13.30	218
5. Took released time to do research and publish	146	66.06	75	33.94	221
6. Read periodicals and professional journals	214	96.83	7	3.17	221
7. Took refresher college courses	143	64.71	78	35.29	221
8. Participated in national conventions	198	90.41	21	9.59	219
9. Participated in international conventions	25	11.26	197	88.74	222

Research Question 2

RQ2: What do teachers and administrators believe the strengths and the weaknesses of the career development program in Thailand to be?

In order to identify the strengths and the weaknesses of the professional career development program, teachers and administrators were asked two questions concerning the effectiveness of the professional career development program. Their responses were summarized in Table III, Table IV, and Table V. A strength is that the program does improve the status of the college.

Data in Table III show responses by both groups to the question: "Is your colleges' current professional career development program improving the status of the college?" It should be noted that 100 percent of the total respondents reported with ninety percent "Yes". Four percent "No" and six percent "Not Sure".

Data in Table IV the teachers and administrators believe the current program of professional career development is of value for accomplishing the objective of improving the college and is of value used for promotion and retention. The mean responses by all groups were all above average ($\bar{X}$ = 1.79 and 2.24). A strength is that professional career development should be used for promotion and retention.

TABLE III

PERCEPTIONS OF TEACHERS AND ADMINISTRATORS ABOUT WHETHER
PROFESSIONAL CAREER DEVELOPMENT PROGRAM IS USED
IMPROVING THE STATUS OF THE COLLEGE

Program Utilization	Teachers and Administrators						Total Responding	
	Yes		No		Not Sure			
	N	%	N	%	N	%	N	%
Is there colleges' current professional career development program improving the status of the college?	200	90.09	8	3.60	14	6.31	222	100.00

TABLE IV

PERCEPTIONS OF TEACHERS AND ADMINISTRATORS ABOUT
THE PROFESSIONAL CAREER DEVELOPMENT PROGRAMS'
VALUE FOR IMPROVING STATUS AND USE FOR
PROMOTION AND RETENTION

Program Utilization	$\bar{X}$ Responses by Group		
	Teachers	Administrators	All Groups
Is your colleges current professional career development program improving the status of the college?	1.77	1.83	1.79
Is the current professional career development program at your college used for retention and promotion of faculty?	2.18	2.35	2.24

Data in Table V show responses by teachers and administrators as to their feelings regarding their own professional career development programs. It should be noted that 54.69 percent of the administrators responded their professional career development program "needs improvement", 40.14 percent of the teachers stated it "needs improvement". On the other hand, only 7.81 percent of the administrators reported they "did not have one" but, 14.28 percent of the teachers stated they "did not have one". This data shows a weakness in the Thailand professional career development program.

TABLE V

ALL PARTICIPANTS RESPONSES TO THE QUESTION CONCERNING
THE OVERALL EVALUATION OF THEIR OWN PROFESSIONAL
CAREER DEVELOPMENT PROGRAM

	Teachers		Administrators		Total	
	N	%	N	%	N	%
Needs Improvement	59	40.14	35	54.69	94	44.55
Satisfactory	44	29.93	13	20.31	57	27.02
Unsatisfactory	23	15.65	11	17.19	34	16.11
I do not have one	21	14.28	5	7.81	26	12.32
TOTAL	147	100.00	64	100.00	211	100.00

Research Question 3

RQ3:   What do teachers and administrators believe to
       be the major barriers to their own career
       development?

The data were presented in Table VI show the number
of responses by both groups to the open response question:
"What obstacles exist for your own career development plans?"
One hundred and forty nine responses were recieved (see
appendix c). These 149 were grouped into 4 major catagories
as reported in table VI. The highest responses to the major
barriers to their own career development were: 1. Money
problems (n=43) or 28.86 percent, 2. Administrative problems
(n=40) or 26.84 percent, 3. Time problems (n=33) or 22.15
percent, and 4. Personal problems (n=33) or 22.15 percent.

TABLE VI

COMMENTS ABOUT OBSTACLES FOR CAREER DEVELOPMENT PLANS

Comments	N	%
Money Problem (scholarship, salary)	43	28.86
Administrative Problem (system, plan, policy)	40	26.84
Time Problem (work, research)	33	22.15
Personal Problem (family, health, language)	33	22.15
Total	149	100.00

Research Question 4

RQ4: To what extent do teachers and administrators perceive to be the value of specific items used for career development programs?

Data in Table VII show the responses by the teachers group and Table VIII how the responses by the administrators group on a response scale of "1 to 5," with "1" being a "very good" rating and "5" being a "very Poor" rating. Items reported in Table VII and Table VIII as means were listed from the highest group mean average to the lowest. The item that receieved the highest rating of 1.84 given by teachers group and 2.15 given by administrators group was "read periodicals and professional journals." The item that received the lowest rating of 2.42 by teachers group and 2.75 by administrators group was "taking leaves of absence without pay to work or study."

TABLE VII

PERCEPTIONS OF THE TEACHERS GROUP REGARDING THE VALUE OF
SPECIFIC ITEMS AS A MEANS OF CAREER DEVELOPMENT PROGRAMS

Program Career Development	$\bar{X}$ Responding
Read periodicals and professional journals	1.84
Taking paid sabbaticals for advances degree studies	2.14
Taking refresher college courses	2.22
Released time to do research and publish	2.27
Participated in national conventions	2.28
Professional consultation work outside the college	2.33
In-service training seminars	2.39
Participated in international convention	2.40
Taking leaves of absence without pay to work or study	2.42

TABLE VIII

PERCEPTIONS OF THE ADMINISTRATORS REGARDING THE VALUE OF
SPECIFIC ITEMS AS A MEANS OF CAREER DEVELOPMENT PROGRAMS

Program Career Development	$\bar{X}$ Responding
Read periodicals and professional journals	2.15
Participated in national conventions	2.26
Taking refresher college courses	2.27
Taking paid subbaticals for advanced degree studies	2.36
In-service training seminars	2.38
Professional consultation work outside the college	2.39
Released time to do research and publish	2.42
Participated in international conventions	2.59
Taking leaves of absence without pay to work or study	2.75

Research Question 5

RQ5: To what extent do teachers and administrators in
teachers' colleges believe promotion and
retention are connected to current career
development plans?

Data in Table IX show responses by both groups to the
question: "Is the current professional career development
program at your college used for retention and promotion of
faculty?" The mean responses by teachers group was 2.18 and
administrators group was 2.35. The mean of both groups
combined were above average (2.24). Table X show responses
by both groups reported 68.47 percent was "Yes", 5.41

percent was "No", and 26.13 percent was "Not Sure".

TABLE IX

PERCEPTIONS OF THE TEACHERS AND ADMINISTRATORS REGARDING
PROFESSIONAL CAREER DEVELOPMENT BEING USED FOR
RETENTION AND PROMOTION OF FACULTY BY MEAN

	$\bar{X}$ Responses by Group		
	Teachers	Adnministrators	All Group
Is the current professional career development program at your college used for retention and promotion of faculty?	2.18	2.35	2.24

TABLE X

PERCEPTIONS OF THE TEACHERS AND ADMINISTRATORS REGARDING
PROFESSIONAL CAREER DEVELOPMENT BEING USED FOR
RETENTION AND PROMOTION OF FACULTY BY PERCENT

	Teachers and Administrators						Number	
	Yes		No		Not Sure		Responding	
	N	%	N	%	N	%	N	%
Is the current professional career development program at your college used for retention and promotion of faculty?	152	68.47	12	5.41	58	26.13	222	100.00

Research Question 6

    RQ6: Is there a National Career Development Plan for teachers and administrators in teachers' colleges?

    Data in Table XI reveal the responses of the teachers and administrators to the question: "Is there a National Career Development Plan for teachers and administrators in teachers' college in Thailand?" Overall, it was found that 70.32 percent of the total teachers and administrators reported "Yes" they had a National Career Development Plan for teachers and administrators in teachers' colleges. Separately 71.81 percent of teachers said "Yes" and 67.14 percent of administrators said "Yes".

TABLE XI

RESPONSES TO THE QUESTION CONCERNING IS THERE
A NATIONAL CAREER DEVELOPMENT PLAN?

Respondents Group	Yes		No		Not Sure		Total
	N	%	N	%	N	%	Responding
Teachers	107	71.81	6	4.03	36	24.16	149
Administrators	47	67.14	1	1.42	22	31.43	70
TOTAL	154	70.32	7	3.20	58	26.48	219

Research Question 7

RQ7: Do teachers' colleges have professional career
development plans for teachers and administrators?

Data in Table XII reveal the responses of the teachers
and administrators to the question: "Does your teachers'
college have a professional career development plan for the
teachers and administrators?" Overall, it was found that
66.51 percent of the total teachers and administrators
reported their institution had professional career develop-
ment plan for the teachers and administrators. It should be
noted that 65.54 percent of teachers said "Yes" and 68.57
percent of administrators said "Yes".

TABLE XII

RESPONSES TO THE QUESTION CONCERNING DOES YOUR TEACHERS'
COLLEGE HAVE PROFESSIONAL CAREER DEVELOPMENT PLAN
FOR TEACHERS AND ADMINISTRATORS?

Respondents Group	Yes		No		Not Sure		Total
	N	%	N	%	N	%	Responding
Teachers	97	65.54	8	5.41	43	29.05	148
Administrators	48	68.57	5	7.14	17	24.29	70
TOTAL	145	66.51	13	5.96	60	27.52	218

The open question number 3 in part III of the questionnaire asked "How could the professional career development programs for the faculty in teachers' college be improved?" a total of 49 responses were submitted by the administrators and 75 by the teachers. These responses have been summarized in six major catagories.

Data in Table XIII show the number of responses by administrators to the question: "How could the professional career development program for the faculty in teachers' college be improved?". As indicated, most administrators pointed out that "Increase numbers and opportunities." The second highest response was "Increses financial support."

TABLE XIII

ADMINISTRATORS' RESPONSES TO THE QUESTION CONCERNING
HOW PROFESSIONAL CAREER DEVELOPMENT
PROGRAMS COULD BE IMPROVED

Comments	N	%
Increase number and opportunities	15	30.61
Increase financial support	10	20.41
Clearer planning and policy	9	18.37
Survey the faculty's need and problems	6	12.24
Better evaluation and follow up plan	5	10.20
Should have better short term plan and long term plan	4	8.16
Total	49	100.00

Data in Table XIV show the number of responses by teachers to the question: "How could the professional career development programs for the faculty in teachers' college be improved?". As indicated, most teachers pointed out that "Clearer planning and policy." The second highest responses was "Increase financial support."

TABLE XIV

TEACHERS' RESPONSES TO THE QUESTION CONCERNING
HOW PROFESSIONAL CAREER DEVELOPMENT
PROGRAM COULD BE IMPROVED

Comments	N	%
Clearer planning and policy	21	28.00
Increase financial support	19	25.33
Provide equal opportunities	18	24.00
Survey the faculty's need and problems	8	10.67
Should have better short term plan and long term plan	5	6.67
Better evaluation and follow up plan	4	5.33
Total	75	100.00

CHAPTER V

SUMMARY, FINDING, CONCLUSIONS,

AND RECOMMENDATIONS

This chapter consists of three major sections. The first section presents a summary of the study. Conclusions drawn from findings and recommendations are presented in the last portion of the chapter.

Summary

The purpose of the study was to determine the extent to which teachers and administrators of Teachers' Colleges are involved in career development in the Central Region of Thailand and to determine the value these career development activities as perceived by these teachers and administrators. In order to accomplish the purpose of this study, the following questions were investigated:

1. To what extent do teachers and administrators utilizes planned professional career development programs?

2. What do teachers and administrators believe the strengths and the weaknesses of the career development program in Thailand to be?

3. What do teachers and administrators believe to be the major barriers to their own career development?

4. To what extent do teachers and administrators percieve to be the value of specific items used for career development programs?

5. To what extent do teachers and admintrators in teachers' colleges believe promotion and retention are connected to current career development plans?

6. Is there a National Career Development Plan for teachers and administrators in teachers' colleges?

7. Do teachers' colleges have professional career development plans for teachers and administrators?

The population of the study was comprised of all teachers and administrators (811) in the teachers' colleges in the Central Region of Thailand. The sample from each of the five teachers' college consisted of 30% of the total number of the teachers (166) and 30% of the total number of administrators (78). The questionnaire used in the study related to professional career development. The first part of the questionnaire obtained information about the respondents. The second part of the questionnaire requested opinions of respondents to the value of professional development and experiences. The third part of the questionnaire asked about obstacles, evaluation, and how to improve the professional career development program.

The questionnaire, with a cover letter and self-addressed stamped envelop to return the questionnaires, were mailed to colleagues for distribution to the five teachers' colleges. Data were analyzed using the mean and

percentage methods for the rating of the responses. A
frequency count was utilized for the questions that required
written responses.

Findings

The following findings and conclusions of this research
are based on interpretation of data collected in order to
answer the given research questions.

To what extent do teachers and administrators
utilize planed professional career
development programs?

Based on the study of the perception of teachers and
administrators, it was found that a program for professional
career development was percieved as effective for job
performance improvement. Rank order of mean responses
indicated that both respondent groups viewed the reading of
periodicals and professional journals as the most utilized
planned professional career development program. The second
highest value responses by teachers group was taking paid
sabbaticals for advanced degree studies while the adminis-
trators group perceived participating in national conven-
tions as number two.

<u>What do teachers and administrators believe</u>
<u>the strengths and the weaknesses of</u>
<u>the career development program</u>
<u>in Thailand to be?</u>

Teachers and administrators were asked two questions to identify the strengths and the weaknesses of the career development program. The first question asked the respondents, "Is the current professional career development program improving the status of the college?" The teachers and administrators believed the current program is improving the status of the college (90.09%). The second question asked the respondents to indicate whether their own professional career development program was "satisfactory, unsatisfactory, needs improvement, or I do not have one". Forty four percent of both groups said the program needs improvement and 12.32 percent did not have one.

<u>What do teachers and administrators believe</u>
<u>to be the major barriers to their</u>
<u>own career development?</u>

It was found that the perceived major barriers for teachers and administrators to career development were: (1) money problems, (2) administrator problems, (3) time problems, and (4) personal problems.

<u>To</u> <u>what</u> <u>extent</u> <u>do</u> <u>teachers</u> <u>and</u> <u>administrators</u>
<u>perceive</u> <u>to</u> <u>be</u> <u>the</u> <u>value</u> <u>of</u> <u>specific</u> <u>items</u>
<u>used</u> <u>for</u> <u>career</u> <u>development</u> <u>programs?</u>

It was found that the highest ranked item used for
career development programs of teachers and administrators
was percieved the same by both groups. It was "reading
periodicals and professional journals. The second ranked
item by the teachers group was "taking paid sabbaticals for
advanced degree studies." The administrators group ranked
"participating in national conventions" as number two.

<u>To</u> <u>what</u> <u>extent</u> <u>do</u> <u>teachers</u> <u>and</u> <u>administrators</u>
<u>in</u> <u>teachers'</u> <u>colleges</u> <u>believe</u> <u>promotion</u>
<u>and</u> <u>retention</u> <u>are</u> <u>connected</u> <u>to</u>
<u>current</u> <u>development</u> <u>plans?</u>

It was found that the majority of respondents believed
promotion and retention were connected to current
professional career development plans. The question asked
"Is the current professional career development program used
for retention and promotion of faculty?" Sixty eight percent
of teachers and administrators felt the current professional
career development program was used for retention and
promotion of faculty while 26.13 percent said they were "not
sure". An open ended question asked the respondents for
suggestion to improve the professional career development
program. Most respondents suggested "clearer planning and
policy, and an increased number of opportunities".

<u>Is</u> <u>there</u> <u>a</u> <u>National</u> <u>Career</u> <u>Development</u> <u>Plan</u>

<u>for</u> <u>teachers</u> <u>and</u> <u>administrators</u>

<u>in</u> <u>teachers'</u> <u>colleges?</u>

It was found that the majority of respondents knew that teachers colleges have a National Career Development Plan for teachers and administrators (70.32%). A few respondents did not know (3.20%) and 26.48% of the respondents were not sure.

<u>Do</u> <u>teachers'</u> <u>colleges</u> <u>have</u> <u>professional</u>

<u>career</u> <u>development</u> <u>plans</u> <u>for</u> <u>teachers</u>

<u>and</u> <u>administrators?</u>

It was found that 66.51 percent of the teachers and administrators knew their teachers' college had professional career development plans, 5.96 percent did not know, and 27.52 percent were not sure.

Conclusions

The following conclusions are drawn from the findings of this study.

1. Utilization of all current professional career development program items was of value to professional career development. However some teachers and administrators do not get the opportunity to utilize all of them.

2. It is concluded that a majority of the respondents believed the current career development program was improving

the status of the college. Even though forty four percent said the program needed improvement the respondents felt the current professional career development program was useful in helping teachers and administrators to improve their own career development.

3. The major barriers which cause ineffectiveness of career development was perceived the same by teachers and administrators. The barriers are: 1. money problems, 2. administrative problems, 3. time problems, and 4. personal problems.

4. Both of the groups placed highest value on "reading" as a means of career development with taking paid sabbaticals for advanced studies as second place by the teachers. Reading may be first place because it is the only sure option for many. The administrators placed "participating in national conventions" as second most important for them.

5. The current development plans were not clear and teachers and administrators need more opportunities to improve their own career development.

6. Too many teachers were "not sure" there was a professional career development plan.

7. The teachers' colleges' plan were not clear or were unknown to 33 percent of the participants.

Recommendations for Practice

Based on the perceptions of teachers and administrators of the five selected teachers' colleges in Thailand, the following recommendations for professional career development programs were developed.

1. The policy and planning for professional career development programs must be stated more specifically and clearly.

2. Administrators should promote needs assessment of professionals in the teachers' colleges for professional career development. The purpose of assessment is to determine the needs and interests of the teachers and administrators for growth and improvement.

3. The Teacher Education Department and Teachers' Colleges should conduct orientation work shops on planning professional career development for teachers and administrators.

4. All teachers and administrators should develop a professional career development plan.

5. The Teacher Education Department should provide resources to support the professional career development program such as institution, finances, and information.

6. Identify the real professional development problems of teachers' colleges and determine the programs which will help solve these problems.

7. Update and continue to improve current professional career development plans.

Recommendations for Further Study

The above recommendations may serve as the basis for further research in the area of professional career development. Some suggested research areas are:

1. Compare perceptions about Professional Career Development of professional in the National Teacher Education Department and all Teachers' Colleges in the Kingdom.

2. Compare effects of Professional Career Development Programs provided by urban teachers' colleges and rural teachers' colleges.

3. Determine what measure would predict career development plan success.

4. Identify faculty attitudes toward long-term study and short-term study in career development.

5. Determine relationship of faculty variables to job achievement.

6. Conduct a quantitative field study of professional career development programs in existence.

BIBLIOGRAPHY

Asmussen, Christopher B. College Faculty Satisfaction and
    Institutional Identification. 1983 (ERIC ED 235 750)

Bahr, Sr. Rose Therese. "Aging: A Posetive Growth Experience,"
    Educational Horizons, Vol.56, No.4, Summer, 1978.

Barell, John. Developing Professional Improvement Plans -
    A Strategy for Staff Development. 1981 (ERIC ED 211 449)

Bashook, Philip g. Education in trhe Professions. Chicago,
    Ill., March 31 - April 4, 1985. (ERIC ED 265 618)

Besch, Dale. "Personal: The management of People at Work."
    New York: The macmillan Co., 1975.

Blumberg, Auther and Edmund Aiudon, "Teacher Reactions to
    School Faculty Meetings," The Journal of Educational
    Research. Vol.56, No.9 (May-June, 1963).

Boak, Terry and others. The Evaluation of Faculty Teaching
    Performance. 1983 (ERIC ED 228 916).

Bolino, August C. "Career Education Contributions to
    Economic Growth." New York. Praeger Publishers, 1973.

Chruden, Herbert J. and Arthur W. Sherman. "Personnel
    Management." Jr. Cinnati: South Western Publishing Co.,
    1976.

Corey, Stephen M. "Action Research to Improve School
    Practices." New York: Columbia University, 1953.

Davis, Keith. "Human Behavior at Work," New York: McGraw
    Hill, 1985.

External Relations Division, Ministry of Education.
    "Department of Teacher Education." Introducing the
    Ministry of Education. Bangkok, Thailand, August,
    1980.

Famularo, Joseph J. "Supervisions in Action." New York:
    McGraw Hill, 1961.

Harrison, Raymond H. "Supervisory Leadership." New York:
    Reinhold, 1977.

Heald, J. and Moore S. "The Teacher and Administrative

Relationships in School System." New York: Macmillan, 1968.

Hoyt, Kenneth B. "Career Education: Contributions to an Evolving Concept." Utah: Olmpus Publishing Co., 1975.

Jucius, Michael J. "Personnel Management." Homewood, Ill., 1975.

Karan, Irvin Albort. "Merit-Rating Salary Plans in Public School System of the US, 1955-1956," The Journal of Educational Research. Vol.53, No.4, Dec. 1959.

Kaufman, Harold G. "Obsolescence and Professional Career Development." New York: AMACOM, 1974.

Kersh, Bert Y. "Needed: New Ways of Thinking and Acting in Staff Development." Journal of Teacher Education. Vol. 30, No.1 (January-February, 1979), pp. 44-46.

Lansbury, Russell D. "Perfessional and Management." Queens-land: University of Queensland, 1978.

Lewis, James Jr. "Appraising Teacher Performance." New York: Parker Publishing Co., Inc., 1973.

McFarland, Dalton E. "Management Principles and practices." New York: McMillan Publishing Co., Inc., 1974.

Miller, Richard I. "Evaluating Faculty Performance." San Francisco: Jossey Bass Publishers, 1972.

Morphet, Edgar Leroy, and Ryan. "Educational Organization and Administrative." Englewood Cliffs, N,J.: Prentice-Hall Inc., 1967.

Neagley, Ross Lims and Evens, N. Dean. "Handbook for Effective Supervision of Instruction." Englewood Cliffs., N.J.: Prentice-Hall Inc., 1970.

Personnel Division, Ministry of Education. "Department of Teacher Education." Professional Career Development Plans. Bangkok, Thailand, 1987.

Personnel Department, Professional Career Development Plans. Central Region Center, Thailand, 1987.

Pophan, Estelle l. et.al. "A Teaching - Learning System for Business Education. New York: McGraw Hill Book Co., 1968.

Rinchart, Chester L. "Career Education from Concept to Reality." New York: McGraw Hill Book Co., 1979.

Roe, William H. and Drake, Thelbert L. "The Principalship."
     New York: McMillan Publishing Co. Inc., 1974.

Singthong, Sudmi, "In-Service Teacher Education at Phra
     Nakhonsi Ayuthaya Teachers' College." Thailand
     (Unpublished Doctor's Dissertation, 1982.)

Smits, William J. "Personnel Administration: A Viable
     Function in Government." Public Personnel Management,
     vol.11, No.2, (Summer, 1982).

Stinnett, T.M. "Professional Problems of Teachers." New
     York, The Macmillan Co., 1968.

Walz, Garry R. Career Development in Organization. ational
     Inst. of Education (ED), Washington, D.C. 1982 (ERIC ED
     215 247)

Watkins, Ed. Guest Editor. "Preparing Liberal Arts Students
     for Careers." San Francisco: Jossey-Bass Inc.,
     Publishers, 1979.

Weller, L. David. Teacher Performance Assessment Instru-
     ments: A "Personalized" Approach to Staff Development.
     1982 (ERIC ED 223 606)

Wiles, Kimball. "Supervision for Better Schools." Englewood
     Cliffs, N.J. Prentice-Hall, Inc., 1967.

Wynn, Richard. "Careers in Education." New York: McGraw Hill
     Book Co. Inc., 1970.

APPENDIXES

APPENDIX A

QUESTIONNAIRE

(ENGLISH VERSION)

Dear Sir:

My name is Nongnuch Wongsuwan, a doctoral student in the school of Occupational and Adult Education, Oklahoma State University. I am interested in professional career development of our Teachers' Colleges. I need your opinions and views of career development programs for Teachers' Colleges in order to improve the status of faculty and as well as the institutions.

The results of this study will be helpful to develop a guide for better professional career development plans.

Your support for the study is necessary to make meaningful recommendations from the results. This study will not be sucessful without your support.

Thanks for your participation.

<div align="right">Sincerely,</div>

<div align="right">(Ms. Nongnuch Wongsuwan)
Instructor Rampaipannee Teachers' college</div>

QUESTIONNAIRE

<u>Part</u> <u>I</u> Please fill in the space provided for or check (✓)
the appropriate space for your answer.

1. Age: 21-30 ____ 31-40____ 41-50____ over 50____

2. Sex: M ____ F ____

3. Are you presently serving as an administrator? Yes__No__

4. Highest Education Attainment: BS___MS___Ph.D or Ed.D ___
Other ____

5. No. of years taught in a teachers' college ____

6. No.of years teaching before comming to college to teach__

<u>Part</u> <u>II</u> Please answer the following questions for utili-
zation by you <u>and</u> express <u>your</u> opinion as to
the value of each item as a means of professional
career development <u>even if you have not used this</u>.
Use code:

<div align="center">

1 - Very Good
2 - Good
3 - Average
4 - Poor
5 - Very Poor

</div>

Program Utilization	Your percieved value as a means of Profes-sional Career Deve-lopment.
	Very Good_ _Very Poor
1. To what extent have you used <u>in-service training seminars</u> since you entered the Teachers' College? Regularly___ Seldom___ Never___	1 2 3 4 5

Program Utilization	Your percieved value as a means of Professional Career Development.
	Very Good_ _ Very Poor
2. Have you taken paid sabbaticals for advanced degree studies? Yes ___ How many times _____ No ___	 1 2 3 4 5
3. Have you taken leaves of absence without pay to work or study? Yes ___ How many times _____ No ____	 1 2 3 4 5
4. Do you do professional consultation work outside the college? Yes ___ How often _____ No ___	 1 2 3 4 5
5. Have you had released time to do research and publish? Yes ___ How many times _____ No ____	 1 2 3 4 5
6. Do you read periodicals and professional journals? Yes ___ How many kinds _____ No ____	 1 2 3 4 5

Program Utilization	Your percieved value as a means of Professional Career Development.
	Very good- Very Poor
7. Have you <u>taken</u> <u>refresher</u> <u>college</u> <u>courses</u> since you became a teacher educator? Yes ___ How many courses _____ No _____	1 2 3 4 5
8. Have you <u>participated</u> <u>in</u> <u>national</u> <u>conventions?</u> Yes ___ How many times _____ No _____	1 2 3 4 5
9. Have you <u>participated</u> <u>in</u> <u>international</u> <u>conventions?</u> Yes ___ How many times _____ No _____	1 2 3 4 5
10. Is <u>your</u> <u>colleges'</u> <u>current</u> <u>professional</u> <u>career</u> <u>development</u> <u>program</u> <u>improving</u> <u>the</u> <u>status</u> <u>of</u> <u>the</u> <u>college?</u> Yes ___ No ___ Not Sure ____	1 2 3 4 5
11. Is <u>the</u> <u>current</u> <u>professional</u> <u>career</u> <u>development</u> <u>program</u> <u>at</u> <u>your</u> <u>college</u> <u>used</u> <u>for</u> <u>retention</u> <u>and</u> <u>promotion</u> <u>of</u> <u>faculty?</u> Yes ___ No ___ Not Sure ___	1 2 3 4 5

Part III Please answer questions in the space provided.

1. What obstacles exist for your own career development plans?
   (Rank in order of importance with 1 being most important.)

   (1) _____

   (2) _____

   (3) _____

2. Your overall evaluation of your own professional career
   development program is: (Please check (✓) one which is
   the most appropriate to you)

   _____ Satisfactory

   _____ Unsatisfactory

   _____ Needs Improvement

   _____ I do not have one

3. How could the professional career development programs for
   faculty in teachers' college be improved?

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

4. Does your teachers' college have a professional career
   development plan for the teachers and administrators?

   Yes _____ No _____ Not Sure _____

5. Is there a National Career Development Plan for teachers

and administrators in teachers' college in Thailand?

   Yes ____ No ____ Not Sure ____

_____

APPENDIX B

QUESTIONNAIRE

(THAI VERSION)

เรียน อาจารย์ที่เคารพ
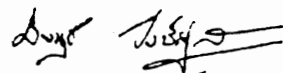
        ดิฉัน นางสาวนงนุช วงษ์สุวรรณ ข้าราชการลาศึกษาต่อ ในระดับ
ปริญญาเอก สาขาการศึกษาอาชีพและการผู้ใหญ่ ด้านการพัฒนาบุคคลากร ณ
Cklahora State University มีความสนใจพิเศษ เกี่ยวกับการพัฒนาบุคคลากร
ของวิทยาลัยครู ซึ่งเป็นหน้าที่สำคัญของวิทยาลัยครูที่จะช่วยยกระดับมาตรฐานของ
วิทยาลัยและอาจารย์

        ดิฉันมั่นใจว่าผลการศึกษาในเรื่องความกิดเห็นเกี่ยวกับการพัฒนา
บุคคลากรของผู้บริหารและอาจารย์ จะเป็นประโยชน์ต่อการพัฒนาบุคคลากรของวิทยาลัยครู
ของเรา

        ดิฉันขอความกรุณาอาจารย์ตอบกำถามในแบบสอบถามนี้ และหวัง
เป็นอย่างยิ่งว่าท่านคงกรุณาสละ เวลาตอบแบบสอบถามฉบับนี้ วิทยานิพนธ์ฉบับนี้จะไม่สำเร็จ
บรรลุตามจุดมุ่งหมาย ถ้าหากปราศจากความร่วมมือจากท่าน

        ขอขอบพระคุณล่วงหน้าในความร่วมมือของท่านมา ณ โอกาสนี้ด้วย

                     ขอแสดงความนับถือ

                   (นางสาวนงนุช วงษ์สุวรรณ)
                  อาจารย์วิทยาลัยรำไพพรรณี

<u>แบบสำรวจ</u>

<u>ภาค๑</u> กรุณาเติมข้อความลงในช่องว่าง หรือ ขีดเครื่องหมาย (✓) ที่เกี่ยวข้องกับตัวท่าน

๑. อายุ ๒๐-๓๐ _____ ๓๑-๔๐ ____ ๔๑-๕๐ _____ มากกว่า ๕๐ ____

๒. เพศ ชาย ____ หญิง ____

๓. ท่านดำรงตำแหน่งเป็นผู้บริหาร ใช่ ____ ไม่ใช่ ____

๔. วุฒิการศึกษาขั้นสูงสุด ปริญญาตรี ____ ปริญญาโท ____ ป.บัณฑิต ออก ____ อื่นๆ _____

๕. ระยะเวลาที่สอนในวิทยาลัยครูทั้งหมด ____ ปี

๖. ระยะเวลาที่สอนก่อนเข้าทำงานในวิทยาลัยครู ____ ปี

<u>ภาค๒</u> กรุณาตอบคำถามเกี่ยวกับโปรแกรมพัฒนาบุคคลากรด้านซ้ายมือ <u>และ</u> ให้<u>ความคิด เห็น</u>
ของท่านด้านขวามือ เกี่ยวกับคุณค่าของโปรแกรมที่<u>ขีดเส้นใต้</u> ที่มีต่อการพัฒนา
บุคคลากรของวิทยาลัย <u>กรุณาตอบทุกๆคำถามถึงแม้ว่าท่านจะไม่ เคย เข้าร่วมในบาง</u>
<u>โปรแกรม</u> โดยวงกลมล้อมรอบตัว เลขที่ท่านเห็นว่าเหมาะสมที่สุด ซึ่งมีความหมาย
ตามตัวเลขดังนี้   ๑ – ดีที่สุด

๒ – ดี

๓ – ปานกลาง

๔ – ไม่ดี

๕ – ไม่ดีที่สุด

โปรแกรมที่เป็นประโยชน์	ความคิดเห็นของท่านในด้านคุณค่าของโปรแกรม ที่มีต่อการพัฒนาบุคคลากร			
๑.หลังจากดำรงตำแหน่งในวิทยาลัยครู ท่านได้เข้า <u>รับการอบรม หรือสัมมนา</u> เป็นประจำ ____ นานๆครั้ง ____ ไม่เคย ____	ดีที่สุด _ _ _ _ _ _ _ ไม่ดีที่สุด ๑ ๒ ๓ ๔ ๕			
๒.ท่านเคยได้รับทุนลาศึกษาต่อ หรือไม่ เคย ____ จำนวน ____ ครั้ง ไม่เคย ____	๑ ๒ ๓ ๔ ๕			

โปรแกรมที่เป็นประโยชน์	ความกิดเห็นของท่านในด้านคุณค่าของ โปรแกรมที่มีต่อการพัฒนาบุคคลากร				
๓. ท่านเคยลาศึกษาต่อด้วยทุนส่วนตัวหรือไม่ เคย_____ จำนวน _____ ครั้ง ไม่เคย _____	ดีที่สุด_ _ _ _ _ _ _ _ ไม่ดีที่สุด				
	๑	๒	๓	๔	๕
๔. ท่านเคยให้ความร่วมมือกับหน่วยงานอื่น ภายนอกวิทยาลัยหรือไม่ เคย _____ จำนวนครั้ง___/สัปดาห์หรือ___/ เทอม ไม่เคย _____	๑	๒	๓	๔	๕
๕. ท่านเคยทำงานวิจัยหรือเขียนบทความหรือไม่ เคย _____ จำนวน _____ ครั้ง ไม่เคย _____	๑	๒	๓	๔	๕
๖. ท่านอ่านวารสารที่เกี่ยวข้องกับสาขาอาชีพ ของท่านหรือไม่ อ่าน _____ จำนวน _____ประเภท ไม่อ่าน _____	๑	๒	๓	๔	๕
๗. ท่านเคยเข้ารับการศึกษาเพื่อเรียนรู้ กลุ่ม เกี่ยวกับเทคโนโลยีใหม่ๆหรือไม่ เคย _____ จำนวน _____วิชา ไม่เคย _____	๑	๒	๓	๔	๕
๘. ท่านเคยเข้าร่วมการประชุม ซึ่งจัดขึ้นภายใน ประเทศหรือไม่ เคย _____จำนวน _____ครั้ง ไม่เคย _____	๑	๒	๓	๔	๕

โปรแกรมที่เป็นประโยชน์	ความคิดเห็นของท่านในค้านคุณค่าของ โปรแกรมที่มีต่อการพัฒนาบุคลากร				
๙. ท่านเคยเข้าร่วมการประชุมในต่างประเทศหรือไม่ เคย _____ จำนวน _____ ครั้ง ไม่เคย. _____	ดีที่สุด _ _ _ _ _ _ _ _ ไม่ดีที่สุด				
	๑	๒	๓	๔	๕
๑๐. ท่านเชื่อหรือไม่ว่า <u>การพัฒนาบุคลากรจะมีส่วน ช่วยในการยกระดับของวิทยาลัย</u> เชื่อ _____ ไม่เชื่อ _____ ไม่แน่ใจ _____	๑	๒	๓	๔	๕
๑๑. ท่านคิดว่าโปรแกรมการพัฒนาบุคลากรที่มีในขณะนี้ <u>ช่วยส่งเสริมและปรับปรุงคุณภาพของอาจารย์หรือไม่</u> เห็นด้วย _____ ไม่เห็นด้วย _____ ไม่แน่ใจ _____	๑	๒	๓	๔	๕

<u>ภาค๓</u> กรุณาเขียนคำตอบลงในช่องว่างที่จักให้

๑. ท่านมีอุปสรรคอะไรบ้างในการที่จะปรับระดับฐานะอาชีพของท่าน

   (กรุณาตอบตามลำดับความสำคัญจากมากที่สุด (๑) ไปหาน้อย)

   ๑. _____

   ๒. _____

   ๓. _____

๒. ท่านมีความคิดเห็นอย่างไร ก่อแบบการพัฒนาบุคลากรของวิทยาลัยครู

   (กรุณาขีดเครื่องหมาย (✓) หน้าข้อความที่ท่านเห็นว่าเหมาะสมที่สุด)

   _____ เป็นที่น่าพอใจ

   _____ ไม่น่าพอใจ

   _____ ควรปรับปรุง

   _____ ไม่มีความเห็น

๓. ข้อแนะนำในการปรับปรุงแผนการพัฒนาบุคคลากรของวิทยาลัยครู

    ๑. _____

        _____

    ๒. _____

        _____

    ๓. _____

        _____

๔. วิทยาลัยของท่าน มีแผนการพัฒนาบุคคลากร สำหรับผู้บริหารและอาจารย์ผู้สอน หรือไม่

        มี _____ ไม่มี _____ ไม่แน่ใจ _____

๕. กรมการฝึกหัดครู มีแผนการพัฒนาบุคคลากรสำหรับผู้บริหาร และอาจารย์ผู้สอน
ในทุกวิทยาลัยครูทั่วประเทศหรือไม่

        มี _____ ไม่มี _____ ไม่แน่ใจ _____

APPENDIX C

OBSTACLES TO

PROFESSIONAL CAREER DEVELOPMENT PLANS

The comments about obstacles to professional career development plans have been translated from Thai to English. The statement below are stated in numbered generic terms to save boring repetition.

Translated Responses	Number of Responses

Money Problems

Money problems	29
Freezing salary rates during study	3
Teachers' Colleges do not have enough money to support professional career development	3
Scholarship problems	3
I need money for study	2
I do not have enough money to support my own career development plans	1
Salary too low for further study	1
Spend money more than salary	1

Administrative Problems

Policy of Teacher Education Department and Teachers' Colleges are not clear	10
System and administrative problems	6
Lack of support and opportunity	6
The policy alway changes	4
The Teachers' Colleges' system have problems	

Translated Responses	Number of Responses
ie. too slow in making decisions	3
The administrators is the problem	2
Lack of good administrators	2
Lack of good plans	2
Administrators do not have well developed plans	2
Teacher Education Department lacks experts for developing plans	2
System problems. I do not have a chance to go for study leave.	1

Time Problems

Too much work	19
Do not have time to study or research	14

Personal Problems

Family problems	13
Too old for study	8
Lack of ability to study	6
Health problems	3
Language problems	2
Graduated a longtime ago	1

VITA

NONGNUCH WONGSUWAN

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS ABOUT PROFESSIONAL CAREER DEVELOPMENT OF TEACHERS AND ADMINISTRATORS IN SELECTED TEACHERS' COLLEGES OF THE CENTRAL REGION OF THAILAND

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born April 6, 1954, Chantaburi, Thailand, the daugther of Wisit and Sara.

Education: Graduated from Sriyanusorn High School, Chantaburi, Thailand, 1970; received Bachelor of Education degree in Drama from Suan Sunandha Teachers' College, Bangkok, Thailand, 1980; received Master of Arts degree in Non-Formal Education from Technological University of the Philippines, Manila, Philippines, 1984; completed requirements for the Doctor of Education degree in Occupational and Adult Education at Oklahoma State University in May, 1988.

Professional Experiences: Instructor at Rampaipannee Teachers' College, Chantaburi, Thailand, 1974 to present.