A GRID AND GROUP EXPLANATION OF

TEACHERS' ATTITUDES TOWARD IN-SERVICE

PROFESSIONAL DEVELOPMENT PRACTICES IN

SELECTED SCHOOLS IN THAILAND

By

PONGCHIT CHITAPONG

Bachelor of Political Science
Thammasat University
Bangkok, Thailand
1999

Master of Arts
University of Central Oklahoma
Edmond, Oklahoma
2002

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Dissertation Approved:

Dr. Edward Harris

Dissertation Advisor

Dr. Judith Mathers

Dr. Cecil Dugger

Dr. Lynna Ausburn

Dr. Gordon Emslie

Dean of Graduate College

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CHAPTER I

INTRODUCTION

Teachers are the primary facilitators of student learning within schools. Schools in Songkla province, in Thailand, therefore, have a stake in securing teachers who are well versed in current knowledge and effective practices pertaining to classroom and instruction. A common theme in the literature is the importance of ongoing training for this group of practicing professionals. Richard P. DuFour (2004) suggested that, "The only way we're going to get from where we are to where we want to be is through staff development. When you talk about school improvement, you're talking about people improvement. That's the only way to improve schools" (p. 1).

Over the past decades, professional development (PD) for teachers has been identified by many names: in-service training, staff development, professional development, and human resource development. For the purpose of this study, these terms will be used interchangeably.

According to Sparks and Hirsh (1997), more people are realizing that PD must be considered differently than what has been offered in the past. Effective PD efforts must be designed to engage teachers intellectually, socially, and emotionally (Corcoran, 1995; Darling-Hammond & McLaughlin,1996; Fullan 1995; Guskey, 1995; Sparks, 1997; St.

John, et al, 1999; Kyler, et al, 2003). Liberman (1997) believes that a "radical rethinking" of PD should occur due to the inefficient and ineffective traditional approaches.

An Overview of Professional Development Practices in Thailand

According to a report from the Institute of Future Studies for Development (1999), "in-service teacher development methods are obsolete, inconsistent with new knowledge and the needs of the teachers at each stage of their professional development. As a result, any ideas teachers gain from in-service programs cannot be fully applied and PD is viewed as an ineffective way of improving the teaching abilities of teachers" (p. 1). A report by the Committee of Teacher and Educational Personnel (1990) stated the reason most teachers participate in PD is to upgrade their job status rather than to expand their professional competence. Some teachers attended short-term PD sessions given by government organizations out of duty rather than to gain useful knowledge that might be applied in their own classrooms.

Responsibilities for providing in-service PD are subdivided and duplicated by two or more offices. For example, the Teacher Education Reform Office, the Teacher Training Division (under the Rajabhat Universities) and the Teacher Development Branch (under the Office of the Teacher Civil Service Commission) share similar responsibilities.

The design of some programs fails to cater to the specific needs of teachers. For example, there is no recognition that rural teachers, who play much stronger roles in

community development, must be given specific and additional types of PD. The PD

guidelines also lack a practical long-term plan of implementation. Then, when the

administrative head of a department leaves, its policies must be redrafted. As a result, PD

plans are suspended or cancelled.

PD programs in Thailand maintain a strong emphasis on formal education.

Teachers are rarely sent to study for higher certificates or offered time-off to attend non-

formal programs such as short courses or distance education. Because all PD programs

are administered by bureaucratic mechanisms, they lack integration with other social

institutes, which could add valuable input to teacher development. For example, there is

no attempt to use resources from private homes, companies, universities, community

centers, cultural institutions, organizations (such as museums and libraries), or mass

media.

<div align="center">Problem Statement</div>

Even though many claim that PD approaches must be reconsidered in bringing

educational reform, certain types of PD still dominate many schools in Thailand. In the

last decade, there have been unprecedented efforts to improve Thailand's educational

system. A major initiative in these efforts is the New Constitution of the Kingdom of

Thailand 1997 (Charupan, 1998). The government's intention to reform education

became evident when the National Educational Act of the Buddhist Era 2542 was

introduced. The purposes of this Act are to: 1) allow students to develop at there own

pace and within their individual potential, and 2) upgrade the teaching profession.

A prominent focus in the act is to improve the PD of in-service teachers. Sections that pertain to this includes:

- **Section 9** In organizing the system, structure, and process of education, the following principles shall be observed: …(4) Raising the professional standards of teachers, faculty staff and educational personnel, who shall be developed on a continuous basis.

- **Section 52** The Ministry shall promote development of a system for teachers and educational personnel, including production and further refinement of this category of personnel, so that teaching will be further enhanced and become a highly respected profession. The Ministry shall, in this regard, take a supervisory and coordinating role so that the institutions responsible for production and development of teachers, faculty staff, and educational personnel shall be ready and capable of preparing new staff and continuously developing in-service personnel.

- **Section 53** There shall be an Organization for Teachers, Educational Institution Administrators, and Educational Administrators. The Organization shall enjoy the status of an independent body administered by a professional council under supervision of the Ministry. The Organization shall have the powers and duties for setting professional standards; issuing and withdrawal of licenses; overseeing maintenance of professional standards and ethics; and development of the profession of teachers, educational institution administrators, and educational administrators.

- **Section 56** The production and development of faculty staff and educational personnel; development of professional standards and ethics; and personnel administration for civil servants or officials in degree-level educational institutions enjoying legal entities shall be as provided by the foundation laws of the respective institutions or other relevant laws.

While there are national efforts to improve PD of teachers, the actual practice of in-service PD remains ineffective in Thailand. For example, Pitayanuwat (n.d.) provided numbers of reasons including:

- training courses not covering all teachers,
- training courses not serving teachers' needs,
- emphasis on theory rather than practice, and

- emphasis on academic matters rather than enhancement and development of personality and Emotional Quotient (EQ) (p.1).

Additionally, the method of delivering PD to teachers is another factor that makes the PD practices inefficient and ineffective. The Institute of Future Studies for Development (1999) report indicated that in Thailand:

> In-service teacher development methods are obsolete, inconsistent with new knowledge and the needs of the teachers at each stage of their professional development. As a result, any ideas the teachers gain from in-service programmers cannot be fully applied and in-service training is viewed as an ineffective way of improving the teaching abilities of teachers (p. 1)

A dilemma exists between the goals and practices of PD in Thailand. One explanation of this case may be found in cultural theory. Grid and group theory can explain that cultural forces affect the practice of a given culture (Douglas, 1982). Moreover, using grid and group theory, Harris (2005) explained that varieties of strategies, including PD are strongly influenced by grid and group dynamics. In Thailand, no research has currently been done on PD by using grid and group theory. Thus, it is important for the researcher to explain the relationship of the PD goals and the actual practices in selected educational settings in Thailand. Douglas's typology of grid and group may be the primary instrument through which goal and practices of PD may be explained.

Purpose of the Study

Therefore, the purpose is to examine teachers' attitudes toward PD using the cultural context of two schools.

Research Questions

In relation to two selected schools in Thailand, the research questions for this study are:

1. What is the cultural context of each school?

2. How does cultural context affect PD practices and preference?

3. How useful is Douglas in understanding the practices and preference of PD?

Conceptual Framework

There are many factors involved when considering goals and practices of PD. A simple tendency is to analyze the affects of PD with psychological or educational lens, but these viewpoints exclude the important aspects of social and cultural measures (Pacey, 1983). If we merely consider the functional practices of PD without considering cultural and organizational aspects, we will continue to experience an inability to interpret fully the relationship of school culture and PD practices.

Douglas's Grid and Group Analysis (1982) provides a framework for understanding underlying processes of social change (Gross & Rayner, 1985; Schwarz & Thompson, 1990). Gross and Rayner (1985) explained that grid and group is "for anyone desirous of checking out the pressures of constraint and opportunity which are presumed to shape individual response to the social environment" (p. xxii). Douglas used the terms "grid" and "group" to describe the two factors which contribute to social constraints in complex interactions between individuals within organizations and the

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organization's environment. Grid is the dimension of individuation of members in the

organization, and group is the dimension of social incorporation of members in the

organization (Douglas, 1982). Assessing the relative strength of these dimensions is a

valuable instrument in understanding the values and belief dimensions among the

members of a specific environment.

Grid Dimension

Grid dimension refers to the degree of limitation of choices by an individual based

on the social constraints of the organization's imposed rules, role expectation,

management, and procedures (Harris, 1995). As a dimension, grid shows different

degree in the mode of control an individual holds.

Strong-grid is characterized by specifically defined expectations, role distinction,

and the maintenance of a hierarchical context. In a strong-grid context, individuals do

not liberally interact with one another due to explicit institutionalized classifications that

keep them apart, regulate their interactions, and restrict their options (Douglas, 1982).

Gross and Rayner (1985) mentioned that numbers of classifications are applied to strong-

grid in situations such as race, sex, position in power structure, status in bureaucratic

office, lineage or descent in a senior clan or point of progression through an age-grade

system. Individuals are secure in their social stratum because strong-grid systems

provide structured networks that preserve them (Harris, 1995).

Weak-grid symbolizes a social context that promotes individuals transactions.

Douglas (1982) described the weak-grid as: "a more open, competitive environment

[that] gives individuals more options to deal or not to deal, to choose their own partners"

(p. 93). Harris (1995) described how weak-grid individual roles are primarily achieved

based on their behavior and character rather than ascribed or dictated by a bureaucratic

power of rules. The individual has more autonomy and higher degrees of personal

liberty. On the weak end of the grid dimension, few roles or social distinctions exist.

In summary, grid represents the degree to which individuals are limited by role

differentiation, rules, and expectations. On the grid dimension, strong-grid social

contexts are those in which role(s) and rule(s) dominate individual life choices, and

weak-grid contexts are characterized by individual autonomy and freedom in role choices

(Harris, 2005). The grid dimension can be seen in Figure 1.

Figure 1. The grid dimensions.
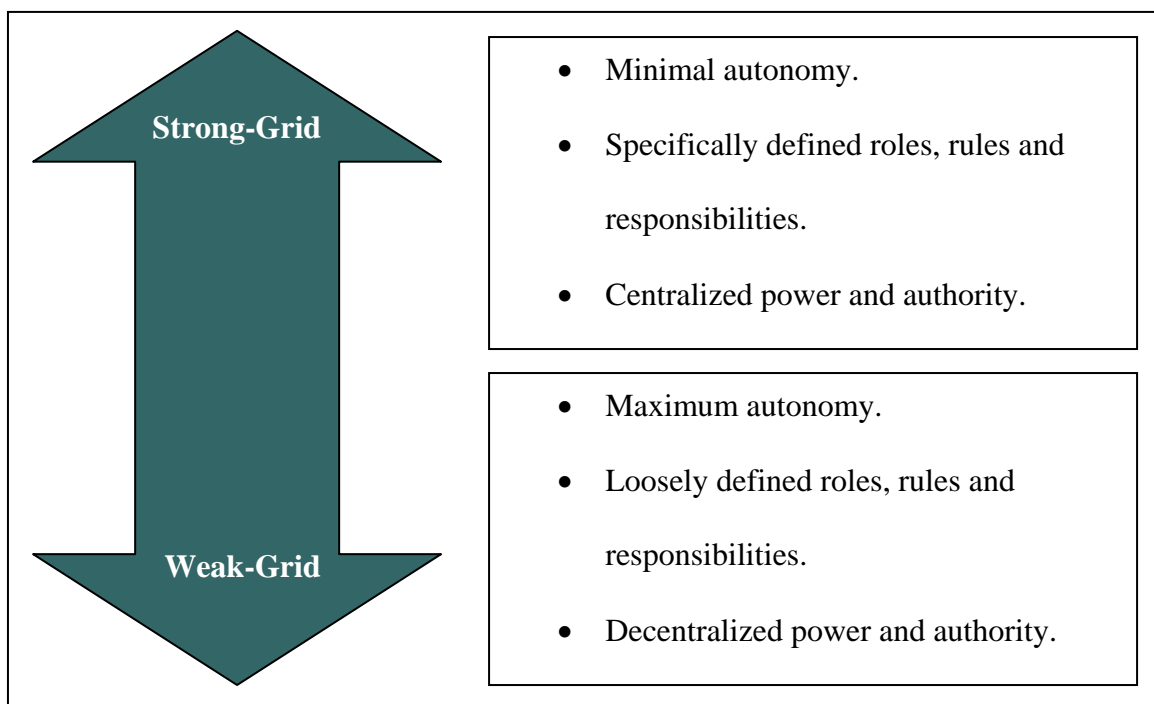
Source: (Harris, 2005)

Group Dimension

Group refers to "the degree to which people value collective relationships with one another and define those relationships in terms of insider/outsider distinctions" (Lingenfelter, 1996, p. 24). The group variable indicates individuals' interactions to expose the scope to which they are willing to scarify for creating or maintaining a group synergy. Gross and Rayner (1985) mentioned that the more the group bonds together for social and work interests and the more time group members spend doing activities together, the higher the group strength appears. Group can then be measured by the requirements on the individual to adapt and to comply with group expectations (Spickard, 1989). As a dimension, group shows different degrees to which people value collective relationships, and are committed to a social unit larger than themselves.

On the strong end of the dimension, group represents a social context that the survival of the group is more important than the survival of the individuals within it. Strong group promotes insiders and outsiders: the group holds specific guidelines for membership and works against outsiders' intrusion. Strong group requires intensive commitment by individual members to uphold the entity of the group, and the time requirement for the members is strong. The members are expected to act for the benefit of the whole, and the group body is expected to act in the interests of its members (Gross & Rayner, 1985).

On the weak end of the dimension, group represents the individual's social experience that is unconstrained by any external boundary or substantive signs of ascribed status (Douglas, 1982). Individual interests frequently come before the interests

of collective arrangement (Lingenfelter, 1996). Any loyalties to the larger group are limited and fluctuate (Harris, 1995). Within a weak-group context, individuals tend to abandon group ideals. They also negotiate based on their own behalf for personal rewards and outcomes (Gross & Rayner, 1985). The individual limits responsibilities toward a corporate set of rules, and has minimum willingness to do duties of the group. Additionally, there is no supported system for individual members to fall back on in a weak-group context.

In summary, group refers to the degree to which people value collective relationships and characterizes those relationships in terms of insider/outsider distinctions. Strong-group environments value the continued existence of the organization, and weak-group contexts value individual interest over the priority of collective arrangements (Harris, 2005). The group dimension can be seen in Figure 2.

Figure 2. The group dimensions.

Weak-Group	Strong-Group
• Weak allegiance	• Strong allegiance
• Minimal pressure to consider group goals and activities	• Strong pressure to consider group goals and activities
• Minimal social incorporation	• Strong social incorporation
• Individual's interests prioritized over group's	• Group's interests prioritized over individual's
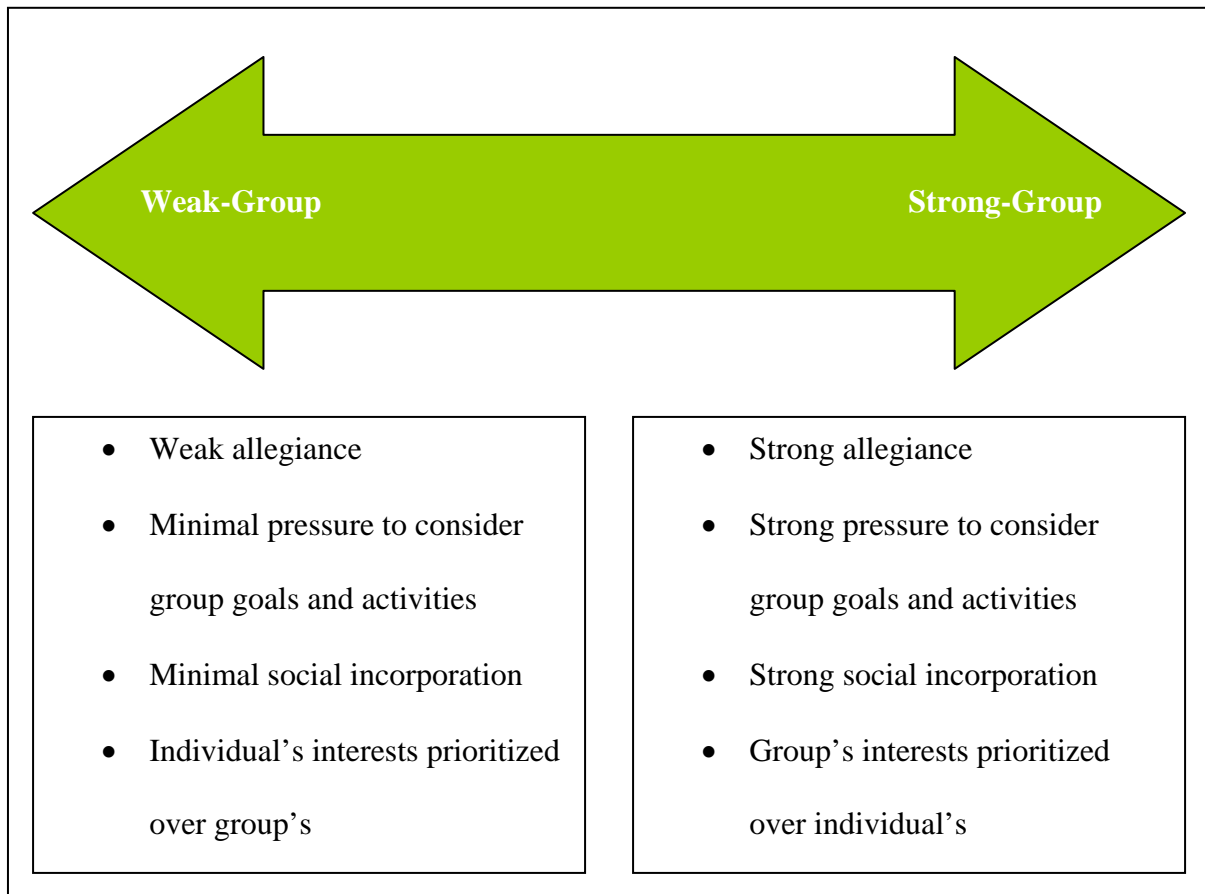
Source: (Harris, 2005)

When simultaneously considering high or low strength in both the grid and group dimensions, Douglas' four distinct possibilities of social contexts emerges as displayed in Figure 3.

Figure 3. Types of social environments.
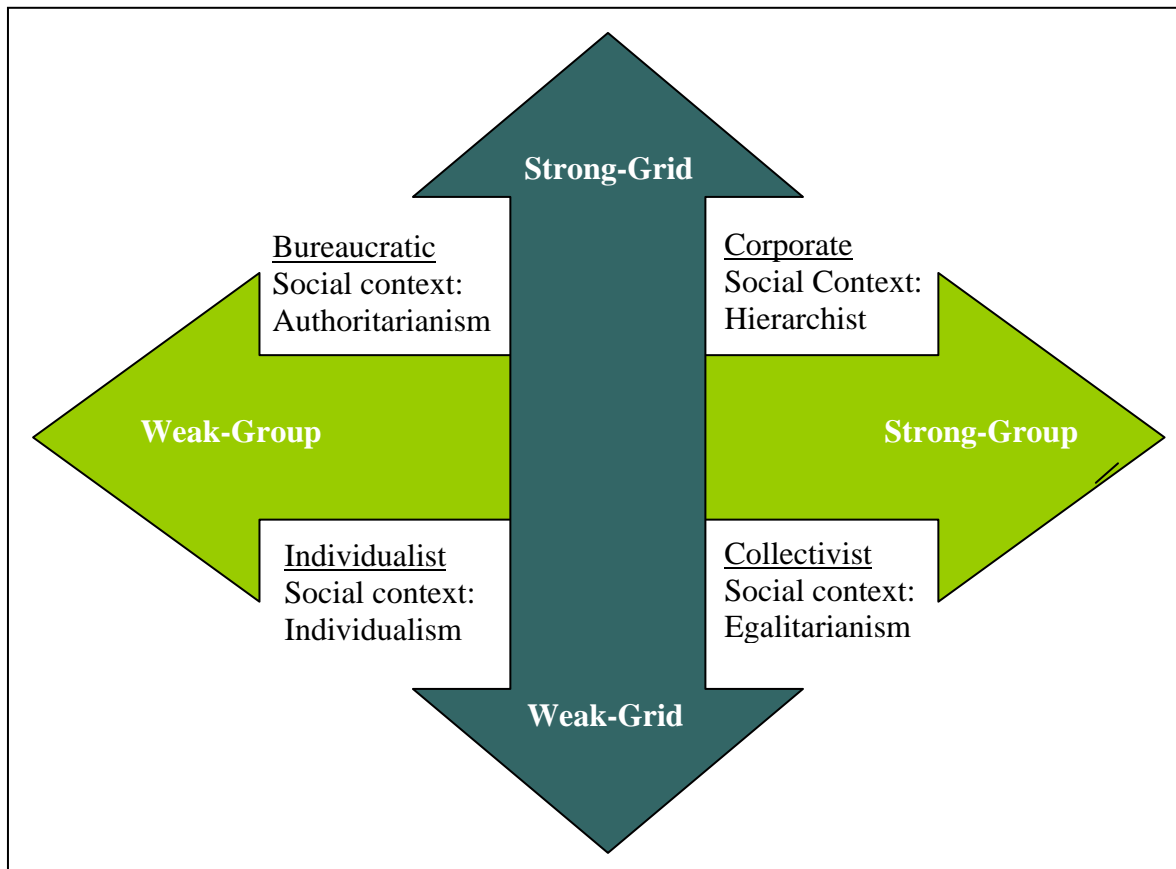
Source: (Harris, 2005)

Grid and Group Quadrants

   Grid and group typology is a combination of the two dimensions illustrated above.

Douglas (1982) matched grid and group dimensions together to create a framework of

four combinations:

- low- grid/low-group (Individualist culture),

- high-grid/low-group (Bureaucratic culture),

- high grid/high-group (Corporate culture), and

- low-grid/high-group (Collectivist culture).

These four types are helpful in explaining the social context of an organization or a group. Douglas' (1982) four types as displayed in Figure 3 are described more completely as follows:

Individualist culture (low-grid, low-group)

1. The social experience of the individual is not constrained by group rules or traditions.

2. Role status and rewards are competitive and based on merit.

3. There is little distinction between individual role statuses.

4. Long-term group survival is not important.

Bureaucratic culture (high-grid, low-group)

1. In the extreme, the individual has no scope for personal transactions.

2. There is minimal personal autonomy for the individual.

3. Individual behavior is defined by role without ambiguity and is rewarded only in the context of the role.

4. Group survival is not important.

Corporate culture (high-grid, high-group)

1. The social experience of the individual is constrained by the external boundary maintained by the group against outsiders.

2. The individual's identification is derived from group membership.

3. Individual behavior is subject to controls exercised in the name of the group.

4. A hierarchy pyramid of role levels exists with greater individual power at the top of the pyramid.

5. Group survival and perpetuation of tradition are of utmost importance.

Collectivist culture (low-grid, high-group)

1. The individual's identification is derived from group membership.

2. Individual behavior is subject to controls exercised in the name of the group.

3. There are few formal specialized roles. Role status is competitive, yet because of the high group influence, rules for status definitions and placement are more stable than in low group societies.

4. The perpetuation of corporate goals and group survival is important.

Douglas' (1982) framework enables the researcher to analyze specific organizations or groups that are, or may be, influenced by grid and group and considerations. Moreover, Douglas' (1982) framework also subsequently identifies the quadrant that best describes an organization's cultural bias. In analyzing an individual's preferences, grid and group typology does not assume the preferences, or choices, are predetermined. The method takes into consideration the cumulative effect of individual choices on the social situation itself: "Both can interact, the individual and the environment, and either can move because the environment is defined to consist of all the other interacting individuals and their choices" (Douglas, 1982, p. 198). The advantage of this typology lies in its potential to help explain individual preferences within the cultural context of a particular setting.

Significance of the Study

This study may benefit staff and administration involved in K-12 education in Thailand, because it will give insight into how the social environment affects the practice of PD by:

1. reporting and examining teacher attitudes and expectations of in-service PD;

2. identifying teacher attitude of effective in-service PD;

3. determining the extent to which teachers perceive the selected in-service PD to their specific cultural context;

4. explaining the relationships among in-service PD, administration, and culture in those two schools using Douglas's grid and group typology (1982) model.

Moreover, this study may benefit the current body of literature, because it will help in understanding the relationship between organizational culture and in-service PD. The lack of research focusing on this particular field, especially in Thailand, is a gap in the literature.

Limitations of the Study

The sample participants in this study were teachers two selected schools in Thailand .The findings would have limited external validity to generalize to other populations, and institutions.

Definitions of Terms

The following definitions were addressed for this study to minimize the chance of misinterpretation of terms as used in the study:

Cultural context: The Douglas' (1982) typology of grid and group, which provides a matrix to classify school contexts and draw specific observations about individuals' behaviors, beliefs, and values. It is also designed to take into account the total social environment as well as interrelationships among school members and their context.

In-service professional development: The activities to enhance teaching career growth. The in-service PD includes formal and informal means of assisting teachers not only with acquiring new skills but also with developing insights into pedagogy and their own classroom practice, and exploring new or advanced understandings of content and resources.

Tessaban schools: The schools that are operated by Hatyai City Municipality. There are five Tessaban schools including: Tessaban 1 School (T1); Tessaban 2 School (T2); Tessaban 3 School (T3); Tessaban 4 School (T4); and Tessaban 5 School (T5).

Summary

The purpose of this study is to examine the in-service PD as practiced in selected schools in Hatyai, Songkla, Thailand by using Douglas' grid and group typology.

Organization of Study

Chapter II reviews the literature. Chapter III provides the qualitative research methodology. Chapter IV presents the data collected in two schools in Songkla, Thailand. Chapter V provides an analysis and interpretation of the data. Chapter VI presents recommendations for future research, including a summary, implications, conclusions, and a discussion.

CHAPTER II

REVIEW OF LITERATURE

The literature on in-service professional development is comprehensive (Caldwell, 1989; Loucks-Horsley, et al. 1987). The relationship of PD and culture, however, is not as developed, which reinforces the value of this study. This chapter explores studies related to PD, explains PD models, and includes a section on the work done by and on Mary Douglas. In this study and in this review of the literature the term PD is utilized interchangeably with the words: in-service teacher training; teacher development, professional development, and human resource development.

The review of literature is divided into five sections:

1. Overview of teacher PD models

   - Sergiovanni and Starratt's models

   - Sparks and Loucks-Horsley's models

2. Research on teacher PD models

3. Cultural theory

4. Summary of Mary Douglas's grid and group typology

5. Research using Douglas's typology

Overview of Teacher PD Models

There are numbers of in-service PD models. Different scholars have different definitions of PD, which makes them have different numbers of PD models. For example, Sergiovanni and Starratt (2002) introduced three models of PD, which include: training; professional; and renewal. On the other hand, Sparks and Loucks-Horsley (1990) provided five models of PD, which include: training model, individually guided staff development model, observation/assessment model, development/improvement process model, and inquiry model.

Sergiovanni and Starratt's Models

Sergiovanni and Starratt's (2002) teacher PD models include: training; professional; and renewal. They explained that training is a highly directive and structured process, professional provides opportunities and resources that teachers need to reflect on their practice and to share their practices with others, and renewal emphasizes on individual teacher development by allow them to do things over again. Sergiovanni and Starratt's (2002) models of teacher PD are summarized in Table I.

Table I

Sergiovanni's Models of Teacher Professional Development

	Training	Professional	Renewal
Assumption	Knowledge stands above the teacher.	The teacher stands above knowledge.	Knowledge is in the teacher.
	Knowledge, therefore, is instrumental. It tells the teacher what to do.	Knowledge, therefore, is conceptual. It informs the teacher's decisions.	Knowledge, therefore, is personal. It connects teachers to themselves and others.
	Teaching is a job and teachers are technicians.	Teaching is a profession and teachers are experts.	Teaching is a calling and teachers are servants.
	Mastery of skills is important.	Development of expertise is important.	Development of personal and professional self is important.
Roles	Teacher is consumer of knowledge.	Teacher is constructor of knowledge.	Teacher is internalizer of knowledge.
	Supervisor is expert.	Supervisor is colleague.	Supervisor is friend.
Practices	Emphasize technical competence.	Emphasize clinical competence.	Emphasize personal and critical competencies.
	Build individual teacher's skills.	Build professional community.	Build a caring community.
	Through training and practice.	Through problem solving and inquiry.	Through reflection and reevaluation.
	By planning and delivering training.	By emphasizing inquiry, problem solving, and research.	By encouraging reflection, and discourse.

Looking across these models, Hawley and Valli (1996) identified eight common design principles that can guide the creation of an effective professional development program. They are as follows:

- The content and objectives of the activities are based on an analysis of the difference between actual performance (teacher and/or student) and the desired performance.

- Participants are involved as much as possible in identifying content, objectives, and designing the learning experiences to meet those objectives.

- Activities are school based and linked to school operations.

- Activities are organized around collaborative problem solving.

- Activities include continual assistance and support beyond initial training that includes observation, sharing, and sustained practice.

- Participants use multiple information sources to evaluate student learning and to monitor the implementation of new practices.

- Activities help participants develop a theoretical understanding of the new practices.

- Activities are linked to a comprehensive change process that focuses on student learning.

Sparks and Loucks-Horsley's Models

Sparks and Loucks-Horsley (1990) identified the underlying assumptions, theoretical underpinnings, phases of activity, illustrations, and outcomes of each of six

models which are actively practiced today in some educational settings. The models
include:

1. Training Model

2. Individually Guided Staff Development Model

3. Observation/Assessment Model

4. Development/Improvement Process Model

5. Inquiry Model

Training model. The training model is the most traditional procedure in which an
"expert" delivers techniques or training to teachers. According to Sparks and Loucks-
Horsley (1989), a training model generally operates under two assumptions:

1. What is being taught to teachers is worthy for the teachers' own
    classrooms.

2. Teachers will be able to assimilate this knowledge and then apply it
    effectively in their classes.

In the training model, the subject of the program and the presenter must be
decided. It is then left to the teachers to learn the material and implement the strategies
or techniques.

According to Joyce and Showers (1988), significant gains can be experienced if
several training components are combined in the training model. Effective training
programs should include:

- exploration of theory

- demonstration of practice

- supervised trial of new skills with feedback on performance

- peer coaching beyond the context of the workshop (The Center for

  Educator Development in Fine Arts (CEDFA), 1999).

Individually guided staff development model. The individually guided staff

development model functions from the assumption that individuals are capable of

assessing their own needs; therefore, they are able to determine the necessary direction of

their learning (White, n.d.). It also assumes that self-directed development empowers

teachers and creates a sense of professionalism (CEDFA, 1999). This model contends

that a high degree of motivation will exist when teachers see the relevance of the program

with their needs (Hirsh, 1998). This type of staff development consists of several phases:

- the identification of a need or interest;

- the development of a plan to meet the need or interest;

- the learning activities; and

- assessment of whether the learning meets the identified need or interest

  (Sparks & Loucks-Horsley, 1990).

The learning activities may include workshop attendance, reading, or visits to

another classroom or school. The key is that PD must be based on the individuals'

preferences (National Academy of Science, 2004). The activities can be either simple or

complex.

The evaluation of this model shows some mixed results with limited information

to support the assumptions. Generally, this is because the evaluation is viewed as an

individual activity based on the perception of the person involved. (Sparks & Loucks-Horsley, 1990).

Observation/assessment model. Observation/assessment model is based on the use of external evaluation as a tool for self-analysis and reflection (Craven, n.d.). Colleagues act as eyes and ears for teachers (Galbraith & Anstrom, 1995). This model functions under the assumption that peer interaction can provide significant input because observation highly benefits from peer interaction activities.

This model requires activities including a pre-observation conference, observation analysis of data, post-observation conferences, and an analysis of the observation/assessment process.

The focus of the observations is decided at the pre-observation conference and then shared at the post-observation conference. During the observations, Hunter (1982) suggested there are three recommended points of analysis:

1. behaviors that contribute to learning;

2. behaviors that interfere with learning; and

3. behaviors that neither contribute nor interfere, but use time and energy that could be better spent.

In the post-observation, participants discuss strengths and areas for improvement along with adjustment of modifications. The observation/assessment model assumes that observation and assessment of instruction provides the teacher with information that can be reflected upon and analyzed for the purpose of improving student learning (Schon, 1997).

According to Sparks & Loucks-Horsley (1989), the evaluation of this model suggests that it is very successful in modifying teacher practice. Although researchers have found positive impact on student learning, the results are not conclusive.

Involvement in a development/improvement process model. The involvement in a development/improvement process model operates on three assumptions, which include:

1. Teachers learn more effectively when they have a specifically identified need and they will work toward fulfilling this specific learning need.

2. Teachers are the most qualified to assess their own needs because it is the nature of their profession.

3. Through the process of change, important skills and knowledge are obtained.

According to Sparks & Loucks-Horsley (1990), the development/improvement process model begins with the identification of a problem or need by an individual, a group of teachers, a school faculty, or an administrator. After the identification is created,   the solutions or plan of action can be developed. This can be a long, ongoing process with many sequences, or it can be relatively simple. Teachers often learn much during the implementation of the plan of change.

Currently, studies have shown that the involvement in a development/ improvement process is an effective model in a variety of settings (Social Studies Center, 2001). This model can result in many new skills, attitudes, and behaviors, which lead to developing curricula, designing programs, or changing classroom practice (Deschaine, n.d.).

Inquiry model. In this model, teachers explore the answers to questions , either individually or in small groups (CEDFA, 1999). The inquiry model requires an "action research" process to take place. In action research, a problem (or problems) is created. Numbers of method are used to collect data, which is then analyzed. After conclusions are formed, the intervention is put into place, and the process is repeated in a cyclical method. The inquiry model operates under the following assumptions:

1. Teachers are intelligent, inquiring individuals with legitimate expertise and important experiences.

2. Teachers are inclined to search for data to answer questions and to reflect on the data to formulate solutions.

3. Teachers will develop new understanding as they formulate their own questions and collect their own data to answer them (Sparks & Loucks-Horsley, 1989).

According to Sparks and Loucks-Horsley (1990), the comprehensive assumption behind this model, is that the most effective avenue for PD is cooperative study by teachers which will lead to problems and issues arising from their attempts to make their practices consistent with their educational values.

Research has shown that this model displays some effectiveness in a variety of settings. Many of the benefits come from the collaborative aspect of this model (The Florida Teaching Fellows Program, 2003).

Research on Teacher PD Models

Studies of the Sparks & Loucks-Horsley's (1989) models have provided information about both the advantages and disadvantages of each specific model, especially training, observer/assessment, and individually guided models. Numbers of research studies have revealed that a combination of several models can be highly effective at both individual and school improvements (Kyler, Chitapong, & Smith, 2003).

The training model typically involves a team of presenters that are considered experts in specific given field. An important feature of this model is the opportunity to demonstrate skills that would be useful in the classrooms. Participating teachers are given an opportunity to become students and learn to observe effective teaching strategies. It has been demonstrated that a PD model is important for modeling the strategies that teachers should use with their classrooms (Loucks-Horsley, Hewson, Love, & Stiles, 1998).

The observer/assessment model allows teachers to receive feedback about their classroom performance(s). Receiving feedback and observing teaching practices can lead to reflection upon areas of personal instruction styles and strengths. The observer/ assessment model increases the chances that reflection and change about teacher practice will occur (Guskey, 2000).

The individually guided model allows opportunities for each individual teacher to design his/her own learning experiences and decision-making in classrooms. This model encourages the individual pursuit of effective teaching strategies (Hawley & Valli, 1999).

Moreover, this model ensures that teachers will be fully invested in the PD that they are undergoing and building a "sense of efficacy." "Teachers with a high sense of efficacy, plan for student learning, set goals for themselves and their students, and identify strategies to achieve them." (Ashton, 1984).

Association of Attending Educators

Another main component in the structure of an effective PD is the similarity between people that attend the program. Garet, Porter, Andrew, & Desimone (2001) suggested that PD programs should be geared for educators from the same school, department or grade-level. There are a number of factors that may occur when the educators attending a PD program are associated in some manner. Foremost, the issues, questions, and answers that may arise from a group of teachers are likely to be similar and most helpful when they share the same grade, subject, or school. Teachers will prefer to discuss problems, strategies, and effective solutions after the training is over. PD programs may be viewed, not only for an individual, but also for a team in which teachers support each other. (Loucks-Horsley, Stiles, and Hewson, 1996).

Garet, Porter, Andrew & Desimone (2001) strongly confirmed the importance of teacher attendance. Their findings supported PD programs that encourage professional communication among teachers and bring change to teacher practice in their classrooms. By creating these types of "teacher leaders," PD programs are capable of creating "agents of change" in schools (Loucks-Horsley, Stiles & Hewson, 1996). In promoting leadership, teachers will be introduced to new and effective teaching strategies.

Promoting this type of teacher leadership will also ensure that PD will reach far beyond those who attend training.

Collaborative Grouping

Research has suggested that teachers should be allowed to work in collaborative groups along with rich content and inquiry-based activities (Mitchell, Hoyle & Martin, 1993). By breaking down teacher isolation, an environment of respect can be cultivated (Hawley & Valli, 1999). Collaborative groups allow teachers to discuss, and learn problem solving with others (Thompson & Zeuli, 1999). Collaborative groups can be an additional resource for teachers to further develop their understanding of teaching and learning (Loucks-Horsley, Hewson, Love, & Stiles, 1998). Teachers in collaborative groups are able to link similar teaching experiences, and foster a forum for discussion and exchange (Tillema & Imants, 1995).

Content-Specific Material

PD activities may have several goals for attending teachers. Some may want to change teacher beliefs about instructional strategies, improve pedagogy, and provide a how-to for analyzing student tasks in a number of other areas of teaching (Borko & Putnam, 1997; Ball & Cohen, 1999). However, evaluations of effective PD programs have emphasized opportunities for teachers to build their knowledge base and address contexts that their students would encounter. PD that produces student outcomes must be intense enough to develop new knowledge and skills (Asayesh, 1993). Providing in-depth content knowledge and focusing on what to teach and how students learn such content are considered most effective for PD activities (Kennedy, 1998; Loucks-Horsley,

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Hewson, Love, & Stiles, 1998). By providing an environment that addresses context, process, and content, the teacher's knowledge base will increase along with student learning (Lewis, 2002).

Inquiry-Based Learning

The activities in a PD program are also effective in improving the teacher's knowledge base (Garet, Porter, Andrew, & Desimone, 2001). An important component of inquiry-based learning is the opportunity to experience the types of activities that students must complete. Providing inquiry-based learning allows attending teachers to re-conceptualize their practices in their classrooms (Darling-Hammond & McLaughlin, 1999). Learners who are involved in the learning opportunity and the process to be used will likely be motivated and have an increased commitment to learning (Hawley & Valli, 1999). Teachers are expected to adopt PD activities in their classrooms (Borko & Putnam, 1995).

Continuous Evaluation and Assessment

Guskey (2000) pointed out that PD planners have to establish an effective program to ensure that the PD programs are intentional, ongoing, and systemic to increase student achievement. The evaluation of the PD program is also important. There are various questions that may be asked of a program. For example, in order to assess participants' use of new knowledge and skills, evaluation in the form of surveys and teacher portfolios may be used (Guskey, 2000). Surveys may address participants' concerns, focus on quality of use, and provide valuable information on participants' own experiences with implementation. Teacher portfolios also provide a more specific and long-term

framework for planning and implementing the PD they have attended for use in their classrooms. Portfolios are an effective evaluation tool for long-term periods because teachers are able to build a plan, collect evidence, and reflect on learning (Dietz, 1995).

Follow-Up and Support Opportunities

Frequently, teachers will attend workshops, be left on their own to implement, and attempt to continue what they have learned from PD. PD program planners should not expect teachers to be without questions after the PD is completed. Another component of effective PD programs is having the structures set up for consistent follow-up and support (Asayesh, 1993). Follow-up and support are needed in order to help when facing any new issues or problems that may arise from the implementation (Hawley & Valli, 1999). A study by Borko and Putnam (1995), of successful PD programs, showed that teachers benefit from support as they try to implement new strategies and learning activities. Without the opportunity to follow up on any questions that may be occurring, PD may not be fruitful (Guskey, 2000).

Establishing Learning Communities

As education varies by locations, so do the standards, assessments, and materials that teachers must implement in their classrooms. Effective PD must allow teachers to make links to other areas of education (Asayesh, 1993; Garet, Porter, Andrew, & Desimone, 2001; Loucks-Horsley, Hewson & Stiles, 1996). Activities must be aligned with different standards in order to help teachers understand and apply their PD to other levels.

By using a combination of various models involving audiences of similar teachers, types of activities that fill training time, and the opportunity for evaluation and support, the structures of an effective PD program are in place. Activities must be content-rich, with opportunities for teachers to expand their knowledge base, must involve inquiry based tasks, must require collaborative work with other teachers, and must create the opportunity for teachers to realize how all factors work together to effectively improve student achievement.

Effective PD alone will not cause educational reform, but when viewed as part of a comprehensive change process that is multi-faceted, improvements will inevitably follow (Hawley & Valli, 1999). The structural and activity characteristics of an effective PD program need to be involved and implemented in a thoughtful and conscientious manner. Not only is it important to ensure that practices and strategies learned in PD programs are implemented in the classroom, the primary goal of student learning achievement should be considered as well.

<center>Cultural Theory</center>

A primary assumption of cultural theory is that life is with other people. Cultural theory's main objective is to explain why people want what they want as well as how they accomplish receiving it (Thompson, Effis, & Wildavsky, 1990). In contrast, most theories in the social sciences illustrate how individuals or groups accomplish receiving what they want from markets or government. Mary Douglas's grid and group typology provides a conceptual framework, answers questions, which concern the relation between culture and personality (Douglas, 1982). For example, "why are the Latin cultures hot-

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blooded?" (Douglas, 1982, p. 183). This study is concerned with how the cultures of teachers in two school, T3 and T4, view in-service PD programs.

Summary of Mary Douglas' Grid and Group Typology

The grid and group typology (Douglas, 1982; Stanberry, 2001) is a combination of the grid and group dimensions. Grid represents the degree to which individual autonomy is constrained by imposed prescriptions such as role expectation, rules, and procedures (Purvis, 1998). Group refers to the degree to which people in social environments value collective relationships and are committed to a social ideology greater than themselves (Purvis, 1998). Both grid and group are on a continuum from strong to weak. Grid and group typology has four cosmological types. They are individualist, collectivist, bureaucratic, and corporate.

Weak-grid and weak-group represents the individualist environment. Its context is dominated by strongly competitive conditions, control over other people, and individual autonomy. Weak-grid and strong-group presents the collectivist environment. The individual is not constrained by any external boundary. Strong-grid and weak-group represents the bureaucratic environment. The bureaucratic environment does not permit the individual to make personal transactions. Moreover, the individual's behavior is constrained by the classifications of the social system. Strong-grid and strong-group represents a corporate environment. It is organized internally into separate graded compartments. The corporate environment contains scope for internal specialization of roles and may distribute its resources equally between members (Douglas, 1982). Stanberry (2001) also described each typology as shown in Figure 4:

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Figure 4. Stanberry's grid and group typology definitions

Strong Grid/Weak Group BUREAUCRATIC • In extreme cases, no scope for personal transactions between group members. • Minimal personal autonomy. • Individual behavior is defined by roles without ambiguity and rewarded only for that role. • Group survival is not as important as individual promotion.	Strong Grid/Strong Group CORPORATE • Social experience of individual constrained by boundary maintained against outsiders • Individual's identity comes from group membership. • Individual's behavior dictated by the group. • Power structured in pyramid fashion with more power at the top. • Group survival and traditions are most important.
Weak Grid/Weak Group INDIVIDUALIST • Social experience of individual not constrained by group rules or traditions. • Role status and rewards are competitive and based on merit. • Little distinction between individual role statuses. • Long-term group survival is not important	Weak Grid/Strong Group COLLECTIVIST • Individual's identity comes from group membership. • Individual behavior dictated by group. • Few formal roles — status is competitive, yet status roles are stable because of group influence. • Group survival is not important

Source: (Stansberry, 2001)

Research Using Mary Douglas' Grid and Group Typology

Since its introduction, grid and group analysis has undergone considerable

theoretical elaboration (Douglas, 1982, 1989, 1992; Douglas & Wildavsky, 1982;

Thompson, Ellis, & Wildavsky, 1990). Researchers inspired by Douglas' insights have

used the framework primarily for describing particular social units and constructs such as

technology policy and preferences (Schwarz & Thompson, 1990), high-tech firms

(Caulkins, 1999), work cultures (Mars & Nicod, 1984), higher education (Lingenfelter,

1992), career expectations (Hendry, 1999), school culture (Harris, 1995), school

leadership (Kelly, 1999), urban environment (Aronsson, 1999), US policy over China

(Crider, 1999), site-based decision making (Barnes, 1998), and instructional technology

use (Stansberry, 2001).

Anderson (1997) tried to examine the usefulness of Douglas' grid/group model in

studying the implementation of multicultural education in two selected schools. The

research included identifying teacher's perspective on multicultural education; how

teachers incorporate this knowledge in selecting textbooks and in their daily lesson plan.

Anderson (1997) also examined how much influence teachers have in the implementation

of multicultural education at their schools. The researcher concluded that Douglas'

model became a great tool in implementing multicultural education because of its clearly

defined structure of grid/group dimension in four distinct "cosmological types" or

"prototypes" possibilities of social environment, which allowed the researcher to analyze

data more efficiently. The grid/group model became an instrument in predicting the

success or failure in the implementation of multicultural education. Teachers who had more hours of training are supportive of multicultural education. Teachers had a great influence over the implementation of multicultural education in their schools. However, based on data collected from this study, the lack of implementation of multicultural education is the result of a lack of training.

Purvis's (1998) study was dedicated to the problem of the cultures in which teachers find themselves. It attempts to answer three questions: (1) What is the culture of white teachers, (2) What is the culture of non-white teachers, and (3) Can Douglas' Grid and Group explain any similarities or differences between the two cultures? Twelve teachers were selected to participate in the study. The group consisted of six men and six women. Six of the participants were white, and six of the teachers were non-white. Six of the participants were secondary teachers and six of the participants were elementary teachers. Through the study, it was found that there were no significant differences between the two groups based on race. It was also found that there were no significant differences between the two groups based on gender. There were, however, differences between the two groups based on building level. Using Grid and Group it was concluded that none of the twelve teachers could be placed into the corporate culture (high grid, high group). Two of the teachers could be placed into the collectivist culture (low grid, high group). Two of the teachers could be placed into the bureaucratic culture (high grid, low group). The remaining eight teachers could be placed into the individualist culture (low grid, low group).

Diel (1998) also used grid and group typology to determine the cultural construction of success in four rural schools. The purpose of the study was to collect information about four successful rural schools located in Northwest Oklahoma. The data described existing conditions of these four schools as each of them represented a quadrant of Douglas's grid and group typology. Interviews, observations, and artifacts were collected at the on-site visitations. Extensive data were analyzed and four case studies evolved. The findings of this study provided a description of four rural schools that portrayed the criteria of successful schools according to Sergiovanni (1991). The most obvious characteristics included high achievement of students and teachers, low absenteeism and low turnover rates, high motivation, parental involvement, leadership, and flexibility. A positive school climate and the involvement of the community were attributes that were also seen in these four rural schools. The schools chosen for this research emerged as good examples of each of the quadrants of Douglas's grid and group typology. Takota Elementary School was representative of individualist culture (low grid/low group) because of the nature of the school's administration, teachers, and the students. It was a competitive atmosphere. Wettwood Public School was an example of bureaucratic culture (high grid/low group). In Wettwood, a successful tradition was evident. In Torkington Public School, which was a corporate culture (high grid/high group), the prevailing atmosphere was one of survival and the desire to perpetuate the successful traditions of Torkington School. Although individuals participated in competitions of various kinds, the achievements and awards were for the recognition of the school, not the individual. Bedford Public School represented the collective culture

(low grid/high group. The students were very competitive and very individualized, but they also established goals for preserving their school and its customs. The findings of this research contributed to a better understanding of successful rural schools and the different social environments of each of the four schools. The comparison of their similarities and differences was made possible through the utilization of Douglas's grid and group typology.

In her study, Murer (2002) also used Douglas's grid and group typology to investigate how the organizational cultures of three departments in a doctoral granting institution in Georgia promoted or inhibited the mentoring of female faculty in their respective contexts. The participants in the study consisted of female faculty members from the Veterinary Clinical Sciences Department (VCS), the Biochemistry and Molecular Biology Department (BMD), and the Music Department (MuD) at Midwestern University. The three departments were selected for a wide range in disciplines and for a variety of organizational contexts. Multiple methods, including interviews, observations, document analysis, and a survey, were used for data collection. Murer (2002) found out that the VCS was best described as a collectivist culture (low grid/high group), while the BMD fell into the individualist culture (low grid/low group). The MuD was identified as a corporate culture (high grid/high group. The findings suggested barriers to mentoring of female faculty reinforcing the reviewed literature. Moreover, the cultural bias of the female faculty members in VCS juxtaposed against the overall cultural identity, which was collectivist, which allowed for more mentoring of female faculty. In contrast, the cultural bias of the faculty from the BMD, individualist, indicated less opportunity for

mentoring of female faculty. The cultural bias of the MuD allowed for informal

mentoring of female faculty. However, in all three departments, the mentoring of female

faculty met with many barriers and conflicts.

Stansberry (2001) also utilized the lens of Mary Douglas' (1982) grid and group

typology. The purposes of her case study were: (1) to describe the organizational context

of two specific colleges within a large, 4-year, research institution in which Information

Technology (IT) used by faculty members was evident; (2) to study what and who

influenced individual faculty members' preferences toward IT use; and (3) to describe the

relationship of grid and group in the decision process to implement IT use in curricula.

The participants in this descriptive case study included higher education faculty members

within the College of Veterinary Studies (CVS) and the College of Human Ecology

(CHE) at Midwestern University. These two colleges were selected for a wide range in

disciplines and for a variety of organizational context. Each college had a diverse spread

of IT use throughout their individual programs. Multiple methods, including interviews,

observations, document analysis, and a survey, were utilized for data collection. Through

this study, the CHE was best described as a corporate culture (high grid/high group),

while the CVS best fit in the collectivist culture (low grid/high group). The study also

suggested patterns of barriers and incentives related to IT use in each college, reinforcing

the reviewed literature. Additionally, the cultural bias findings of many of the faculty

members in CHE were individualistic in perceptions of incentives to use IT. This

individualistic cultural bias was juxtaposed against the overall cultural identity, which

was corporate. This was posited to explain the apparent discrepancies, conflict, and dissatisfaction among the cultural members of the college. On the other hand, the cultural bias of the CVS faculty and the cultural identity were more in harmony. For example, incentive was self-defined, but this low-grid characteristic was in accord with the collective environment of the CVS. Because of this alignment, there were less discrepancies, conflict, and dissatisfaction in relation to CVS' IT use.

Summary

In-service teacher PD practices can be examined in a number of ways. One approach is to investigate the interaction between individuals and their surroundings. The lens of Mary Douglas' grid and group typology has been utilized in several studies as a specific instrument to investigate this interaction.

CHAPTER III

METHODOLOGY AND PROCEDURES

This chapter defines and discusses the methodology and data collection procedures used in this study. The methodology and procedures were selected based on the type of study pursued. The data collection adheres to the guidelines and presents a rationale for the methodology and procedures chosen for this study. The presentation of this chapter is outlined below:

- Methodology

- Population and Sample

- Data Collection Procedures

- The Survey Instrument

- Interviews

- Observations

- Data Analysis Procedures

- Summary

Methodology

Research can take many different forms. When deciding how best to approach the study, the researcher must take into consideration the research design that will best articulate the findings of the study. This study includes close interactions with human subjects and their attitudes in specific situations. Because of the specificity of the studied subjects, it was decided to use qualitative research centered on the case study through participant observations, collecting field notes, and short interviews.

Qualitative research isolates and defines categories to form themes. It was intended to reveal schemes of interrelationships between many categories (McCracken, 1988; Creswell, 2003). Qualitative research allows categories and themes to develop and emerge throughout the study (Shin, 1993). Observations, document collection, and short interviews allow the researcher to watch and participate in the interactions and question the interviewees, which creates a picture of their experiences and attitudes.

Qualitative design provided the best opportunity to gather data in a non-threatening, yet substantive manner. Stake (1998) defined three types of case studies: 1) the intrinsic case study, 2) the instrumental case study, and 3) the collective case study. The intrinsic case study is a study done to gain better understanding of one particular case. The instrumental case study is a particular case studied to gain more or better insight or clarification into a specific issue. The case in this situation is supportive and not of primary importance. It is secondary to the main interest or focus issue. The collective case study is not interested in one case, but more than one case to gain information on a particular population, occurrence, or circumstance. For this research, a

collective case study seemed most appropriate since more than one school was observed

for similar and different information based on their cultural context.

<div align="center">Population and Sample</div>

The population in this study consisted of 345 schoolteachers from five schools in

HCM including: T1, T2, T3, T4, and T5. In these 345 teachers, there were 86 teachers in

T1, 71 teachers in T2, 66 in each of T3 and T4, and 56 in T5.

The researcher purposely chose to begin the survey in T3 and T4 because both

schools had the same number of teachers. Both T3 and T4 had 66 teachers.

<div align="center">Data Collection Procedures</div>

This study is qualitative in nature and demanded the researcher's involvement in

the setting and with the subjects to assess the culture context of the school. Information

was used from document collection, observations, and interviews to examine the

relationship of cultural context and PD. The procedures for gathering data began with a

survey for cultural consideration investigation. The research chose one particular city in

Thailand due to possible variances in school sites. The study draft was presented to the

Hatyai Mayor. He then presented the proposal to the HCM Director of Bureau of

Education for approval. Approval was obtained through a memo on November 20, 2004.

The HCM Director of the Bureau of Education then sent a letter to all five principals to

inform them of permission being given to continue with the study (see APPENDIX B). It

was the understanding of each principal and the researcher that the decision to participate

in this study was strictly the prerogative of each building principal. Following the

permission by principals to conduct the study at their sites, surveys were distributed.

On December 2, 2005, the surveys were distributed to T3 and T4. Later, the cultural quadrant of both schools would be investigated. If both schools had different quadrant results, there would be no further quadrant investigation in the other schools. However, if both schools fell into the same quadrant, the researcher would continue surveys in the other schools until two separate quadrants were identified.

In the survey result, T3 represented the collectivist quadrant, and T4 was in the individualist quadrant. Again, if both schools had the same cultural identifications, the research would have been continued at other schools until two different cultural identifications emerged.

<div align="center">The Survey Instrument</div>

The original survey (APPENDIX C) was constructed by Harris (2005). It has been used several times in schools located in the United States. The researcher received permission from Harris (2005) to use his survey in the study conducted in Thailand.

In order to do the survey in Thai schools, the survey had to be translated into Thai (see APPENDIX D). The researcher did the translation, later requesting a Thai student at Oklahoma State University, Mr. Teerathorn Saneeyeng, to translate the Thai version survey back to English (see APPENDIX E). This process was done to insure correct translation.

There are few differences between Harris's (2005) survey and Saneeyeng's translation. The differences are presented in Table II.

Table II

Harris'(2005) Original Survey and Saneeyeng's Translations Contrasted

Page	Location	Harris's Original	Saneeyeng's Translation
2	First paragraph	While *completing* this instrument,…	While *doing* this instrument, …
3	First paragraph first sentence	….way to *complete* the survey…..	…way to *do* the survey….
	second sentence	…one circle is checked…	…one circle is marked…
4	First paragraph	… *to complete each item in the survey….*	…*to do survey for each item…*
5	Item 4 (2 places)	… autonomy in *generating…*	… autonomy in *operating ….*
6	Item 5 (2 places)	….autonomy in *selecting…*	….autonomy in *choosing…..*
	Item 7	*allotment/allocation*	*Distribution*
7	Item 10	decentralized, *controlled by teachers.*	decentralized, *teachers' control.*
		centralized, *controlled by administrators.*	centralized, *administrators' control.*

According to Merriam-Webster Online Dictionary (2005), "check" - "mark" can be used interchangeable as well as "generating" - "operating", and "selecting" - "choosing." Moreover, Dr. Edward L. Harris (2005), the Grid and Group Assessment Tool's developer, confirmed that Saneeyeng's translations were acceptable and understandable.

Interviews

Once the surveys were gathered and plotted on the grid/group quadrant, teachers were contacted to set up a group interview schedule. Five teachers and one administrator were contacted at each site for group interviews. All of them were willing to share valuable information. Before the interviews, the principals at each site spoke with the teachers about the interview possibility. Because of scheduling problems, both T3 and T4 principals had meeting on the interviewed date. However, they assigned their assistant principals to participate the interview. The interviews took place on site, with all that were interviewed completing their survey.

There were six people interviewed in each school, including: one assistant principal, and five teachers. Each interviewed person was given a Thai consent form (APPENDIX G) giving permission to be interviewed. Each teacher interviewed was completely cooperative and willing to give honest information to interview questions (APPENDIX H). The interview process provided the researcher the opportunity to discuss attitudes about PD, teacher interactions, the administrative role, and other general information about school sites.

Observations

Observations of teacher interactions and collection of field notes were important.
Time spent at each school provided the opportunity to study school routines. Each school
was visited twice: on the survey-distribution day, and on interview day. Those days
provided greater understanding about each school. Field notes were taken during
observation and used for analysis along with interviews and documents, memos, and
other school materials.

Data Analysis Procedures

Gathering data from a variety of sources from different points of view while
checking data against different questions, different sources, and different methods is
referred to as triangulation (Erlandson, et al, 1993). Yin (1994) added that collecting
multiple data sources in case studies allow an investigator to "address a broader range of
historical, attitudinal, and behavioral issues" (p. 92). This study included the following
methods of data collection: survey, interview, observation, and document analysis.

The survey responses provided primary data to understand the cultural context of
each school. A study of two schools in two different cultural quadrants provided the
opportunity to compare the teachers' attitude on PD practice. T3 was placed in the
collectivist quadrant of the grid/group typology, and T4 was placed in the individualist
quadrant in accordance with their survey responses. Data collected through interviews,
observations, and document analysis reinforced each school's placement in their respective
quadrants of cultural context.

Analysis of interview data occurred simultaneously with data collection and was an ongoing process throughout the study (Merriam, 1988). Verbatim transcripts were created from each of the interviews. The field notes taken during and immediately following observations were analyzed along with the interview transcripts. Scanning the data for regularities, patterns, similar ideas, and relationships developed coding categories. Categories were created from bits of coded data that were similar in characteristics.

As documents and school materials were gathered, they were organized into three-ring binders according to each school's information. Analysis of documents and materials took place as they were gathered and folded into the same coding scheme as the interview data.

<div align="center">Summary</div>

Methodology and procedures were implemented to carry out necessary strategies for gathering valuable data to use and gain insight into two different schools with different grid and group typologies. Each of the two cases studied presented a different perspective of Douglas's (1982) grid and group cultural quadrant considerations.

The purpose of this study was to test Douglas's (1982) grid and group framework to analyze teachers' attitude toward PD practice in at least two different cultural contexts. In Chapter IV, the data collected from each site will be presented, building a representation of each based on interviews, document collection, observation field notes, and survey outcomes in order to give a realistic picture of the school sites studied.

CHAPTER IV

PRESENTATION OF DATA

Two schools in Hatyai, Songkla, Tessaban 3 (T3) and Tessaban 4 (T4), will be discussed in this chapter. Data for these descriptions came from multiple sources, including survey, interviews, observations, and pertinent documents. This chapter begins with a portrayal of the context of the study, and then offers descriptions of the T3 and T4 schools.

Stake's Sport Analogy Description

Stake (1995) illustrates the need to tell the story to the readers: "for the reader's sake, for the cases' sake … the particular research situation's best story needs to be found. It is an effective author who tells what is needed and leaves the rest to the reader" (p. 121). Lingenfelter (1996) utilized a sports analogy in which the description of the case is built around the playing field (or physical resources), the players (people who participated in the case), the rules of the game (relationships between and among players), and the game (activities as performed by the players). This study follows Lingenfelter's (1996) analogy with Stake's influence to tell the best possible story of the relationships between culture and PD practices in the two schools studied.

The chapter presentation will follow:

1. Bureau of Education, Hatyai City Municipality

2. Tessaban 3 School

   - The playing field

   - The players

   - The rules of the game

   - The game

3. Tessaban 4 School

   - The playing field

   - The players

   - The rules of the game

   - The game

4. Summary

Bureau of Education, Hatyai City Municipality

According to its website, the Bureau of Education's primary responsibility is to serve people in Hatyai City Municipality (HCM) by providing students with any educational services and creative activities that enhance students' fundamental knowledge. There are five schools under the administration of HCM include: Tessaban 1 (T1), Tessaban 2 (T2), Tessaban 3 (T3), Tessaban 4 (T4), and Tessaban 5 (T5). Currently, there are 345 teachers in five schools. Only teachers from T3 and T4 were included in this case study as mentioned in Chapter III.

Tessaban 3 School

The Playing Field

The T3 School is located on Pethkasam Road, Hatyai District, Songkla Province. The whole school is located in Hongpradittharam Temple. There are six buildings in T3 which include: Art, Music, and Technology Building, Administrative Building, Classroom Building 1, Classroom Building 2, Classroom Building 3 and Praying Station. All buildings, except Praying Station, have two floors. There is a soccer field, whose size is three quarters of the size of an Olympic size field, the parking lot for teachers is around the soccer field (see Figure 5). T3 consists of a principal, three assistant principals, and 62 full-time teachers. All administrators in T3 hold master's degree and the rest have bachelor degrees. T3 offers education for Hatyai student from Patomsuksa 1 to Patomsuksa 6 (equivalent to Grade 1 to Grade 6 in the United States). There are 1,188 students in T3, which is displayed in Table III.

Table III

Number of Students in Hatyai City Municipality's Tessaban 3 School

	Male	Female
Patomsuksa 1 (Grade 1)	77	102
Patomsuksa 2 (Grade 2)	98	102
Patomsuksa 3 (Grade 3)	111	98
Patomsuksa 4 (Grade 4)	102	89
Patomsuksa 5 (Grade 5)	126	89
Patomsuksa 6 (Grade 6)	99	95

Source: 2005 Educational Statistic, Department of Local Administration

   T3 School principal is male, all assistant principals are females. There are 48 female teachers and 14 male teachers. In summation, there are 15 men and 51 women educators in T3.

Figure 5. Tessaban 3 School layout.

Praying Station

Classroom Building 3

Classroom Building 2

Exit

P e t h k a s a m   R o a d

P a r k i n g

Soccer Field

P a r k i n g

T e m p l e   A r e a

Parking

To Temple

Parking

Classroom Building 1

Entrance

P a r k i n g

Art, Music, &
Technology Building

Administrative
Building

T e m p l e   A r e a

● = Flag post   ○ = Tradition Thai Giant | = Driving direction
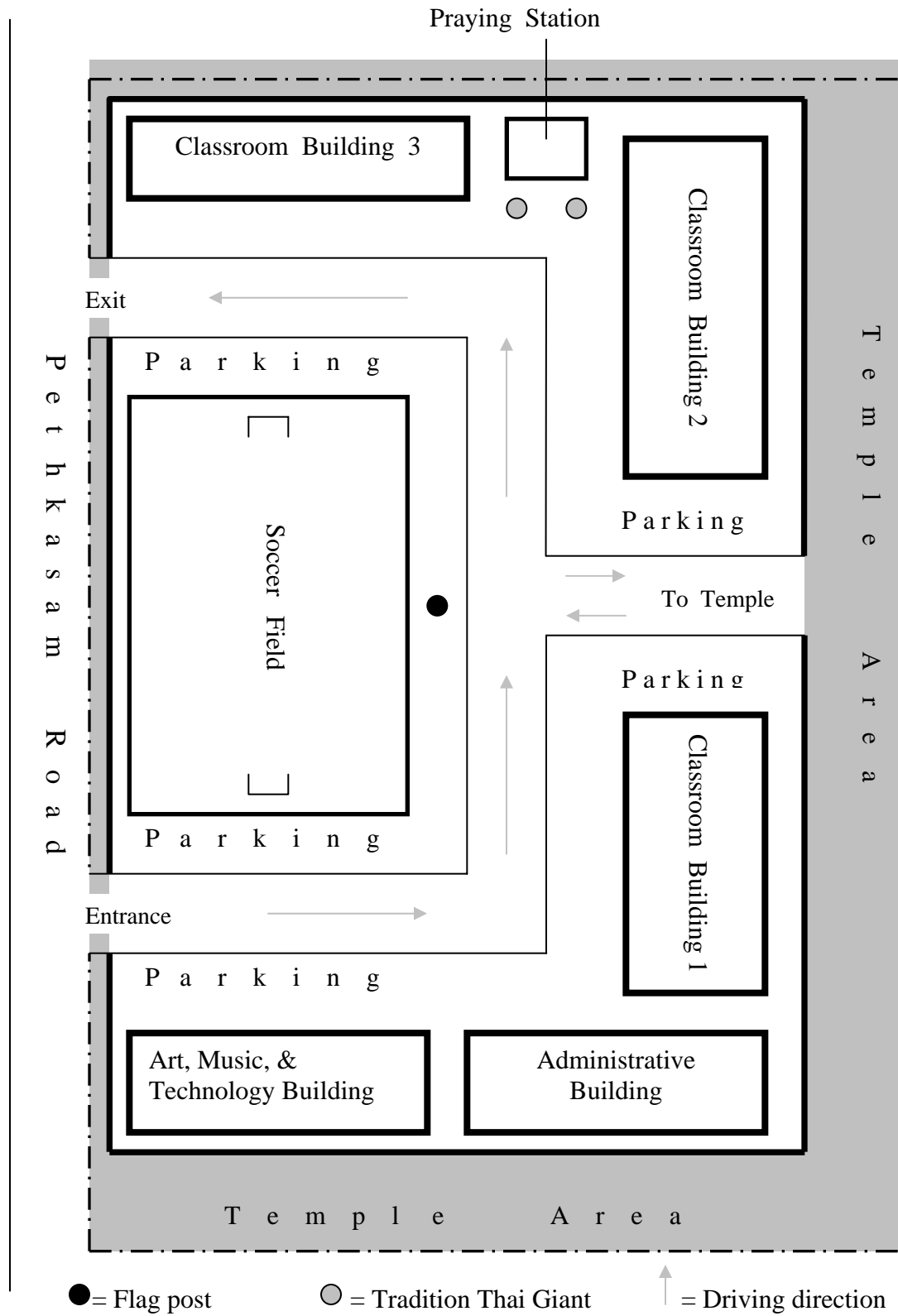
The Players

Two groups of people are identified in T3 including: (1) administrators, and (2) teachers. The administrator for this research interview is an assistant principal. The teachers' group consists of five teachers.

An administrator. On the day the interview was held, the principal was having a meeting with the mayor. However, he assigned an assistant principal to participate in the interview.

T3 assistant principal. The T3 Assistant Principal is 57 year-old. She completed a bachelor's degree in education from Songkla Teacher College in 1970 and a master's degree from Thaksin University in 1995. She has taught at this school for 35 years, and was nominated to become the assistant principal at T3 in June 2001. She is the oldest in the T3 administrative level, and has a son working in Bangkok.

T3 teachers. There are five teachers from T3 who agreed to participate in the interview: two male and three female. They are from different departments. For this study, the five interviewed teachers were named as T3-1, T3-2, T3-3, T3-4 and T3-5.

T3-1 earned a bachelor degree in education and is planning to begin work on a master's degree next year. She is a Thai teacher and is head of the Thai language department. This 48-year old participant is married with a grown child who attends the public university in Bangkok.

T3-2 earned a bachelor degree in English. She has been working as an English teacher at T3 for 15 years. She worked in several schools under HCM administration for many years before settling at T3. T3-2 is in her mid-forties. She is doing a great deal of

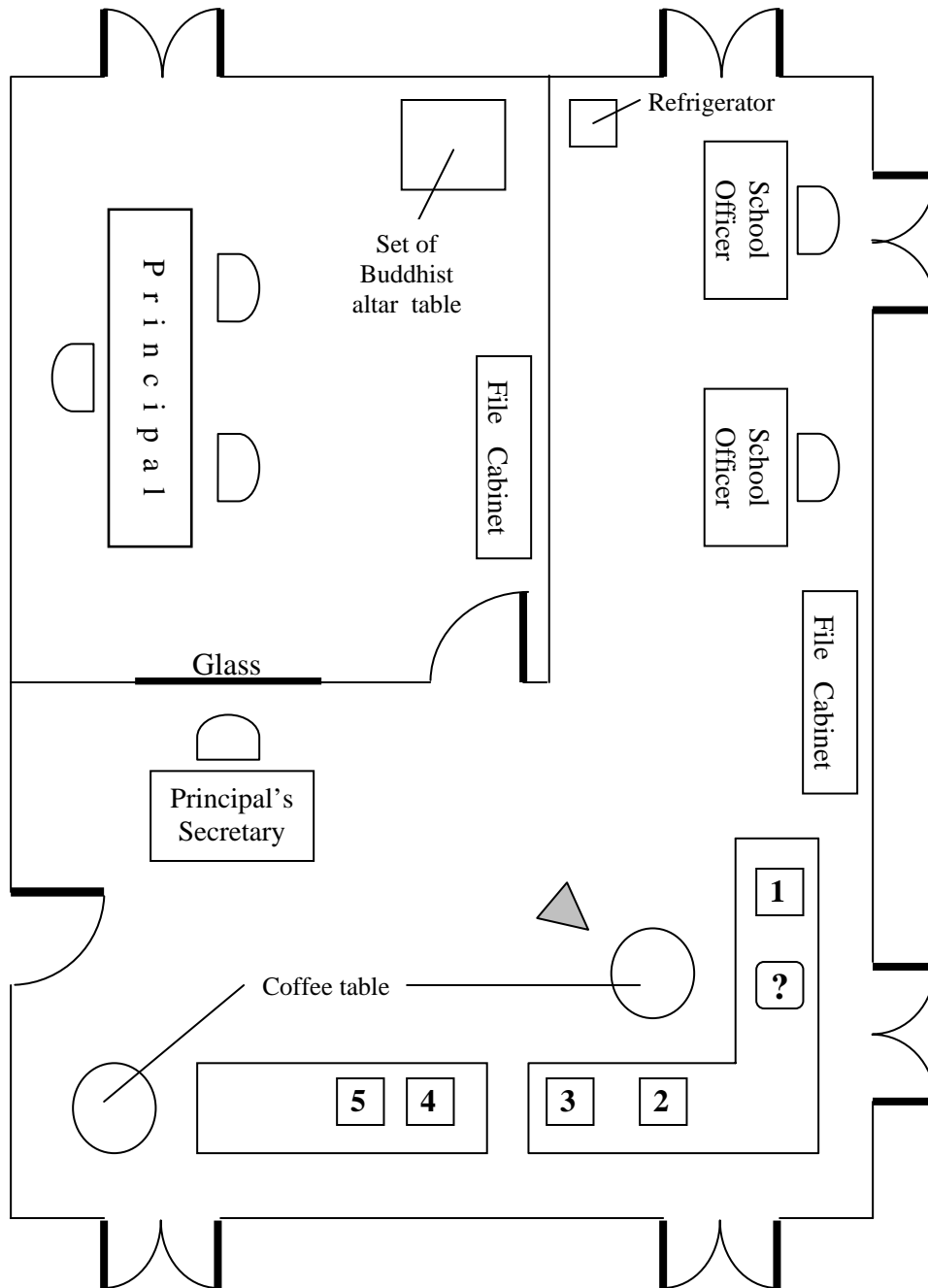research that is centered around her classroom that should result in a promotion in the coming semester.

T3-3 is in her early forties. She has her bachelor's degree in Social Education from Songkla Teacher College. She is planning to begin the master's degree next year. T3-3 submitted her promotion request to HCM in May 2004, and is awaiting their response.

T3-4 is 51 years old. He is very enthusiastic about his teaching career. He does not want to be an administrator. He has a bachelor of education in mathematics and has been teaching in T3 for 25 years. T3-4 is planning to apply for promotion in May 2005.

T3-5 is in his late forties. He earned a bachelor's degree in physical education from a physical education (PE) college South of Thailand. He has been working in T3 for 26 years. There are only two Tessaban schools that have soccer fields. Because of T3's playing field, T3-5 has the opportunity to create a number of PE activities.

On the interviewed day, T3 had already set up a group interview place. The interview was conducted at T3's principal office. Interviewed teachers, assistant principal and the researcher were grouped as display in Figure 6.

Figure 6. Interview setting at Tessaban 3 School.

Refrigerator

School Officer

Set of Buddhist altar table

File Cabinet

School Officer

File Cabinet

Glass

Principal

Principal's Secretary

1

?

Coffee table

5 4

3 2

? = Researcher

= T3 Interviewed Assistant Principal

= T3 Interviewed Teacher number __ (as filled in the box)

The Rules of the Game

T3's working environment is similar to the other Thai traditional workplaces. There is seniority, respectfulness, and a hierarchical atmosphere. The principal stated:

> "I consider myself as a senior because of age and experiences. Teachers must have loyalty to the school. It is necessary for developing the school. On the other hand, the school, as an organization, must provide compensation and other rewards for good teachers."

T3-2 also mentioned about seniority in school that:

> "… Every teacher is equal in this school. However, seniority is another thing that must be involved… the principal is almost ten years older than I am … I respect him, not because of his position, but I do respect him more when I consider him as a brother."

All players agreed with T3-2. T3-5 also added:

> "We are able to listen and oppose ideas of the others. In our school meetings, one who has better reasons will be respected and accepted. When we work and face any problems, we will consult and resolve those problems together, including bring directly to the principal … Seniority is always a consideration in our school.

T3-2 added that:

> "Seniority is not a must thing to have, but it is better to have."

When questioned about T3 administration, most players described it as a "top-down" structure with a clear "chain of command." One teacher said:

"Our school's highest management is the principal" (T3-1, personal communication).

Hierarchically, after the principal, there are three assistant principals who are responsible only for the works that are assigned for them directly from the principal.

"If no specific assignments, the assistant principals will perform the ordinary work along with the other classroom teachers. There are department heads that will take care of particular groups or subjects. (T3-3, personal communication).

T3-1 also clarified that:

"The assistant principals are responsible as the second in rank on the school's hierarchical chain of command. They can perform any duties and take the principal's place when he will not be in the office, or cannot perform his duties for a certain length of time."

T3-4 explained:

"Our principal emphasizes to us that the assistant principals' responsibilities are the temporary delegation of authority. Based on that, we will let the assistant principals check our tasks that were only assigned to them. If not delegated to them, we report directly to the principal."

However, no one in school views the T3 principal as an autocrat because he allows his teachers to express any creative ideas and respects teachers' autonomy in certain areas.

"He allows every teacher to decide on his/her own choices in teaching

styles/method. He supports teachers by let them attend any PD anywhere

with reasonable cost" (T3 assistant principal, personal communication).

From the top to the bottom of T3's chain of command, all players agreed on some

points of view. They look at the administrator, especially the principal, as their senior,

not their boss.

T3's social activities are interactive. Teachers always join together for meals

during weekdays and sometimes assist other teachers with certain assignments. All T3

players emphasized that:

"There is a hierarchy in school, but there is openness, kindness, and

warmth. We all have a very close, friendly relationship."

T3-5 also added that:

"Principal likes direct-personal interaction. He prefers to interact with

teachers by talking informally with them and occasionally visiting their

classrooms. I believe that these things help us build strong teacher

interactions not only with principal, but also among teachers."

Cooperative work is typically the norm of T3. There is a tendency for strong

cooperation in the workplace. They can leave classes for personal business while there is

a substitute for their class. There is a sense of respect for others' expertise and abilities.

T3-4 explained that:

"My colleagues and I are likely to help each other. When I became the

editor of the school handbook, many of my fellow teachers helped me in

every way. Whenever anyone needs me, I do not hesitate to help them."

T3-1 also added:

"Teacher gathering and chatting is everyday events with the current issues

centering on politics, students, or job assignments. Some teachers may like

to be separated from the others for short period of time, but most of them

enjoy being with the group."

The Game

The game in T3 is PD practices. The assistant principal mentioned about PD from

an administrative vision:

"I, myself, prefer the workshop-type PD, which there is expert presenters

who can establish the contents and the flow of activities. I want to have PD

that I can know the clear set of PD objectives and the learner outcomes. It

is easy for me and other administrators to expect what the school will get."

T3-2 introduced her preference that:

"I prefer to attend PD programs that have skill development training."

T3-3 agreed with T3-2 and included that:

"I think the best training should include demonstration of skill, practices

under simulated conditions, and feedback about skill performance."

When asked about PD programs and activities that have been available for teacher

in the last year, T3-4 explained that:

"There are many but there is one in particular that I want to mention. I remember I went to PD training with my Math colleagues last semester. During the training, we spent time observing each other. I learned my strengths and weaknesses because there were many math teachers attending that training. The more teachers attending PD, the more observations given to me. Each teacher would look at me from a different point of views."

After T3-4 mentioned about number of attendants, an assistant principal added her opinion:

"As an administrator, the most important factor that I have to consider is the cost of the program. Training PD may be the most efficient model for having large numbers of teachers to participate in the presentation."

T3-1 agreed with T3-4 and added that:

"Peer observation is important because I can feel more comfortable exchanging ideas or activities with people that I already know."

When questioned for reasons of peer observation preference, T3-5 explained that:

"When I attend PD, I want to be with my colleagues because they can help me."

T3-2 supported T3-5 and said that:

"I think that the higher number of attendants, the greater effect is gained. In addition, it does not cost a lot, as the assistant principal mentioned. The cost per head will reduce when the number of attendants is higher."

T3-1 added that:

"I also believe that we can have more practical suggestions from people that I am getting used to."

When requested, information about activities of training PD, T3-5 provided some suggestions:

"The training PD is highly deepened by presenters and the ways they deliver to audiences. Sometimes we attend some programs that were very boring because there was no interaction with the audiences. We want good presenters."

T3-4 did not totally agree with T3-5 and explained that:

"Yes! Presenters are the key person to run the training. However, when we attend PD together, we all bring a presenter to join us. We can make them feel like they are members of the group. I think that the audiences are also important. However, I cannot imagine doing that if I have to be in the training program where I know no one or am distanced from the other audiences."

After being questioned about PD types that they want to have in future, all of them answered that they are satisfied with what is available for them.

T3-3 concluded that:

"I like what they offer us now. However, I also prefer to have PD with my friends."

An assistant principal added:

"I think our principal knows what we need and what we like. He tries to provide the best for us. Whatever the outcome: the improvement of teachers' thinking and student achievements are the important goals."

Tessaban 4 School

The Playing Field

The T4 School is located on Sri Bhuwanart Road, Hatyai District, Songkla Province. The complex is located in Klongrean Temple. There are 5 buildings in T4 which include: An Administrative Building; Art, Music, and Technology Building; Classroom Building 1; Classroom Building 2; and Classroom Building 3. All buildings have three floors. There is a parking lot in front of the Administrative Building; Art, Music, and Technology Building; Classroom Building 1; and Classroom Building 2. In addition, there is a playground, whose size is almost 150% larger than the size of the parking lot. It is located behind the Administrative Building, in front of Classroom Building 3 (see Figure 7). T4 consists of a principal, 3 assistant principals, and 62 full-time teachers. All administrators in T4 hold master's degrees and the rest have bachelor degrees. T4 offers education for Hatyai students from Patomsuksa 1 to Patomsuksa 6. There are 1,273 students in T4, which is displayed in Table IV:
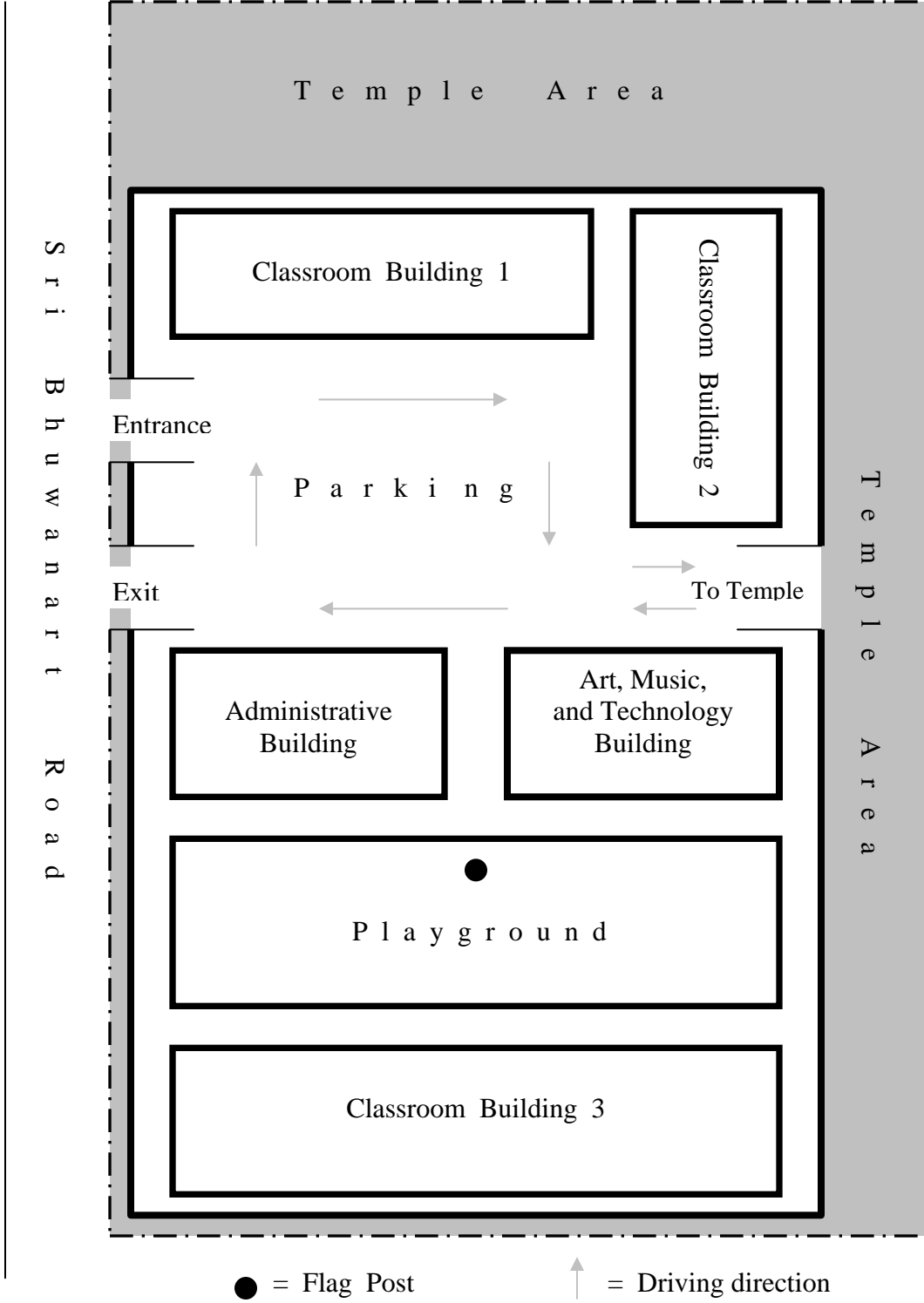
Table IV

Number of Students in Hatyai City Municipality's Tessaban 4 School

	Male	Female
Patomsuksa 1 (Grade 1)	111	108
Patomsuksa 2 (Grade 2)	99	104
Patomsuksa 3 (Grade 3)	108	111
Patomsuksa 4 (Grade 4)	124	110
Patomsuksa 5 (Grade 5)	111	96
Patomsuksa 6 (Grade 6)	109	83

Source: 2005 Educational Statistic, Department of Local Administration

The principal is male, and all three assistant principals are females. There are 47 female teachers and 15 male teachers. In summation, there are 16 men and 50 women educators in T4.

Figure 7. Tessaban 4 School layout

Temple Area

Sri Bhuwanart Road

Classroom Building 1

Classroom Building 2

Entrance

Parking

Exit

To Temple

Temple Area

Administrative Building

Art, Music, and Technology Building

Playground

Classroom Building 3

● = Flag Post   ↑ = Driving direction

The Players

Similar to T3's case, two groups of T4 people are identified in this study including: (1) administrator, and (2) teachers. The administrator for this study is an assistant principal. The teachers' group consists of five teachers.

An administrator. On the day that the interview was conducted, the principal was attending a meeting outside the school. However, he assigned an assistant principal to participate in the interview.

T4 assistant principal. The T4 Assistant Principal is 52 years old. She completed a bachelor's degree in education from Songkla Teacher College and then received a master's degree in educational administration at a famous university South of Thailand, Thaksin University, in March 2004. She has spent thirty years teaching at several schools under the administration of HCM and was nominated to become assistant principal at T4 on June 2004. Becoming an assistant principal at T4 is her first administrative level assignment.

T4 teachers. There were five teachers from T4 who agreed to participate in the interview process. All are females and come from different departments. For this study, the five interviewed teachers were named as T4-1, T4-2, T4-3, T4-4 and T4-5.

T4-1 earned a bachelor's degree in education and is planning to begin work on a master's degree next year. She is an English teacher. This 48-year old participant is married with a grown child who attends Thai public university in Bangkok. T4-1 is head of Educational Technology in the school. She will be an administrator in the near future.

T4-2 earned a bachelor's degree in teaching Thai. She has been working as a teacher at T4- for 23 years and is in her mid-forties. She has done extensive research that centers on her classroom and expects to get a promotion in the coming semester.
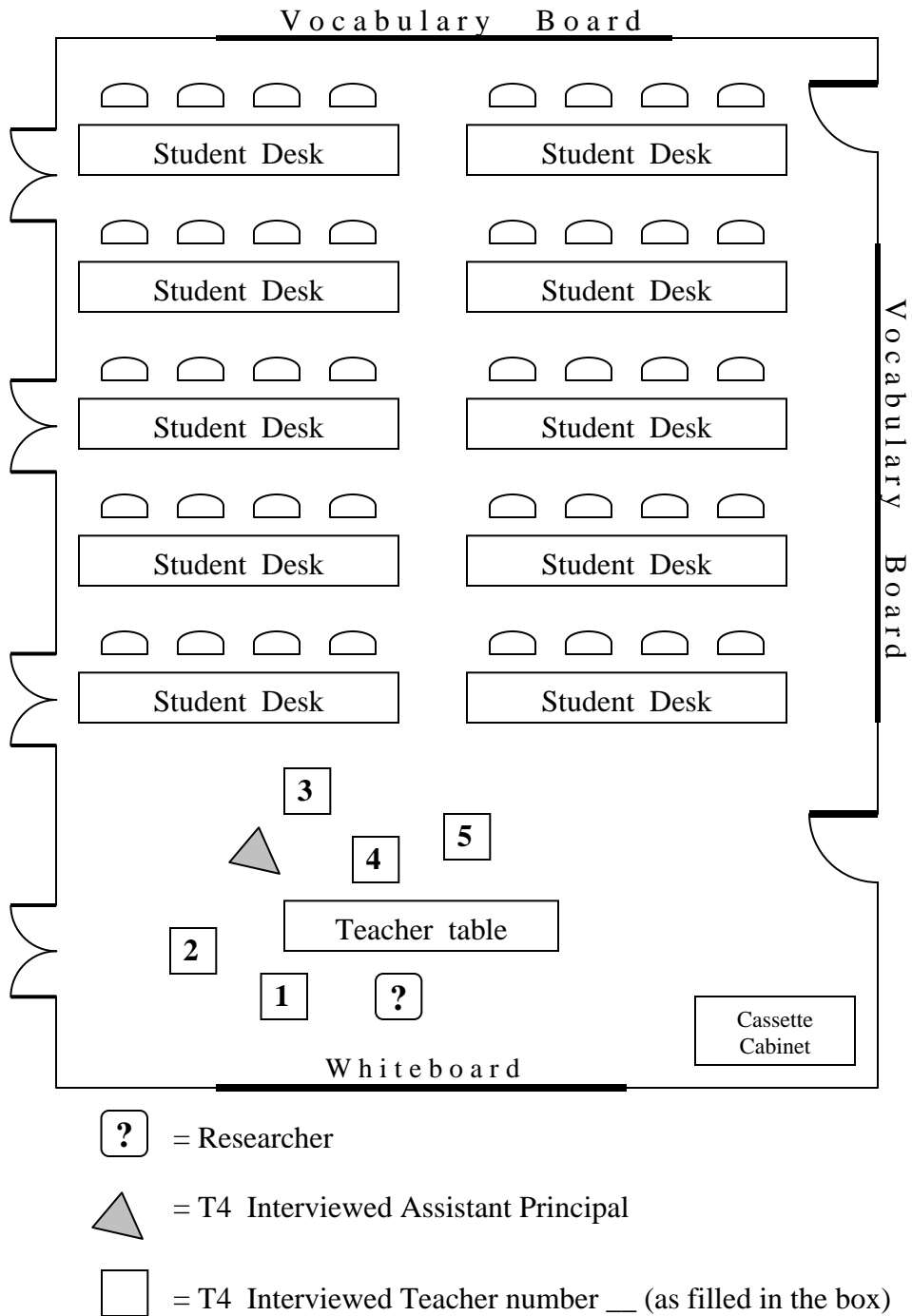
 T4-3 is in her early forties and has a very close relationship with T4-2. She has taught in this school for 20 years. She has her bachelor's degree in mathematics teaching from Songkla Teacher College and is planning to begin work on a master's degree but has not decided when. T4-3 just submitted her promotion request to HCM in May 2004. She is waiting for their response.

T4-4 is 44 years old. She is enthusiastic about her career. She has a bachelor's degree in science education. She has been teaching in T4 for 22 years and is planning to begin work on her master's degree next year. T4-4 also submitted her promotion request to HCM in May 2004. She is expecting to know the result by January 2005.

T4-5 is in her late forties. She is a social science teacher. She is known as the "educational media-ist" among teachers in school. T4-5 loves to make educational media and includes it in her class. She has been teaching at T4-5 for 22 years and was promoted two years ago.

On the interview day, the interview place was not set up yet. T4 assistant principal tried to locate the interview at school meeting room but it was occupied. Finally, the interview was placed at the sound-lab classroom. Interviewed teachers, principal and the researcher were grouped as display in Figure 8.

Figure 8. Interview setting at Tessaban 4 School.

Vocabulary Board

Student Desk | Student Desk

Student Desk | Student Desk

Student Desk | Student Desk

Student Desk | Student Desk

Student Desk | Student Desk

Vocabulary Board

3

5

4

Teacher table

2

1 ?

Cassette Cabinet

Whiteboard

? = Researcher

= T4 Interviewed Assistant Principal

= T4 Interviewed Teacher number __ (as filled in the box)

The Rules of the Game

T4 teachers shared several values and beliefs. Representations of those values and beliefs are as follows:

> "Every teacher has the capability and intention to do one's best. I just have to assign work clearly…this teacher is responsible for this job, that teacher is responsible for that job. If there is any problem, they can just tell me directly. In case I am absent, I allow them to make appropriate decisions on their own and then inform me afterward. I love to see people expressing their opinions. I am open to any comments. I always emphasize what type of a person I am. I am not very strict. I always consider all people as equal." (T4 assistant principal, personal communication)

T4-4 said:

> "My personal goals are dependent on the existence of the school. I dedicate myself to students and the school …Making good students and delivering them to higher levels is a motivation and an important devotion needed by every T4 teacher. … Currently, T4 School operates on teachers' beliefs in moral, and quality education for children in our community. I try my best to make our school well known in the Hatyai community."

T4-5 explained that:

> "For me, my own goal is to teach the best to our students, and the teachers' main goal is to produce quality students for our society."

T4-2 agreed with T4-5 and commented that:

"My individual goal is the same as T4 School's goal. To produce quality

students, we have to work hard physically and mentally. For example,

producing quality students and delivering those to higher level is a

motivation and an important devotion needed by every T4 teacher."

T4-1 also added that:

"We consider every teacher an individual. The work may not be if teachers

cannot express what they want. We have to consider each teacher when we

work together. Certainly, not all teachers are very kind, and very helpful.

However, we are able to start doing work with just a little stimulus."

When asked about teacher's roles, these players characterized the school as

"friendly" and "non-hierarchy." T4-3 introduced that:

"Teacher's roles are automatically known. The only role that I know is the

role for each assistant principal. The three assistant principals are as

follow: one assistant principal for administration, one for academic affairs,

and one for student affairs. The assistant principal for administration is

responsible for fiscal, personnel, and general management. The assistant

principal for academic affairs is responsible for all teaching matters and the

assistant principal for student affairs is responsible for any activities that

assist T4 students to grow physically and mentally."

T4 teachers seemed to have a collaborative mindset of individualist and

collectivist on their duties. For example: T4 Assistant Principal stated:

"Group assignments are in practice whereas the individual tasks are recognized. Each teacher must be able to work individually and collectively."

T4-5 mentioned:

"However, school goals are the supreme consideration. Every individualistic mind has to support the goals."

T4-3 commented:

"When administrators have new assignments, and it is in my field, I will think about it by myself first, then I will consult with my colleagues later. If there is any negative response from my peers and it is quite strong, I will seriously consider and discuss it with them. But, if no negative feedback, I will express my initiation."

T4-4 also added some information about leadership in the T4 working environment:

"The school administration is generated with excellence-planned framework, mission, and school policy. The principal shares his authority with all assistant principals, and then all administrators share those to their subordinate teachers. We all work hand-in-hand for the same goals."

T4-2 also emphasized that:

"There is no top-down structure."

In the workplace, T4 School has loose regulation. The principal sometimes calls for a regular meeting for updates about assigned projects and the feedbacks.

T4-1 informed that:

> "Individual's capability is concerned with the respect of the privacy of teachers. Rules and regulations are not in much consideration to teachers. Informal working environment is what we have in this school."

T4-5 believes written rules and regulations are unnecessary for T4 School, because the administrator assumes that teachers are familiar with guidelines. When questioned about the practices within the school, T4 assistant principal responded that:

> "The job description is unclear; each teacher has their own work. However, some teachers may do the work of the others. Sometimes, some teachers who are assigned a specific duty do not work perfectly on his or her duty; the duty may be taken over by the others later."

T4-1 also stated:

> "The Principal neither comes to inspect nor asks whether I have done assignment."

T4-2 further added:

> "I think T4 is much decentralized. When one teacher has a new assignment, she/he has authority in every concern. We try to work the problem out by ourselves before forming teamwork."

The communication networks in T4 are a two-way communication. T4-1, T4-2, T4-3, T4-4 and T4-5 agree that the principal is very easy to access. Every teacher can talk to the principal at anytime.

T4-3 explained:

"Our principal wants teachers to talk with him directly."

All players commented in the same way about being able to go directly to the principal without passing any assistant principal. For example:

"Communication in school is informal. No difference among title or position to consider." (T4-1, personal communication).

One player added that:

"If any conflict occurs, we will sit and talk. Every teacher must feel happy to work here" (T4-5, personal communication).

Most interviewed teachers laughed when asked about teachers' relationships among themselves, Teachers' relationship in T4 is not very interactive. For example,

"Breakfast together rarely happens in our school. Lunch is possible. After work, many of us go home and have dinner with our family. We seldom travel together during the summer" (T4-5, personal communication).

Some players commented about their opinions when questioned about individualism and/or isolationism:

"Individualism is quite practical here" (T4-2, personal communication).

T4-1 added:

"I myself like isolation. However, being with other teachers gives me the opportunity to know things that I may not have known before."

Again, T4 assistant principal emphasized that:

"Group assignments are in practice whereas the individual tasks are recognized. Each teacher must be able to work individually and collectively."

The Game

In this study, the game in T4 is the PD practice. The assistant principal mentioned about PD from an administrative vision that:

"The differences in teachers and their needs must be well represented in this school. I want each teacher to get what he/she wants, what he/she needs. I believe that if teachers can have what they want, they will work hard for school. I want teachers in T4 to attend PD programs that can fulfill their interests."

T4-1 added that:

"The best PD program should consider personal background of individual teachers. People are different. Some people are good in this; some people are good in that, which leads to their different interests.

T4-3 agreed with T4-1 and included that:

"I am good in Math and she (T4-1) is good in English. We are different. That is why PD programs for me, a math teacher, and her (T4-1), an English teacher, should be different."

T4-1 did not absolutely agree with T4-3:

"However, I think that there are some PD programs that we all have to attend and have some joint activities even though we are from different

departments. (For example, the PD for improving computer skills, also the one about student assessments).

T4-4 added that:

"Yes! I agree, but we still need more programs that specifically for each teacher. I believe that computer teachers need more advanced training than I do."

When asked about PD programs available for teachers in the last year, T4-5 explained that:

"There are many because each teacher can request to go to PD directly from the principal.

After T4-5 mentioned about the principal, an assistant principal added her opinion:

"As an administrator, I consider teacher and school together. I want teachers to receive what they want. Later, I may request from them what we want from what they learned. During the last year, a number of teachers participated in several different PD programs."

T4-2 said:

"We know our duties; we always use what we learned for the benefit of the school."

T4-1 also commended that:

"In the past year, the principal sometimes supports us financially if the PD is perfectly fit with school need. If he thinks that it is not quite fit, the teacher may have to pay by oneself."

When asked for information about activities of PD attended, T4-1 explained that:

"The English teacher PD last semester was very useful for me because I had a chance to directly talk with native English speakers. I learned new methods and the most important is that I was able to invite one trainer from that program to be a guest speaker for my students."

T4-2 also explained about PD for Thai teacher:

"There are not many PD programs that offer specifically for Thai teachers. Most PDs where I participated are about educational technology trainings."

T4-3 said:

"There are some PD programs offered specifically for Math teachers. The program fit my personality. After I came back from PD, I try to reshape my presentation. I tried to add more tactical ways for students to understand formulas. It works. I obviously can see student achievement."

T4-4 said:

"There are many PD programs available for science teachers. I learned how to make science interesting for students. For example, I can better show students the 3D Solar system. It looks interesting than looking at a flat picture."

T4-5 said:

"There are not many PD programs that are specifically for social science teachers. Most PDs that I attended are about technology trainings."

After questioned about PD types that they want to have in the future, all of them answered that they are satisfied with what is available for them.

An assistant principal mentioned:

> "Our principal works hard to provide the best for us. It is difficult for every teacher to have what he or she need. I think the principal will continue allowing each teacher to participate in PD based on individual teacher's interests."

Summary

This chapter presents the descriptions of T3 and T4 schools, with emphasis on their respective workplace contexts, PD participation, and PD practices. T3 and T4 each have different cultural contexts and PD practices. For instance, T3 is a collective environment. There are specific preferences for type of PD program. Training is a primary model in T3. T3 teachers are satisfied with their training model. In contrast, T4 is more of an individualist environment that has no specific form of PD programs. Teachers' prefer diversity.

In the following chapter, each school will be viewed through the lens of Douglas's grid and group typology. Douglas (1982) offers a language that can help readers understand and distinguish the cultural context of each school more clearly.

CHAPTER V

ANALYSIS

The previous chapter provided the Tessaban 3 and Tessaban 4 schools'

descriptions, which developed from interviews, observations, and pertinent documents.

A Thai survey version (APPENDIX D) was utilized as a preliminary data source to assist

in determining the grid/group typology of each school. The Thai survey version was

translated by the researcher based on the previous grid-and-group survey used by Harris

(2005). In his study, Harris (2005) illustrated the scores on both grid and group

continuums such that:

- Score 1, 2, and 3 are considered as "Low"

- Score 4 is considered as "Mid Low"

- Score 5 is considered as "Mid High"

- Score 6, 7, and 8 are considered as "High"

The presentation of analysis is divided into:

1. Tessaban 3 School, which includes:

- T3's survey results

- T3's work environment (Playing Field and Players)

- T3's PD practices (Rule of the Game and the Game)

- Grid and Group summary of T3 school

2. Tessaban 4 School, which includes:

- T4's survey results

- T4's work environment (Playing Field and Players)

- T4's PD practices (Rule of the Game and the Game)

- Grid and Group summary of T4 school

In this chapter, the terms "weak" and "strong" will be used interchangeable with "low" and "high." The survey results will be a primary discussion for each school in order for readers to gain knowledge about the grid/group category of each school. The following presentation will be on the schools' culture, with format illustrated by Lingenfelter (1996), focusing on the social context which includes: (1) the playing field (T3 and T4's physical resources); (2) the players (T3 and T4's educators participated in the case); (3) the rules of the game (relationships between and among players in each playing field); and (4) the game (PD attitudes as preformed by players from each playing field).

<div align="center">Tessaban 3 School</div>

T3's Survey Results

A total of 44 out of 66 (66.67 percent) T3 teachers answered the survey. One interviewed participant (T3-4) distributed the initial letter and the survey to the teachers

on behalf of the researcher. Additionally, he sent two follow-up notices requesting that each teacher respond to the survey and return it to the principal's office within five days.

Grid continuum. Thirty-two of the responses were in the low grid category (score 1, 2, or 3), while three were mid-low (score 4). Five were in mid-high (score 5), and four were in high grid category (score 6, 7, or 8). The questions frequently indicating low grid included:

> Item # 3 - Individual teachers have: full autonomy in textbook
>
> > selection.
>
> Item # 4 - Individual teachers have: full autonomy in generating
>
> > educational goals for their classrooms.
>
> Item # 5 - Individual teachers have: full autonomy in selecting
>
> > instructional methods and strategies.
>
> Item # 9 - Individual teachers are motivated by: intrinsic, self-
>
> > defined interests.

Group continuum. Thirty-three of the responses were in the high group category (score 6, 7, or 8), while three were mid-high (score 5). Two were in mid-low (score 4), and six were in low group category (score 1, 2, or 3). The questions that best represented clearly high group are included:

> Item # 1 - Instructional activities are initiated/planned by: all
>
> > educators working collaboratively.
>
> Item # 6 - Teachers work: collaboratively toward goals and
>
> > objectives.

Item # 8 - Communication flows primarily through: corporate,

formal network.

Item # 12 - Most decisions are made: corporately by consensus

or group approval.

T3's Work Environment (Playing Field and *Players)*

Grid considerations. Some degree of seniority is very active in the school. A clear "chain of command" is structured. The T3 principal is the school's highest management, followed by assistant principals. For example, T3-1 mentioned that "Our school's highest management is the principal" and "the assistant principals are responsible as the second in rank on the school's hierarchical chain of command. They can perform any duties and take the principal's place when he will not be in the office, or cannot perform his duties for a certain length of time." However, none have considered the principal as an autocrat. He focuses on creating equality among teachers. T3 principal prefers to have direct-personal interaction with teachers; as T3-5 said "principal likes direct-personal interaction. He prefers to interact with teachers by talking informally with them and occasionally visiting their classrooms…" Moreover, individual teachers have choices and opportunities to select their own teaching styles/methods. Teachers look at the principal as a senior or a big brother.

The principal was clearly the leader of the group, but he had a decentralized leadership pattern. Many teachers are able to negotiate their opinions to the others, including administrators. For example, "he (principal) allows every teacher to decide on his/her own choices in teaching styles/method" (T3 assistant principal, personal

communication). Assistant principals' responsibilities are temporary delegated by the

principal as T3-4 explained, "Our principal emphasizes to us that the assistant principals'

responsibilities are the temporary delegation of authority." The assistant principals'

performances are similar to classroom teachers when there is no specific assignment. On

ordinary days, there are few specific roles for assistant principals. The principal and

assistant principals always participate in the same activities as the other teachers in

school do. For example, "if no specific assignments, the assistant principals will perform

the ordinary work along with the other classroom teachers" (T3-3, personal

communication).

In T3 School, T3-1, T3-2, T3-3, T3-4, T3-5, and others, are allowed to combine

their talents for team teaching. Teachers can leave class for personal business while there

is a substitute for the class. Every assignment offers a variety of opportunities for

teachers to build teamwork. For example, "my colleagues and I are likely to help each

other. When I became the editor of the school handbook, many of my fellow teachers

helped me in every way. Whenever anyone needs me, I do not hesitate to help them"

(T3-4, personal communication). T3's school environment is a good example for low-

grid consideration.

Group considerations. T3 teachers' social activities are very interactive. When

one teacher has questions or needs assistance, he/she can easily confer with other teachers

or walk directly to the principal's office. Teachers can talk over every topic together.

Every communication is free from walls that could block interaction, and there is a highly

cooperative atmosphere in the school. For example, "teacher gathering and chatting is

everyday events with the current issues centering on politics, students, or job

assignments" (T3-1, personal communication). T3's school environment is a good

example of a high-group social system that organizes and manages all resources for the

benefit of the school.

In T3, the relationship between individuals in different roles can be described as "a

friendly environment." For example, all T3 teachers emphasized that "…there is

openness, kindness, and warmth. We all have a very close, friendly relationship."

Authority within the school is organized corporately, with clear accountability for

individual responsibilities. Each teacher knows his/her responsibilities and responds to it

respectively. For example, on the interview day, the assistant principal took

responsibility on finding interview location; she could arrange the place for interview.

The other teachers came to the interview and sat within well-organized order without any

command. Work and social activities in T3 are intermingled, which is another high

group criterion.

T3's PD Practices (Rules of the Game and the Game)

Grid considerations. The game, as described in this study, was teachers' attitude

toward PD practices. In T3, traditional training appeared to be undergoing some

transformation. While the school was dominated by PD training, a concern regarding the

other types of PD was evident such as observation/assessment models because T3

teachers need colleagues to act as eye or ear. For example, T3-5 stated that "when I

attend PD, I want to be with my colleagues because they can help me." Teachers were

motivated more by self-defined interests. For example, "…he (principal) supports

teachers by let them attend any PD anywhere with reasonable cost" (T3 assistant principal, personal communication). These motivations best represent the low-grid concept.

An important thing to consider is that all teachers in T3 are local government officers. They always expressed the "freedom" of working in the T3 environment as opposed to the intervention of federal government. They understand that they have some degree of freedom in the roles and rules that affect them. Being local government officers does not obstruct communication or delay any processes.

Group considerations. A high-group context is strongly represented in the ways T3 teachers' PD preference. They like to participate in PD that they can go to together. For example, "when I attend PD, I want to be with my colleagues because they can help me" (T3-5, personal communication) and "I also believe that we can have more practical suggestions from people that I am getting used to" (T3-1, personal communication).

Moreover, in a high-group social system, the institution decides which risks are socially acceptable and which are not (Gross & Rayner, 1985). The T3 principal sets only general guidelines of PD programs for teachers to attend; as T3 assistant principal explained that "…he (principal) supports teachers by let them attend any PD anywhere with reasonable cost." T3 teachers can choose to go to any PD that they desire with an approval from the principal specifying it is useful for teachers and school. In this sense, the school takes some part of the risk while allowing teachers the freedom to participate in PD that they see fit. The principal can ensure the outcome of PD by following the guidelines. He wants to see changes that are good for the school as an organization.

Grid and Group Summary of T3

The control over PD programs tends to be under the control of T3 teachers with minimum guidance from their administrators. In summation, T3's school environments and PD practices are:

- A low-grid/high –group (Collectivist work environment)

- Individual teacher's identification is derived from group membership

- There are few formal specialized roles

- An inclusive, team approach to assignments

- A variety of preferences for PD programs

- A decentralized decision for attending PD (teacher driven)

- A strong sense of common mission and purpose on developing the school

- Individual knowledge gained from PD is subject to be exercised for developing the school

- A desire to have modern PD programs and use those to develop school

- Working cooperatively for school is important

The categorizing of T3 School in Douglas's grid and group typology can be seen in Figure 9.

Figure 9. Tessaban 3 School's grid and group typology.

Bureaucratic Culture

Corporate Culture

High Grid

Low Group

High Group

Tessaban 3 School

Collectivist Culture

Low Grid (Low Grid / High Group)

Individualist Culture
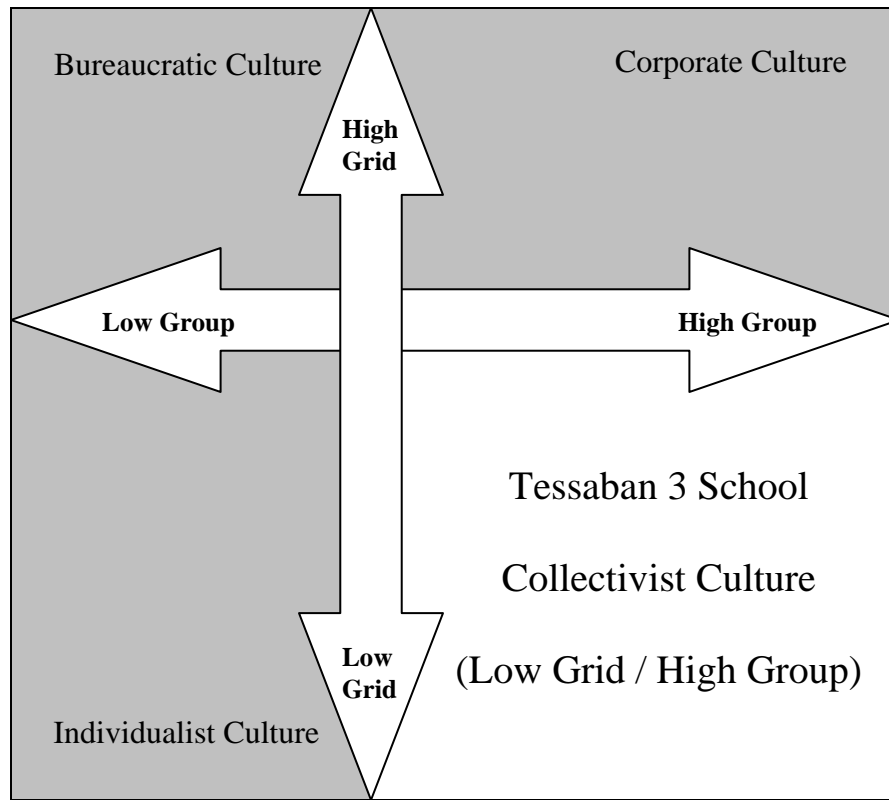
Tessaban 4 School

T4's Survey Results

A total of 42 out of 66 (63.64 percent) T4 teachers answered the survey. The assistant principal distributed the initial letter and the survey to the teachers on behalf of the researcher. Additionally, she sent two follow-up notices requesting that teachers respond to the survey and return it to her office within five days.

Grid continuum. Thirty-one of the responses were in the low grid category (score 1, 2, or 3), while two were mid-low (score 4). Four were in mid-high (score 5),

and five were in the high grid category (score 6, 7, or 8). The questions frequently

indicating low grid included:

Item # 2 - Roles are: non-specialized / no explicit job descriptions.

Item # 4 - Individual teachers have: full autonomy in generating

educational goals for their classrooms.

Item # 5 - Individual teachers have: full autonomy in selecting

instructional methods and strategies.

Item # 9 - Individual teachers are motivated by: intrinsic, self-

defined interests.

Group continuum. Twenty-nine of the responses were in the low group category

(score 1, 2, or 3), while eight were mid-low (score 4). Two were in mid-high (score 5),

and three were in high group category (score 6, 7, or 8). The questions that best

represented clearly low group included:

Item # 2 - Educators' socialization and work are: separate/

dichotomous activities.

Item # 4 - Teaching and learning are planned/ organized around:

individual teacher goals and interests.

Item # 6 - Teachers work: in isolation toward goals and objectives.

Item # 12 - Most decisions are made: privately by factions

or independent verdict.

T4's Work Environment (Playing Field and Players)

Grid considerations. Communication patterns and practices in T4 were also informal between administration and teachers; as T4-1 explained, "communication in school is informal. No difference among title or position to consider." Every teacher is equal. Teachers can make appropriate decisions and inform administrators later. For example, "…in case I am absent, I allow them to make appropriate decisions on their own and then inform me afterward…" (T4 assistant principal, personal communication). The principal does not want to have much influence on teachers' decisions because he believes that T4 teachers clearly understand their role. The most outstanding role that teachers recall is the assistant principals' roles; as T4-3 explained, "…the only role that I know is the role for each assistant principal…" However, there is no strict centralization of authority.

Teachers in T4 respect each teacher's privacy. The principal also has high trust in his subordinators. For example, he rarely inspects and asks teachers about the assigned work until they finish; as T4-1 said, "the Principal neither comes to inspect nor asks whether I have done assignment." However, T4-1, T4-2, T4-3, T4-4, T4-5, and others know that they have to work hard to help their students to grow physically and mentally; as T4-5 commented, "school goals are the supreme consideration. Every individualistic mind has to support the goals." Again, the T4 school is another example of a low-grid working environment.

Group considerations. While school may call on teachers to participate corporately in school activities, the individual must be recognized as T4 assistant

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principal said "group assignments are in practice whereas the individual tasks are recognized…" In T4, an individual teacher can freely perform separate work activities in accordance with his or her personal interests.

Each teacher in T4 must be able to work individually and collectively. If there were a special assignment, teachers would try to start working by themselves with little stimulus. If the output is not good, the other teachers will assist, or do the assignment over again. For example, T4 assistant principal explained that "…some teachers may do the work of the others. Sometimes, some teachers who are assigned a specific duty do not work perfectly on his or her duty; the duty may be taken over by the others later." Even though, every T4 teacher's supreme consideration is to support school goals, the individual's privacy is of utmost importance.

T4's working environment is highly individualistic. For example, on the interview day, the interview set up was disorderly and all interview people just sat wherever they wanted to. Most teachers are afraid of invading the privacy of other teachers, which makes teamwork difficult. For example, T4-2 explained that "…when one teacher has a new assignment, she/he has authority in every concern. We try to work the problem out by ourselves before forming teamwork." However, most tasks are finished because of the individual capability of each teacher; as T4-3 said, "when administrators have new assignments, and it is in my field, I will think about it by myself first, then I will consult with my colleagues later. If there is any negative response from my peers and it is quite strong, I will seriously consider and discuss it with them. But, if no negative feedback, I will express my initiation."

In T4, cultural context seemed to be collaborated between individualist and collectivist because every teacher can have his/her own goals as each interviewed teacher explained each personal goal, but personal goals must not conflict with school goals. However, the individualist mindset mainly dominated T4 because T4 is located in one of the biggest cities in Thailand, HCM. The individualist culture may influence T4 school's culture.

T4's PD Practices (Rules of the Game and the Game)

Grid considerations. The administration does not set any procedure for activities in T4, which is an example of a low-grid environment. PD practices and policies were not specifically outlined for teachers to follow; as T4 assistant principal emphasized, "The differences in teachers and their needs must be well represented in this school…" However, T4 prefers a similar style of PD. They all like training PD. There were opportunities for teachers to obtain special training in this area. When teachers have opportunities to attend PD, there is some expectation that the teacher will produce a return that justifies the school's investment as T4 assistant principal said, "As an administrator, I consider teacher and school together. I want teachers to receive what they want. Later, I may request from them what we want from what they learned."

Similar to T3, all teachers in T4 are local government officers. They always have "freedom" in T4 working environment as different from working in the federal government places. Moreover, most local governments offer less choices of PD than does the federal government.

Group considerations. The T4 principal does not set any general guidelines of PD

programs for teachers to attend. Teachers can choose to go to any PD that they desire.

Sometimes, an approval from the principal is needed. However, the T4 principal believes

that teachers can desire what they want by themselves. That which is useful for teachers

is also useful for school. The principal seldom does follow-up processes. Sometimes, he

has to ensure the outcome of PD even though he trusts each teacher's decision. T4 group

assignment is of highest consideration. Individual's factors are accountable also. For

example, "our principal works hard to provide the best for us. It is difficult for every

teacher to have what he or she need. I think the principal will continue allowing each

teacher to participate in PD based on individual teacher's interests" (T4 assistant

principal, personal communication). The group consideration of T4 is clearly identified

as low group.

Grid and Group Summary of T4

T4 School is a low-grid, low-group, individualist environment. The common

processes of identifying and developing PD of T4 are summarized in the following:

- A low-grid/low-group (Individualist work environment)

- Individual teacher's identification is from oneself

- There are few formal specialized roles

- An exclusive, individual approach to assignments

- A variety of preferences for PD programs

- A decentralized decision for attending PD (teacher driven)

- Individual's PD interest is not generally constrained by school rules, traditions

- A moderate sense of common mission and purpose toward developing school

- Individual knowledge gained from PD is subject to be exercised for school goals

- Individual's factors are of high concern

- Long-term group survival is important as well as an individual's conditions

The categorizing of T4 School in Douglas's grid and group typology can be seen in Figure 10.

Figure 10. Tessaban 4 School's grid and group typology.
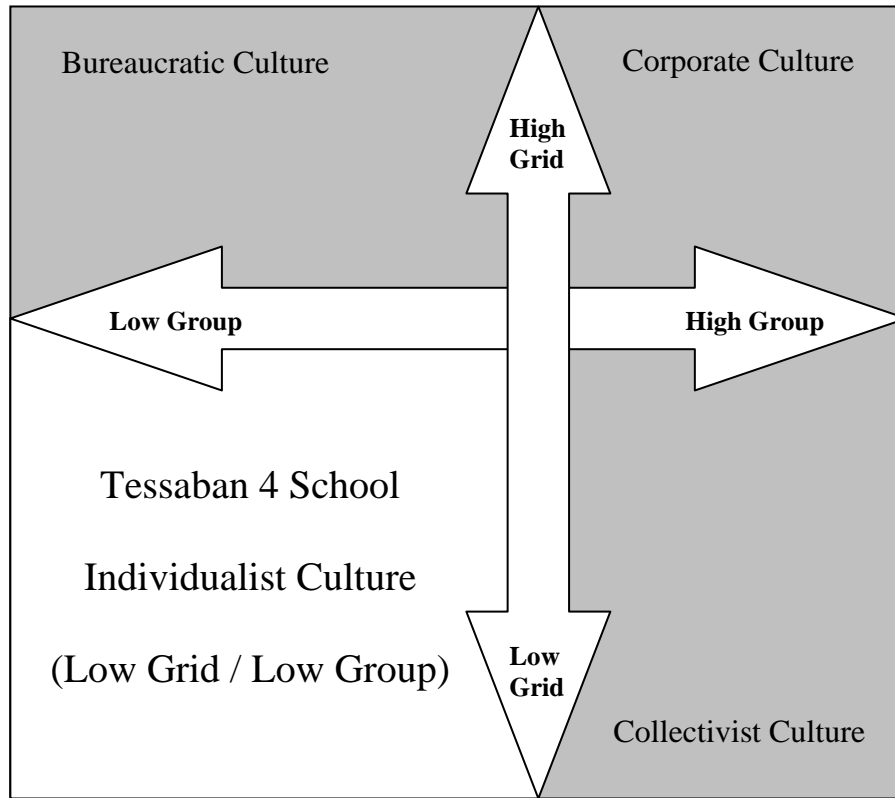
Comparison and Contrast of T3 and T4

This study looked at the organizational cultures and PD practices of two schools in

Hatyai, Songkla, Thailand, namely Tessaban 3 School and Tessaban 4 School. Based on

the data, T3 was categorized as a Collectivist Culture in Douglas's typology, and T4 was

classified as an Individualist Culture. That is, T3 is a Low-Grid/High -Group and T4 is

Low-Grid/Low-Group. The obvious similarities were in their Grid dimensions and their

obvious differences were in their Group dimensions. Table V presents the statistical

comparison of T3 and T4 schools. Table VI displays the summary of the survey result

from both T3 and T4. The summary of grid and group's main points of comparison of T3 and T4 schools can be seen in Table VII and Table VIII.

Table V

Statistic Comparison of T3 and T4 Schools

	Students	Teachers	Survey responses	% of Survey Responses	Culture
T3	1,188	66	44	66.67	Collectivist
T4	1,273	66	42	63.64	Individualist

Table VI

Summary of Survey Results from Both T3 and T4 Schools

		Low Score (1, 2, or 3)	Mid-Low (score 4)	Mid-High (score 5)	High Score (6, 7, or 8)	Summary
T3	Grid	32	3	5	4	Low
	Group	6	2	3	33	High
T4	Grid	31	2	4	5	Low
	Group	29	8	2	3	Low

Table VII

Work Environment Comparison and Contrast between T3 and T4

Work Environment	T3	T4
Grid	• School activities seen as either self-directed, or minimum authority directed (low grid)	• School activities seen as either self-directed, or minimum authority directed (low grid)
		• All teachers are equal and they have capabilities to finish task (low grid).
		• Teachers' roles are automatically known (low grid).
	• "Friendly" hierarchical chain of command (low grid).	• "Friendly" hierarchical chain of command (low grid).
	• Authority structures are decentralized, or not top-down (low grid).	• Authority structures are decentralized, or not top-down (low grid).
		• Principal rarely inspects or asks for the assignments (low grid).
	• Communications are informal (low grid).	• Communications are informal (low grid).
	• teaching styles/ methods are as individually desired with minimal control from administrators (low grid)	• teaching styles/ methods are as individually desired with minimal control from administrators (low grid)

Work Environment	T3	T4
Group	• School activities are processed by the collaborated group of teachers (high group).	• School activities are primary processed by individual teachers (low group).
	• Individual teacher's identification is derived from group membership (high group).	• Individual teacher's identification is from oneself (low group).
	• Authority is corporate, with clear accountability by members (high group).	• Authority is separate, with clear job description for individual teacher (low group).
	• Communications flow primarily through corporately regulated/ maintained processes (high group).	• Few communications flow primarily through corporately regulated/ maintained processes (low group).
	• A strong sense of common mission and purpose on developing school (high group).	• A moderate sense of common mission and purpose on developing school (low group).
	• Individual knowledge gaining is subject to be exercised for school goals (high group).	• Individual knowledge gaining is subject for each individual teacher (low group).
	• Long-term group survival is very important (high group).	• Long-term group survival is consider with the emphasis on each teacher's factors (low group).

Table VIII

PD Practices Comparison and Contrast between T3 and T4

PD Practices	T3	T4
Grid	• There are some guidelines for PD selecting (low grid).	• There is no guidelines for PD selecting (low grid).
	• A decentralized decision for attending PD (low grid).	• A decentralized decision for attending PD (low grid).
	• Teacher can attend PD anywhere, anytime with reasonable cost (low grid)	• Teacher can attend PD based on their interests (low grid).
	• A desire to have modern PD programs and use those to develop school (low grid).	• A desire to have modern PD programs and use those to develop school (low grid).
	• Variety types of PD programs for attending (low grid).	• Variety types of PD programs for attending (low grid).
		• Sometimes, principal asked or discussed about new knowledge of skills from PD attending (low grid).
	• PD is not a must thing to have (low grid).	• PD is not a must thing to have (low grid).

PD Practices	T3	T4
Group	• Individual teacher's PD participation is from group's decision (high group).	• Individual teacher's PD participation is from individual's decision (low group)
	• An individual PD interest is important as well as group interest (high group).	• An individual PD interest is very important (low group).
	• A group decision is necessary for selecting PD (high group).	• An individual decision is most important for selecting PD (low group).
	• association of attending educators.	
	• collaborative grouping.	
	• Individual knowledge gaining from PD is subject to be collaborated and exercised for school goals (high group).	• Individual knowledge gaining from PD is subject to be exercised for individual and school goals (low group).
		• Sometimes, teacher may go attending PD by oneself (low group).
	• The main guideline for attending PD is to for school development (high group).	• The main guideline for attending PD is to fulfill individual interests. (low group).

Summary

The grid and group typologies associated with the Tessaban 3 School and the

Tessaban 4 School are evident and can be seen in a variety of ways. According to

Douglas's typology, T3 can be identified as a collective culture while T4 can be

classified as an individualist culture. For grid consideration, both schools are placed low

on the continuum. For group consideration, T3 is placed high while T4 is placed low.

Each school views PD in different ways based on school culture. Both schools

have few restrictions that address teachers' participation. The differences are their

concentration on PD. T3 prefers to have PD that fits teachers' interest and offers

usefulness to the school's development. On the other hand, T4's primary concentration is

to fulfill the individual teacher's interest.

The grid and group typology was very useful in describing the organizational

culture in both school sites. Moreover, the typology was broad enough to cover the

variety of social interactions and context surrounding PD use in both schools. In the next

chapter, implications and further description of PD use is presented.

CHAPTER VI

SUMMARY, CONCLUSIONS, BENEFITS, & RECOMMENDATIONS

Summary of the Study

Although there are efforts and pressures to use new and innovative PD programs, many schools in Thailand are still using traditional methods. Why do certain school and individual teachers prefer to use innovative and varied PD practices and others do not? Mary Douglas would answer that all preferences are influenced by culture. By using the Mary Douglas (1982) Grid and Group Typology, the purpose of this study was to answer the following for two schools in Thailand:

1. What is the cultural context of each school?

2. How does cultural context affect PD practices and preference?

3. How useful is Douglas in understanding the practices and preference of

PD?

The participants in this case study included administrators and teachers within the Tessaban 3 School (T3) and the Tessaban 4 School (T4) at Hatyai City Municipality (HCM). The two schools were selected because of their different cultural contexts.

Multiple methods, including survey, interviews, observations, and document analysis, were utilized for data collection. The purposes of data collection and analysis

were to characterize each school within the cultural contexts presented in Douglas's (1982) Grid and Group Typology and to present the data findings in reference to the framework and literature.

Data organization and data analysis occurred simultaneously throughout the data collection. Triangulation of data was accomplished by comparing multiple sources, such as survey responses, documents, interview transcriptions, and observation field notes.

Summary of the Findings

Findings in this study indicated that there were some similarities and differences in the cultures of the two school sites, and some differences in their PD practices. The overall cultural context that best described each school was different. T3 was best described as a Collectivist (low grid/high group) culture, while T4 best fit in the individualist (low grid/low group) category. The major cultural similarities of these two schools were in the grid dimension of the Douglas Typology, because low grid is represented in both the Individualist and Collectivist cultural environments, which characterized T3 and T4 respectively. The major cultural differences dealt with group dimension, as Individual environment is low group while Collectivist environment is high group.

The findings also suggested patterns of PD preferences and practices in each school. The T3 (Collectivist) was deeply entrenched in traditional training, as display in Figure 11. On the other hand, T4 (Individualist) was far more varied based on individual preferences, as shows in Figure 12.

Figure 11.   Tessaban 3 School's working environment and PD practices.

Bureaucratic Culture

Corporate Culture

High Grid

Low Group

High Group

- exploration of knowledge and/or skills.
- demonstration of knowledge and/or skills.
- association of attending educators
- collaborative grouping

Low Grid

Individualist Culture
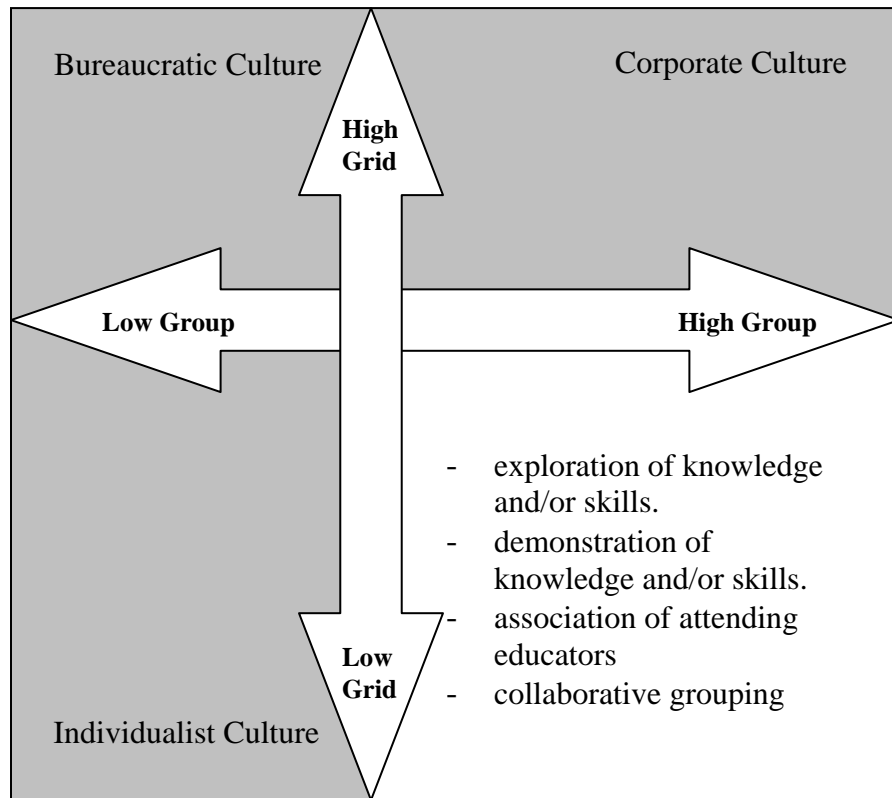
Figure 12. Tessaban 4 School's working environment and PD practices.

Bureaucratic Culture

Corporate Culture

High Grid

Low Group

High Group

- Some identification of individual's need(s) and/or interest(s).
- The PD development plan that meets individual's need(s) and/or interest(s).
- The PD activities that meet individual's need(s) or interest(s).
- PD must be based on the individuals' preferences

Low Grid

Collectivist Culture
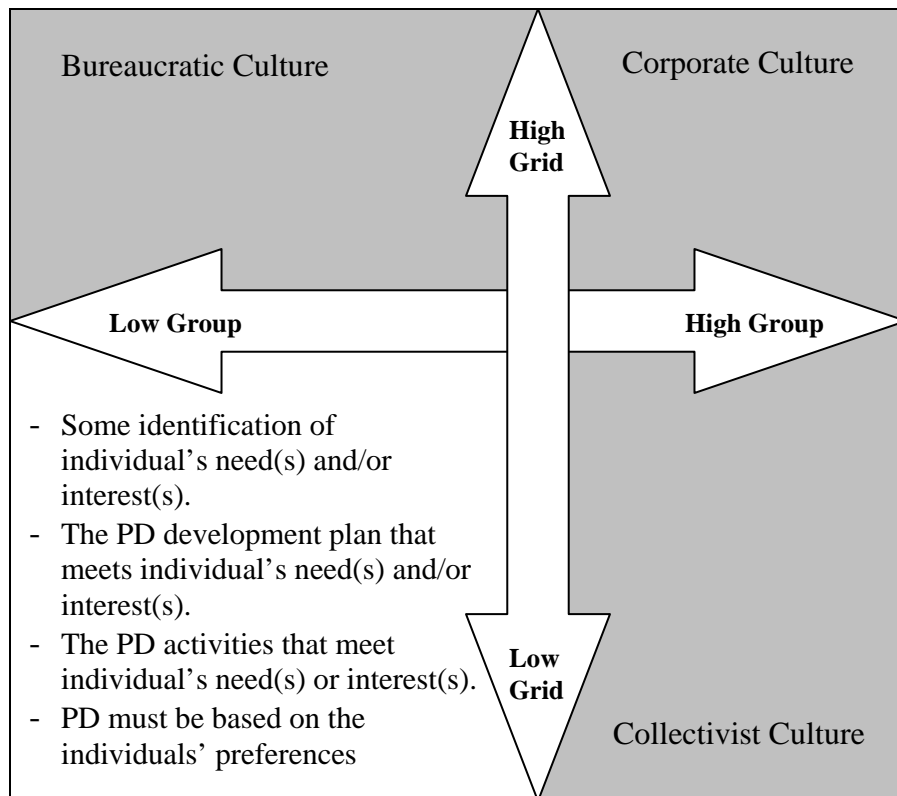
In summary, the findings of this study provide both cultural contexts and the PD preference of each school. The relationship of T3 School's cultural context and PD preference is displayed in Figure 13. In addition, the relationship of T4 School's cultural context and PD preference is displayed in Figure 14.

Figure 13. Summary of T3's relationship of cultural context and PD preference.

Tessaban 3 School

Collectivist culture
(low-grid, high-group)

- Individual's identification is derived from group membership.
- Individual behavior is subject to controls exercised in the name of the group.
- There are few formal specialized roles. Role status is competitive, yet because of the high group influence, rules for status definitions and placement are more stable than in low group societies.
- The perpetuation of corporate goals and group survival is important.

Training Model
The training model is the most traditional procedure in which an "expert" delivers techniques or training to teachers. Effective training programs should include:

- exploration of knowledge and/or skills.
- demonstration of knowledge and/or skills.
- association of attending educators
- collaborative grouping

Figure 14. Summary of T4's relationship of cultural context and PD preference.

Tessaban 4 School

Individualist culture
(low-grid, low-group)

- The social experience of the individual is not constrained by group rules or traditions.
- Role status and rewards are competitive and based on merit.
- There is little distinction between individual role statuses.
- Long-term group survival is less important than individual's interest.

Individually Guided Staff Development Model
A high degree of motivation will exist when teachers see the relevance of the program with their needs. This type of PD consists of

- Some identification of individual's need(s) and/or interest(s).
- The PD development plan that meets individual's need(s) and/or interest(s).
- The PD activities that meet individual's need(s) or interest(s).

Conclusions

The research questions that guided this study are discussed below.

1. What is the cultural context of each school?

T3 was best described as a Collectivist (low grid/high group) culture. Douglas (1982) provided further characterization of this culture:

- The individual's identification is derived from group membership.

- Individual behavior is subject to controls exercised in the name of the group.

- There are few formal specialized roles. Role status is competitive, yet because of the high group influence, rules for status definitions and placement are more stable than in low group societies.

- The perpetuation of corporate goals and group survival is important.

These descriptors of the Collectivist culture suggest a group that is cohesive and works to maintain values and standards in the existing group, yet egalitarian values are dominate. T3 fit this description well. Unambiguous roles allowed for more negotiation in decisions. Specific teacher assignments were negotiable, and they had freedom in selecting various PD programs, as long as those fell in the T3's guidelines.

Leadership in the Collectivist culture tends to be a charismatic and lacking clear rules for succession. The principal of T3 was clearly charismatic. Moreover, in a Collectivist culture, the group does not allow competition of role status to overshadow the main focus of maintenance the group actions and standards.

In contrast, T4 was best described as an Individualist (low grid/low group) culture. Douglas (1982) provided further explanation of this culture:

- The social experience of the individual is not constrained by group rules or traditions.

- Role status and rewards are competitive and based on merit.

- There is little distinction between individual role statuses.

- Long-term group survival is not important.

These descriptors of the Individualist culture is different than Collectivist culture. Individualist suggests a group that is not cohesive and works to maintain individual values and less concentration on group survival. T4 can easily be placed in this description. Individuals had freedom in selecting various PD programs.

Leadership in the Individualist culture tends to be charismatic and lacking clear rules for succession. The Principal of T4 was clearly a charismatic. Moreover, in a typical Individualist culture, the group allows individual competition to remain individual's values.

2. *How does cultural context affect PD practices and preference?*

The findings of this study suggested a connection between Douglas's grid/group typology of school cultural and the PD practices and preferences. However, a strict and predictive correlation between grid/group and PD practices and preference was not a certain conclusion. The relationship is not necessarily a predictive one, but it very possibly is, because of differences of each cultural context

What can be said conclusively from the evidence from this study is the following:

- T3 was Collectivist Context, and the teachers practiced and preferred a traditional training method, and they were not planning on changing; and

- T4 was an Individualist Context. The teachers practiced and preferred varieties of PD methods dependent on each teacher's need and interest.

3. *How useful is Douglas in understanding the practices and preference of PD?*

The Douglas model was quite useful in understanding this study, because it is geared toward understanding how culture affects preferences and practices. Since every social environment has its own features and characteristics, each environment must be studied separately if one is to understand the dynamics of values and practices within the environment in the context of the larger culture. In the cases of the two schools, the framework was useful in understanding why teachers preferred and valued certain PD practices. T3 teachers, a Collectivist environment, prefer traditional, and the T4 teachers, an Individualist environment, prefer to use varied PD methods.

Benefits

The findings from this case study affected theory, research, and practice. Following is a discussion of these areas.

Research

Significant research efforts have been undertaken to explain the various forms of PD and which PD is the best preference. These studies were reviewed in Chapter II of this study. However, there have not been any specific studies that have addressed the

relationship between PD practices and organizational culture. Hagner (2000) addresses the importance of this kind of research, stating that "If institutional culture is an important consideration affecting the success or failure of teaching transformation, innovators must consider the systemic characteristics rather than the "practice" characteristics prior to transformation" (p. 32).

The significance of using Douglas's (1982) Grid and Group Typology as the theoretical framework in this study lends credence to research calling for a cultural perspective of PD practices. Thus, using Douglas's typology in this qualitative study served to enhance the knowledge base of PD from an organizational culture perspective.

Theory

Theoretically, Douglas's (1982) Grid and Group Typology made two primary assumptions:

- an individual will fail to make any sense of his surroundings unless he/she can find some principles to guide him to behave in the sanctioned ways and be used for judging others and justifying himself/herself to others, and

- the social context of an organization serves to permit and constrain effects upon individuals' choices (Douglas, 1982, p. 190).

In accordance with these assumptions, Douglas's framework was useful as a descriptive tool focusing on teachers' PD preferences. Its effectiveness in identifying the cultural context of two schools assisted in examining the relationship between cultural context and preferences and practices of various forms of PD.

While Douglas's typology has not been used for this specific purpose, it has been successful in describing particular social units and constructs such as work cultures (Mars & Nicod, 1984), career expectations (Hendry, 1999), higher education (Lingenfelter, 1992), and school culture (Harris, 1995).

Practice

This study provided implications for practice related to the nature of PD and school settings. This study also provided insights into how and why schools choose and are motivated by various PD types, and the theoretical framework helped put into perspective on teacher preferences.

The findings of this study indicate benefits to leadership decisions related to PD practices in Thai local school settings. The ability to identify the cultural context of an organization and its relationship will allow leader(s) of the school to bring the pieces of this puzzle together into a complete picture. This study will assist leaders in realizing the necessity of understanding the organization's cultural context and providing a method for studying that context.

<div align="center">Recommendations</div>

Several recommendations for further study related to this study must be noted. The descriptive qualitative study could be employed to determine in-service PD programs in Hatyai, or even in Thailand.

Based on the results of the study and the information gathered from the literature, the following recommendations are made:

1. The Mayor of HCM should maintain the current PD policy because both schools' PD practices are harmonic with their cultural context.

2. The cultural context should be reconsidered in next three to five years because cultural context may change when time change.

3. The cultural context investigation should be replicated to the other school settings and organizations as well.

The applicability of Douglas's grid and group typology to PD practices and preferences in Thai school settings was successful enough in this study to warrant further research. Selection of specific constructs such as leadership would focus the research more clearly than allowing such constructs to emerge naturally from the data, as occurred in this study.

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    CA: Sage Publications.

APPENDIXES

APPENDIX A

Institutional Review Board Approval

Oklahoma State University Institutional Review Board

Date: Monday, November 29, 2004

IRB Application No   ED0538

Proposal Title: A Grid and Group Explanation of Teachers' Attitudes Toward in-service
                      Professional Development Practices in Selected Schools in Thailand

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 11/28/2005

Principal
Investigator(s

Pongchit Chitapong   Edward Harris
c/o Dr. Harris, 308 Willard   308 Willard
Stillwater, OK 74078   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the
rights and welfare of individuals who may be asked to participate in this study will be respected, and that
the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45
CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval
   stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol
   must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar
   year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
   unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the
authority to inspect research records associated with this protocol at any time. If you have questions
about the IRB procedures or need any assistance from the Board, please contact me in 415 Whitehurst
(phone: 405-744-1676, colson@okstate.edu).

Sincerely,

Carol Olson

Carol Olson, Chair
Institutional Review Board

APPENDIX B

Hatyai Mayor's Letter to Principals

ที่ มท 0893.1/ 9853

กรมส่งเสริมการปกครองท้องถิ่น

ถนนราชสีมา เขตดุสิต กทม. 10300

27 ตุลาคม 2547

เรื่อง ขอความอนุเคราะห์นักศึกษาฝึกงานเก็บข้อมูลด้านการศึกษา
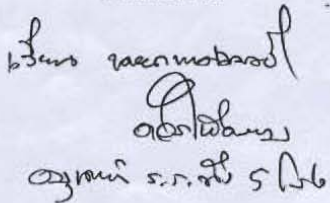
เรียน นายกเทศมนตรีนครหาดใหญ่
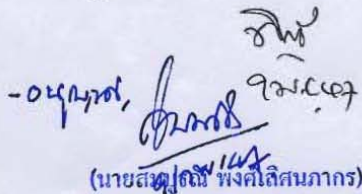
        ตามที่กรมส่งเสริมการปกครองท้องถิ่นได้รับนายพงศ์ชิต ชิตพงศ์ นักศึกษาปริญญาเอก
สาขาการบริหารการศึกษา มหาวิทยาลัย Okalahoma State University ประเทศสหรัฐอเมริกา เข้ารับการฝึกงาน
ที่สำนักประสานและพัฒนาการจัดการศึกษาท้องถิ่น กรมส่งเสริมการปกครองท้องถิ่น นั้น

        เนื่องจากการฝึกงานดังกล่าวข้างต้น ผู้เข้ารับการฝึกงานจะต้องจัดเก็บข้อมูลทางด้านการศึกษา
ของครูและนักเรียน เพื่อประกอบการศึกษาและทำวิทยานิพนธ์ โดยได้คัดเลือกโรงเรียนในสังกัดเทศบาลนคร
หาดใหญ่ เป็นสถานที่จัดเก็บข้อมูล ระหว่างวันที่ 8 – 15 พฤศจิกายน 2547

        จึงเรียนมาเพื่อประสานการอำนวยความสะดวกให้กับผู้เข้ารับการฝึกงานในการเก็บข้อมูล
ดังกล่าวต่อไป

ขอแสดงความนับถือ

(นายธวัชชัย ฟักอังกูร)
รองอธิบดี ปฏิบัติราชการแทน
อธิบดีกรมส่งเสริมการปกครองท้องถิ่น

(นายสุชุณฐณ์ พงศ์โสตินภากร)
รองนายกเทศมนตรี ปฏิบัติราชการแทน
นายกเทศมนตรีนครหาดใหญ่

สำนักประสานและพัฒนาการจัดการศึกษาท้องถิ่น

ฝ่ายบริหารงานทั่วไป

โทร. 0-2241-9021-3 ต่อ 126

โทรสาร 0-2241-9021-3 ต่อ 124, 125

APPENDIX C

Harris' Grid/Group Survey (English)

Grid and Group Assessment Tool

Preliminary Information

Position *(please check one)*

○Teacher (specify position title)_____

○Support Staff (specify position title) _____

○Administrator (specify position title) _____

○Other (please explain)_____

Total years of service at this school site or district: _____

Unit of Analysis

○School district_____

○School site _____

○Grade level (specify level) _____

○Department or Unit (specify) _____

○Committee or Team (specify)_____

○Other (please explain)_____

Instructions

While completing this instrument, keep in mind the unit of analysis marked above. That is, keep in mind one and only one unit of analysis for all items. For example, you may focus on a specific committee or work group, a class or grade level, an entire school site or an entire district or school system.

Below are 24 pairs of statements. For each pair:

- choose the statement that you think *best* represents the unit of analysis under study, and

- on the continuum mark the bubble that represents the degree to which the best statement applies to the unit of analysis under study.

The numbers on the continuum are numbered 1 through 8. Numbers 1 and 8 represent the extreme poles of the continuum. The intermediate numbers (2 −7) provide a continuous scale between these extremes.

Check only one bubble for each item.

Note: In the statements below, the term, administrator, refers to administration at any level, including principal, assistant principal, counselor, or anyone assigned with formal administrative responsibility and title.

Example Items

I.   Incorrect procedure.

The following is the incorrect way to complete the survey. In the first sample item, more than one circle is checked. In item number two (2), a mark is made between two numbers on the continuum. In both cases, it is not possible to score the item. *Don't* do it this way!!!
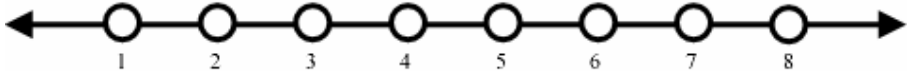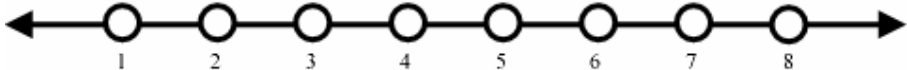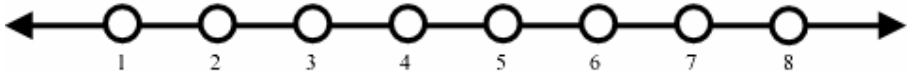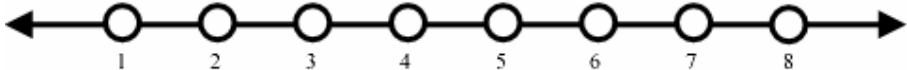
Item	Incorrect Procedure	score
E1	In my school we drink: weak coffee. strong coffee. 1 2 3 4 5 6 7 8	?
E2	In my school we drink: weak coffee. strong coffee. 1 2 3 4 5 6 7 8	?
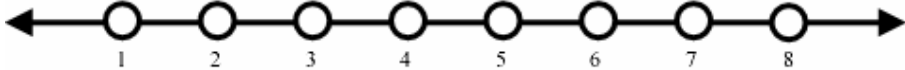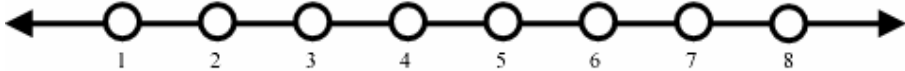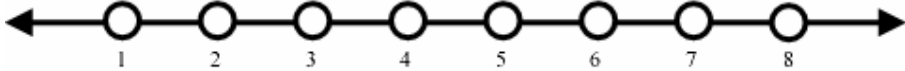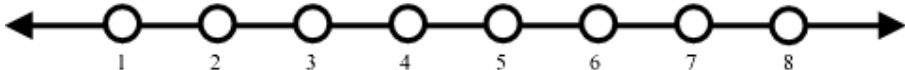
II.   Correct procedure.
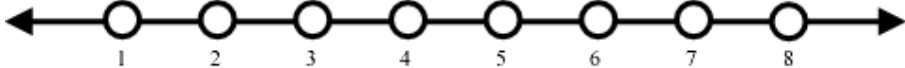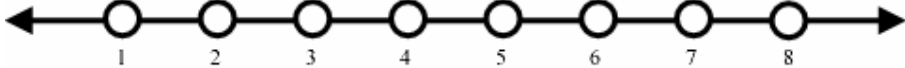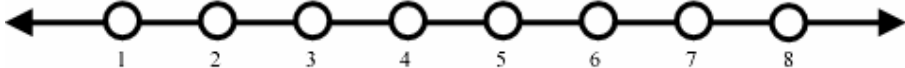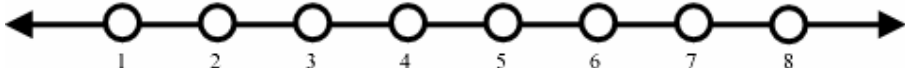
Below is the correct way to complete each item in the survey. One and only one

circle is marked. The score for this item would be "6," as indicted in the "Score"

column. *Do it this way!!!*

Item	Incorrect Procedure	Score
E3	In my school we drink: weak coffee. strong coffee. ○——○——○——○——○——●——○——○ 1 2 3 4 5 6 7 8	6

Grid and Group Assessment Items for Instructional and Curricular Interests

Item	Grid Considerations	Score
1	Authority structures are: decentralized/ centralized/ non-hierarchical. hierarchical. 1 2 3 4 5 6 7 8	
2	Roles are: non-specialized/no explicit specialized/explicit job descriptions. job descriptions. 1 2 3 4 5 6 7 8	
3	Individual teachers have: full autonomy in textbook no autonomy in textbook selection. selection. 1 2 3 4 5 6 7 8	
4	Individual teachers have: full autonomy in generating no autonomy in generating educational goals for their educational goals for their classrooms. classrooms. 1 2 3 4 5 6 7 8	

Item	Grid Considerations	Score
5	Individual teachers have: full autonomy in selecting instructional methods and strategies. no autonomy in selecting instructional methods and strategies. 1 2 3 4 5 6 7 8	
6	Students are: encouraged to participate and take ownership of their education. discouraged from participating and taking ownership of their education. 1 2 3 4 5 6 7 8	
7	Teachers obtain instructional resources (i.e., technology, manipulative, materials, and tools) through: individual competition or negotiation. allotment/allocation by administrators. 1 2 3 4 5 6 7 8	
8	Instruction is individualized or personalized for each student. not individualized or personalized for each student. 1 2 3 4 5 6 7 8	

Item	Grid Considerations	Score
9	Individual teachers are motivated by: intrinsic, extrinsic, self-defined interests. institutional rewards. ←—1—2—3—4—5—6—7—8—→	
10	Hiring decisions are: decentralized, controlled by centralized, controlled by teachers. administrators. ←—1—2—3—4—5—6—7—8—→	
11	Class schedules are determined through: individual teacher negotiation. institutional rules and routines. ←—1—2—3—4—5—6—7—8—→	
12	Rules and procedures are: few/ numerous/ implicit. explicit. ←—1—2—3—4—5—6—7—8—→	

Sum of grid scores: _____

Average of grid scores (sum/12): _____

Item	Group Considerations	Score
1	Instructional activities are initiated/planned by: individual teachers working alone. all educators working collaboratively. ◄――○――○――○――○――○――○――○――○――► 1 2 3 4 5 6 7 8	
2	Educators' socialization and work are: separate/ dichotomous activities. incorporated/ united activities. ◄――○――○――○――○――○――○――○――○――► 1 2 3 4 5 6 7 8	
3	Extrinsic rewards primarily benefit: specific individuals. everyone. ◄――○――○――○――○――○――○――○――○――► 1 2 3 4 5 6 7 8	
4	Teaching and learning are planned/organized around: individual teacher goals and interests. group goals and interests. ◄――○――○――○――○――○――○――○――○――► 1 2 3 4 5 6 7 8	

Item	Group Considerations	Score
5	Teaching performance is evaluated according to: individual teacher goals, priorities, and criteria. group goals, priorities, and criteria. 1 2 3 4 5 6 7 8	
6	Teachers work: in isolation toward goals and objectives. collaboratively toward goals and objectives. 1 2 3 4 5 6 7 8	
7	Curricular goals are generated: individually. collaboratively. 1 2 3 4 5 6 7 8	
8	Communication flows primarily through: individual, informal networks. corporate, formal networks. 1 2 3 4 5 6 7 8	

Item	Group Considerations	Score
9	Instructional resources are controlled/owned: individually. collaboratively. 1 2 3 4 5 6 7 8	
10	People hold: no allegiance/ much allegiance/ no loyalty to the school. loyalty to the school. 1 2 3 4 5 6 7 8	
11	responsibilities of teachers and administrators are: ambiguous/fragmented clear/communal with no accountability. with much accountability. 1 2 3 4 5 6 7 8	
12	Most decisions are made: privately by factions corporately by consensus or independent verdict. or group approval. 1 2 3 4 5 6 7 8	

Sum of group scores: _____

Average of group scores (sum/12): _____

APPENDIX D

Thai Version Grid/Group Survey

เครื่องมือการประเมินแบบกรอบและกลุ่ม

ข้อมูลเบื้องต้น

ตำแหน่ง *(โปรดระบุเพียงตำแหน่งเดียว)*

○ ครู (เจาะจงเรื่องตำแหน่ง) _____

○ ฝ่ายสนับสนุน (เจาะจงเรื่องตำแหน่ง) _____

○ ผู้บริหาร (เจาะจงเรื่องตำแหน่ง) _____

○ อื่นๆ (โปรดระบุ) _____

จำนวนปีที่ทำงานอยู่ในโรงเรียนนี้ _____

หน่วยในการวิเคราะห์

○ สังกัดเขตพื้นที่การศึกษา _____

○ ชื่อโรงเรียน _____

○ ระดับชั้นที่สอน (โปรดระบุ) _____

○ สาขาวิชาที่สอน (โปรดระบุ) _____

○ เป็นคณะกรรมการโรงเรียนหรือทีมงาน (โปรดระบุ) _____

○ อื่นๆ (โปรดระบุ) _____

คำแนะนำ

ระหว่างทำเอกสาร ต้องคำนึงว่า จะต้องมีหน่วยในการวิเคราะห์ข้างต้นเสมอ นั่นคือ
ต้องจำว่ามีหน่วยในการวิเคราะห์เพียงหน่วยเดียวเท่านั้นในหัวข้อทั้งหมด ตัวอย่างเช่น
คุณให้ความสนใจไปที่คณะหรือกลุ่มใดกลุ่มหนึ่งโดยเฉพาะ ห้องเรียนหรือชั้นเรียน
ที่ตั้งของโรงเรียน หรือ เขตโรงเรียนทั้งหมด หรือระบบของโรงเรียน

ด้านล่างมีประโยค ทั้งหมด 24 คู่ ในแต่ละคู่

- ให้เลือกประโยคที่ท่านคิดว่าแสดงให้เห็นถึงหน่วยในการวิเคราะห์ที่ได้
  เรียนไป และ
- ให้ทำเครื่องหมายวงกลมไว้บนเส้นเพื่อแสดงว่าประโยคไหนดีที่สุด
  ที่แสดงให้เห็นถึงหน่วยการวิเคราะห์

 ตัวเลขบนเส้น นั้นมีตั้งแต่ 1 ถึง 8 โดย เลข 1 และ เลข 8 หมายถึงมากที่สุด
ของประโยค ส่วนเลข (2 - 7) หมายถึงปานกลาง
 วงกลมเพียงวงเดียวในแต่ละหัวข้อ

หมายเหตุ :   ในประโยคด้านล่าง , ผู้บริหาร หมายถึงการ ผู้บริหารของทุกระดับ
              รวมถึง อาจารย์ใหญ่ ผู้ช่วยอาจารย์ใหญ่ ที่ปรึกษา หรือทุกท่านที่ได้
              รบการแต่งตั้งให้มีหน้าที่รับผิดชอบอย่างเป็นทางการจากผู้บริหาร
              ในขณะนั้น

ตัวอย่าง
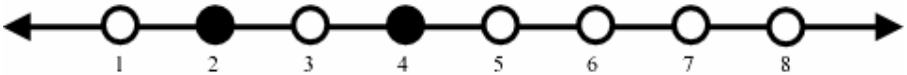
I. วิธีการที่ไม่ถูกต้อง

จากตัวอย่างเป็นวิธีการที่ไม่ถูกต้องของการทำแบบสอบถาม ตัวอย่างแรก

มีวงกลมมากกว่า 1 วงที่ถูกเลือก ตัวอย่างที่สอง มีวงกลมไว้ระหว่างเส้นระดับ

ทั้งสองกรณีที่เกิดขึ้น ไม่สามารถกรอกคะแนนได้

เพราะฉะนั้นจง*อย่าทำ*ในลักษณะนี้ !!

ข้อ	ตัวอย่างที่ไม่ถูกต้อง	คะแนน
E1	ในโรงเรียนของฉัน เราดื่ม: กาแฟอ่อน กาแฟเข้ม ⟵ ○ ● ○ ● ○ ○ ○ ○ ⟶ 1 2 3 4 5 6 7 8	?
E2	ในโรงเรียนของฉัน เราดื่ม: กาแฟอ่อน กาแฟเข้ม ⟵ ○ ○ ○ ○ ●○ ○ ○ ○ ⟶ 1 2 3 4 5 6 7 8	?
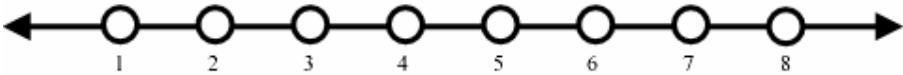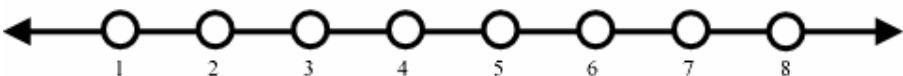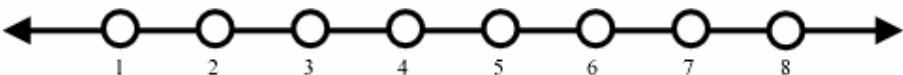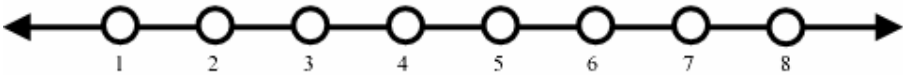
II.   วิธีการที่ถูกต้อง

ด้านล่างเป็นวิธีการที่ถูกต้องของการทำแบบสอบถามมีเพียงวงกลม
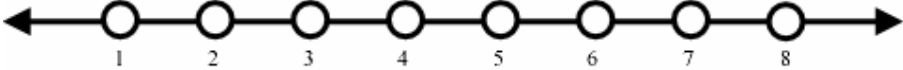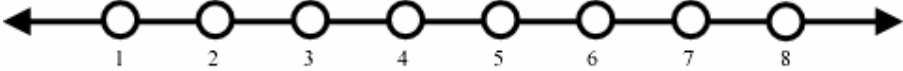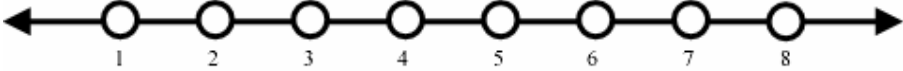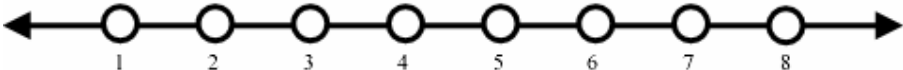
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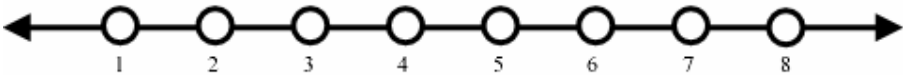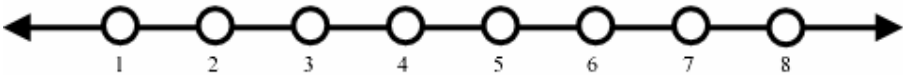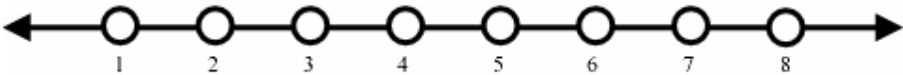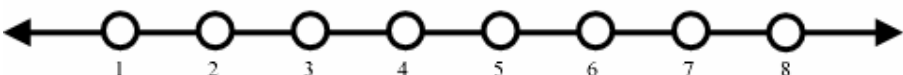
ดังที่ได้แจ้งไว้ในช่อง"คะแนน" *จงทำตามนี้ !!*

ข้อ	ตัวอย่างที่ถูกต้อง	คะแนน
E3	**ในโรงเรียนของฉัน เราดื่ม:** กาแฟอ่อน กาแฟเข้ม	6

เครื่องมือประเมินความสนใจเกี่ยวกับการศึกษาและหลักสูตรแบบกรอบและกลุ่ม
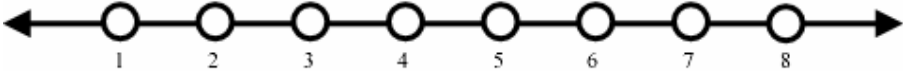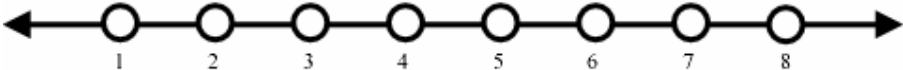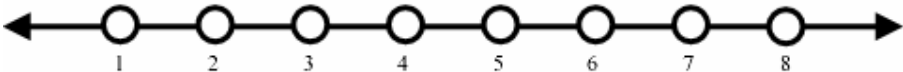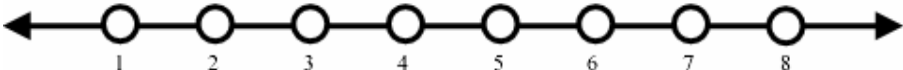
ข้อ	การพิจารณาแบบกรอบ	คะแนน
1	**โครงสร้างอำนาจหน้าที่เป็น :** กระจายอำนาจ รวมอำนาจ ○——○——○——○——○——○——○——○ 1 2 3 4 5 6 7 8	
2	**ภารกิจเป็นแบบ :** ไม่มีคำบรรยาย มีคำบรรยาย ลักษณะงานชัดเจน ลักษณะงานชัดเจน ○——○——○——○——○——○——○——○ 1 2 3 4 5 6 7 8	
3	**ครูแต่ละคน :** มีอำนาจใน ไม่มีอำนาจใน การเลือกตำราเรียน การเลือกตำราเรียน ○——○——○——○——○——○——○——○ 1 2 3 4 5 6 7 8	
4	**ครูแต่ละคน :** กำหนดเป้าหมาย กำหนดเป้าหมาย การสอนเองได้ การสอนเองไม่ได้ ○——○——○——○——○——○——○——○ 1 2 3 4 5 6 7 8	
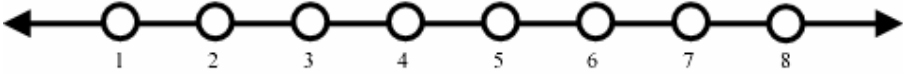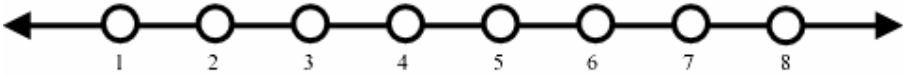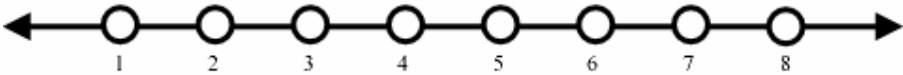
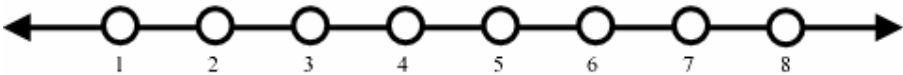| ข้อ	การพิจารณาแบบกรอบ	คะแนน
5	ครูแต่ละคน : มีอำนาจกำหนด ไม่มีอำนาจกำหนด วิธีการเรียนการสอน วิธีการเรียนการสอน ←—①——②——③——④——⑤——⑥——⑦——⑧—→ 1 2 3 4 5 6 7 8	
6	นักเรียนจะ : มีส่วนร่วมกำหนด ไม่มีส่วนร่วมกำหนด แนวทางการศึกษา แนวทางการศึกษา ←—①——②——③——④——⑤——⑥——⑦——⑧—→ 1 2 3 4 5 6 7 8	
7	ครูจะได้รับครุภัณฑ์โดย : เจรจาหรือ แข่งขันกันยื่นขอ ผู้บริหารจัดสรรให้ ←—①——②——③——④——⑤——⑥——⑦——⑧—→ 1 2 3 4 5 6 7 8	
8	การเรียนการสอนเป็นแบบ : เน้นความสำคัญ ไม่เน้นความสำคัญ กับนักเรียนแต่ละคน กับนักเรียนแต่ละคน ←—①——②——③——④——⑤——⑥——⑦——⑧—→ 1 2 3 4 5 6 7 8	
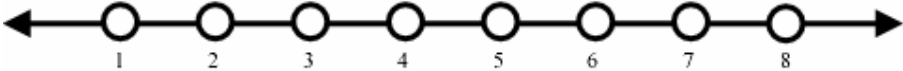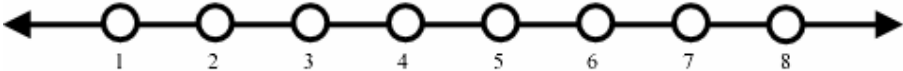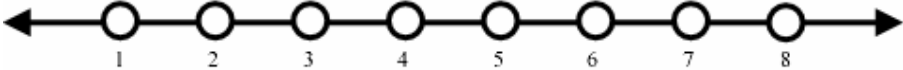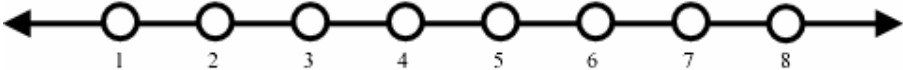
ข้อ	การพิจารณาแบบกรอบ	คะแนน
9	ครูได้รับการกระตุ้นจาก : ภายใน, ภายนอก, ความสนใจของตนเอง รางวัลหรือคำชมเชย ⬅◯—◯—◯—◯—◯—◯—◯—◯➡ 1 2 3 4 5 6 7 8	
10	การตัดสินใจจ้างครูเป็นแบบ : กำกับดูแลและ กำกับดูแลและ ควบคุมโดยครู ควบคุมโดยผู้บริหาร ⬅◯—◯—◯—◯—◯—◯—◯—◯➡ 1 2 3 4 5 6 7 8	
11	ตารางสอนจะถูกกำหนดผ่าน: การตกลงกัน กฎและระเบียบ ของครู ของโรงเรียน ⬅◯—◯—◯—◯—◯—◯—◯—◯➡ 1 2 3 4 5 6 7 8	
12	กฎและกระบวนการจะมี : นิดเดียว/ มากมาย/ คลุมเครือ ชัดเจนn ⬅◯—◯—◯—◯—◯—◯—◯—◯➡ 1 2 3 4 5 6 7 8	

ผลรวมของการพิจารณาแบบกรอบ : _____

ค่าเฉลี่ยของการพิจารณาแบบกรอบ (ผลรวม/12) : _____

ข้อ	การพิจารณาแบบกลุ่ม	คะแนน
1	กิจกรรมต่างๆถูกวางแผนโดย : ครูแต่ละคนโดยลำพัง ครูทั้งหมดร่วมมือกัน 1 2 3 4 5 6 7 8	
2	การทำงานเพื่อสังคมเป็นแบบ : แยกกันทำ ร่วมมือกันเป็นหนึ่งเดียว 1 2 3 4 5 6 7 8	
3	รางวัลหรือคำชมเชยที่ได้รับจากภายนอกมีให้แก่: ครูเฉพาะบุคคล ครูทุกคน 1 2 3 4 5 6 7 8	
4	การเรียนการสอนถูกวางแผนโดยอิง : เป้าหมายและความสนใจ เป้าหมายและความสนใจ ของครูแต่ละคน ของกลุ่มครู 1 2 3 4 5 6 7 8	

Item	การพิจารณาแบบกลุ่ม	คะแนน
5	การสอนจะมีการประเมินจาก : เป้าหมายและกฎเกณฑ์ เป้าหมายและกฎเกณฑ์ ของครูแต่ละคน ของกลุ่มครู ◀━━O━━O━━O━━O━━O━━O━━O━━O━━▶ 1 2 3 4 5 6 7 8	
6	งานของครูจะ: แยกกันทำเพื่อให้ ร่วมกันทำเพื่อให้ เข้าถึงกลุ่มเป้าหมาย เข้าถึงกลุ่มเป้าหมาย ◀━━O━━O━━O━━O━━O━━O━━O━━O━━▶ 1 2 3 4 5 6 7 8	
7	เป้าหมายของหลักสูตรถูกกำหนด : โดยครูแต่ละคน โดยครูร่วมมือกัน ◀━━O━━O━━O━━O━━O━━O━━O━━O━━▶ 1 2 3 4 5 6 7 8	
8	การแลกเปลี่ยนข้อคิดเห็นจะทำโดย : ผ่านตัวบุคคล, ผ่านหมู่คณะ, ไม่มีเครือข่าย เครือข่ายที่เป็นทางการ ◀━━O━━O━━O━━O━━O━━O━━O━━O━━▶ 1 2 3 4 5 6 7 8	

Item	การพิจารณาแบบกลุ่ม	คะแนน
9	ครุภัณฑ์ถูกควบคุมการใช้โดย : ครูแต่ละคน ครูร่วมมือกัน 1 2 3 4 5 6 7 8	
10	คนจะ : ไม่มีความจงรักภักดี มีความจงรักภักดี ต่อโรงเรียน ต่อโรงเรียน 1 2 3 4 5 6 7 8	
11	ความรับผิดชอบของครู, ผู้บริหารจะ : คลุมเครือ/ ชัดเจน/ ไม่มีภาระรับผิดชอบมาก มีภาระรับผิดชอบมาก. 1 2 3 4 5 6 7 8	
12	การตัดสินใจส่วนมากจะเป็นแบบ : ส่วนตัว แต่ละคนมีอิสระ การเห็นพ้องต้องกัน หรืออนุมัติจากกลุ่ม 1 2 3 4 5 6 7 8	

ผลรวมของการพิจารณาแบบกลุ่ม : _____

ค่าเฉลี่ยของการพิจารณาแบบกลุ่ม (ผลรวม/12) : _____

APPENDIX E

Saneeyeng's English Translation of Thai Version Grid/Group Survey

Grid and Group Assessment Tool

Preliminary Information

Position *(please check one)*

○Teacher (specify position title)_____

○Support Staff (specify position title) _____

○Administrator (specify position title) _____

○Other (please explain)_____

Total years of service at this school site or district: _____

Unit of Analysis

○School district_____

○School site _____

○Grade level (specify level) _____

○Department or Unit (specify) _____

○Committee or Team (specify)_____

○Other (please explain)_____

Instructions

While doing this instrument, keep in mind the unit of analysis marked above. That is, keep in mind one and only one unit of analysis for all items. For example, you may focus on a specific committee or work group, a class or grade level, an entire school site or an entire district or school system.

Below are 24 pairs of statements. For each pair:

- choose the statement that you think *best* represents the unit of analysis under study, and

- on the continuum mark the bubble that represents the degree to which the best statement applies to the unit of analysis under study.

The numbers on the continuum are numbered 1 through 8. Numbers 1 and 8 represent the extreme poles of the continuum. The intermediate numbers (2 –7) provide a continuous scale between these extremes.

Check only one bubble for each item.

Note: In the statements below, the term, administrator, refers to administration at any level, including principal, assistant principal, counselor, or anyone assigned with formal administrative responsibility and title.

Example Items

III. Incorrect procedure.

The following is the incorrect way to do the survey. In the first sample item, more than one circle is marked. In item number two (2), a mark is made between two numbers on the continuum. In both cases, it is not possible to score the item. *Don't* do it this way!!!
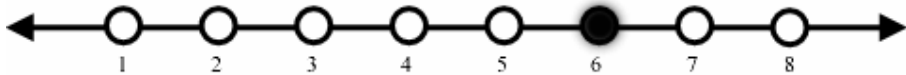
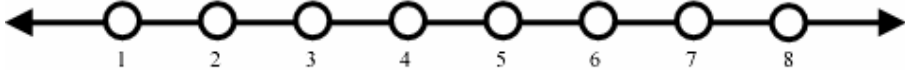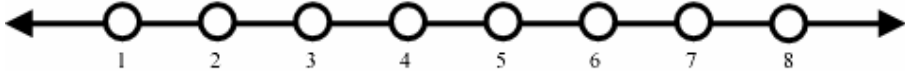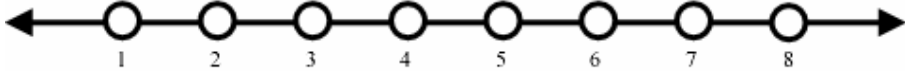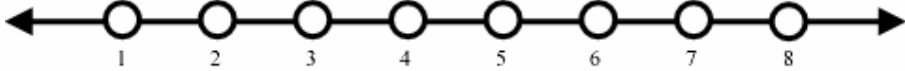| Item	Incorrect Procedure	score
E1	In my school we drink: weak coffee. strong coffee. O ● O ● O O O O 1 2 3 4 5 6 7 8	?
E2	In my school we drink: weak coffee. strong coffee. O O O O●O O O O 1 2 3 4 5 6 7 8	?
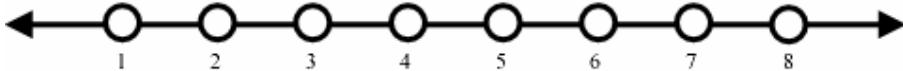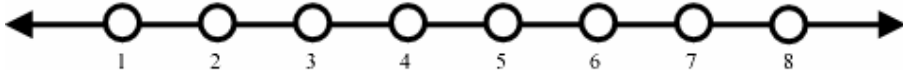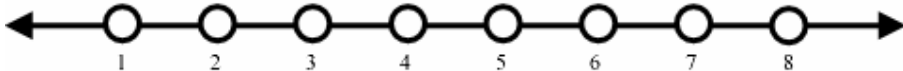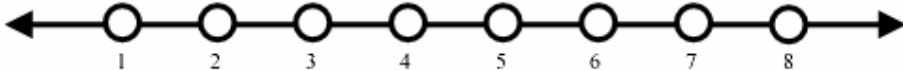
IV.   Correct procedure.

Below is the correct way to do survey for each item. One and only one circle is

marked. The score for this item would be "6," as indicted in the "Score" column.

Do it this way!!!

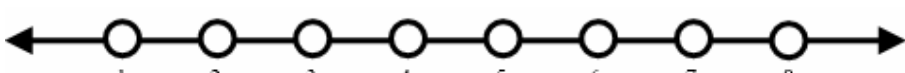| Item	Incorrect Procedure	score
E3	In my school we drink: weak coffee. strong coffee. ◯—◯—◯—◯—◯—●—◯—◯ 1 2 3 4 5 6 7 8	6

Grid and Group Assessment Items for Instructional and Curricular Interests
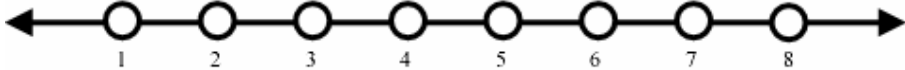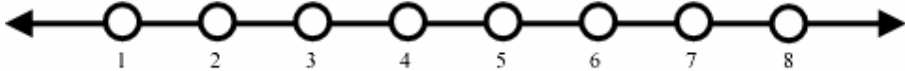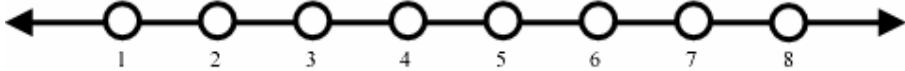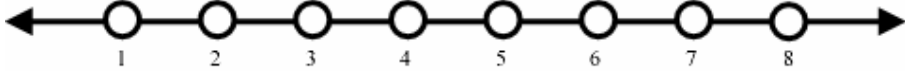
Item	Grid Considerations	Score
1	Authority structures are: decentralized/ centralized/ non-hierarchical. hierarchical. 1 2 3 4 5 6 7 8	
2	Roles are: non-specialized/no explicit specialized/explicit job descriptions. job descriptions. 1 2 3 4 5 6 7 8	
3	Individual teachers have: full autonomy in textbook no autonomy in textbook selection. selection. 1 2 3 4 5 6 7 8	
4	Individual teachers have: full autonomy in operating no autonomy in operating educational goals for their educational goals for their classrooms. classrooms. 1 2 3 4 5 6 7 8	
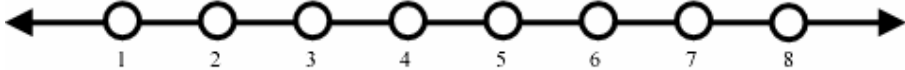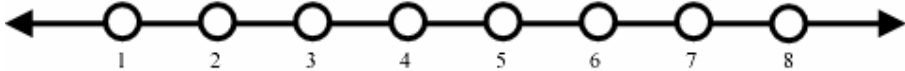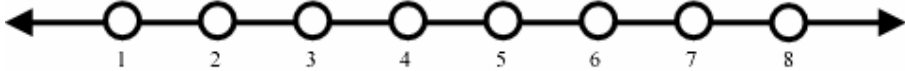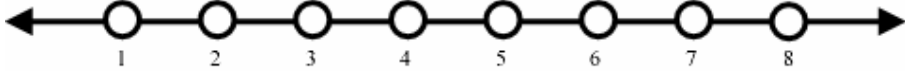
Item	Grid Considerations	Score
5	Individual teachers have: full autonomy in choosing instructional methods and strategies. no autonomy in choosing instructional methods and strategies. 1 2 3 4 5 6 7 8	
6	Students are: encouraged to participate and take ownership of their education. discouraged from participating and taking ownership of their education. 1 2 3 4 5 6 7 8	
7	Teachers obtain instructional resources (i.e., technology, manipulative, materials, and tools) through: individual competition or negotiation. distribution by administrators. 1 2 3 4 5 6 7 8	
8	Instruction is individualized or personalized for each student. not individualized or personalized for each student. 1 2 3 4 5 6 7 8	
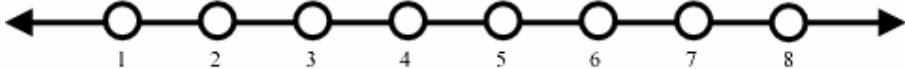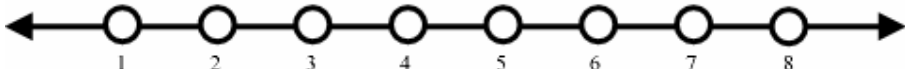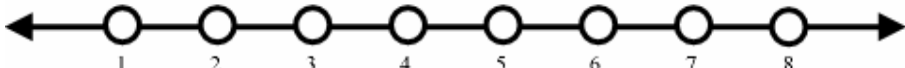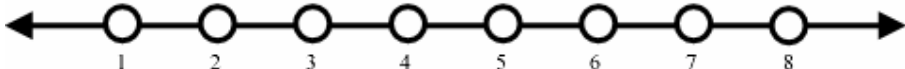
Item	Grid Considerations	Score
9	Individual teachers are motivated by: intrinsic, self-defined interests. extrinsic, institutional rewards. 1 2 3 4 5 6 7 8	
10	Hiring decisions are: decentralized, teachers control. centralized, administrators control. 1 2 3 4 5 6 7 8	
11	Class schedules are determined through: individual teacher negotiation. institutional rules and routines. 1 2 3 4 5 6 7 8	
12	Rules and procedures are: few/ implicit. numerous/ explicit. 1 2 3 4 5 6 7 8	

Sum of grid scores: _____

Average of grid scores (sum/12): _____

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Item	Group Considerations	Score
1	Instructional activities are initiated/planned by: individual teachers all educators working working alone. collaboratively. 1 2 3 4 5 6 7 8	
2	Educators' socialization and work are: separate/ incorporated/ dichotomous activities. united activities. 1 2 3 4 5 6 7 8	
3	Extrinsic rewards primarily benefit: specific individuals. everyone. 1 2 3 4 5 6 7 8	
4	Teaching and learning are planned/organized around: individual teacher group goals goals and interests. and interests. 1 2 3 4 5 6 7 8	

Item	Group Considerations	Score
5	Teaching performance is evaluated according to: individual teacher goals, priorities, and criteria. group goals, priorities, and criteria. 1 2 3 4 5 6 7 8	
6	Teachers work: in isolation toward goals and objectives. collaboratively toward goals and objectives. 1 2 3 4 5 6 7 8	
7	Curricular goals are generated: individually. collaboratively. 1 2 3 4 5 6 7 8	
8	Communication flows primarily through: individual, informal networks. corporate, formal networks. 1 2 3 4 5 6 7 8	

Item	Group Considerations	Score
9	Instructional resources are controlled/owned: individually. collaboratively. 1 2 3 4 5 6 7 8	
10	People hold: no allegiance/ much allegiance/ no loyalty to the school. loyalty to the school. 1 2 3 4 5 6 7 8	
11	responsibilities of teachers and administrators are: ambiguous/fragmented clear/communal with no accountability. with much accountability. 1 2 3 4 5 6 7 8	
12	Most decisions are made: privately by factions corporately by consensus or independent verdict. or group approval. 1 2 3 4 5 6 7 8	

Sum of group scores: _____

Average of group scores (sum/12): _____

APPENDIX F

Consent form to Interviewed Teachers

CONSENT FORM

I, _____, hereby authorize or direct Pongchit Chitapong to perform the following procedure for the study, *A Grid and Group Explanation of Teachers' Attitudes Toward In-service Professional Development Practices in Selected Schools in Thailand*

Procedures: The individual named will be interviewed about his/her experiences, insights an understandings regarding the interrelationships of organizational culture and teachers' attitudes toward in-service professional development practices in Thailand. The individual has the right to decline to answer any questions at any time or withdraw his/her participation after notifying the researcher. After the interview has been transcribed, the individual has the right to examine the transcription to clarify any misinterpretations. The responses will be analyzed for significant sources of data. All records of this study will be protected and kept confidential, and the individual will not be identifiable by name or description in any reports or publications regarding this study. The data will be reported in thesis format and the thesis and any subsequent publication(s) will be reported without any identifiers.

Duration: The tape-recorded interview will last approximately 30-45 minutes. The researcher will develop the questions being asked.

Confidentiality: Pseudonyms will be used in the final document. Only the researcher and advisor will have access to the actual names of the participants. Tape-recorded interviews will be transcribed. Once tapes are transcribed, they will be destroyed. Any information that is unacceptable by the interviewee for the final document will be deleted. It is important for the participants to understand that other people will not have access to their responses.

The researcher and the participant must sign this consent form before collecting any type of data in this study and while using any of the following qualitative methods, surveys, interviews, observations, analyzing documents, and reviewing artifacts. All records and data collected will be stored in a locked file cabinet in the advisor's office in Willard Hall and destroyed (shredded) within one year after the thesis has been completed. Data will be protected by separating identifiers and raw data, and no data will be stored on a network drive or computer.

Potential Risks and Benefits: Although no questions of a person or intrusive nature are intended, the interviewee may refuse to answer such questions at any time. Superintendents that wish to have longer than national average tenure may benefit from this research as they examine their school culture and leadership roles.

I understand that participation is voluntary, and there is no penalty for refusal to participate, and that I am able to withdraw my consent and participation in this research project at anytime without penalty after notifying the researcher. I understand that records of this study will be kept confidential, and that I will not be identifiable by name or description in any reports or publications about this study. If I have any questions about this study or wish to withdraw', I may contact Pongchit Chitapong at 66-74-211-987 or Sharon Bacher, IRB Executive Secretary, Oklahoma State University, 4 15 Whitehurst, Stillwater, OK 74078, (405) 744-5700.

I have read this consent document, I understand its contents, and I sign it freely and voluntarily to participate in this study under the conditions described. A copy of this consent document has been given to me.

Date: Time _____ (am/pm)

Participant Signature:_____

I certify that I have personally explained all elements of this form to the participant before requesting the participant to sign it.

Researcher Signature:_____

APPENDIX G

Thai Version of Consent form to Interviewed Teachers

<p style="text-align:center">ใบอนุญาต</p>

ข้าพเจ้า .... อนุญาตให้ นาย พงศ์ชิต ชิตพงศ์ ดำเนินการเพื่องานวิจัย

A Grid and Group Explanation of Teachers' Attitudes toward In-service Professional Development Practices in Selected Schools in Thailand. ดังที่กำหนดไว้ตามการดำเนินการ ดังต่อไปนี้

การดำเนินการ: ผู้มีรายชื่อข้างต้นจะได้รับการสัมภาษณ์เกี่ยวกับประสบการณ์ ความตระหนักและความเข้าใจในความสัมพันธ์ภายในของวัฒนธรรมขององค์กรและความคิดเห็นของครูที่มีต่อกิจกรรมการพัฒนาศักยภาพทางด้านทักษะของครูในประเทศไทย ผู้ที่ได้รับการสัมภาษณ์ แต่ละคนมีสิทธิ์ที่จะ ปฏิเสธการตอบคำถามใดๆ หรือยกเลิกการมีส่วนร่วมในการสัมภาษณ์ได้ ทันทีหลังจากมีการแจ้งให้กับผู้วิจัยได้ทราบแล้วทุกเวลา หลังจากการสัมภาษณ์เสร็จสิ้นและ มีการถ่ายข้อมูลการสัมภาษณ์ และเก็บรวบรวมผลการสัมภาษณ์ในเอกสารแล้ว ผู้ถูกสัมภาษณ์ มีสิทธิ์ที่จะขอดูเอกสารผลสรุปของการสัมภาษณ์เพื่อการตรวจสอบข้อผิดพลาดใด ๆ ที่อาจจะ เกิดขึ้นจากการสรุปผล ผลการสัมภาษณ์จะได้รับการประเมินเพื่อตรวจสอบความถูกต้องของแหล่งที่มาของข้อมูล ข้อมูลที่ได้จากการบันทึกผลการสัมภาษณ์จะได้รับการปกปิดไว้เป็นความลับ และจะไม่มีการเปิดเผยข้อมูลใดๆ ของผู้ที่ถูกสัมภาษณ์ไว้ในงานวิจัยหรือเอกสารการตีพิมพ์ของงานวิจัยนี้เลย ข้อมูลใดๆ ที่จะกล่าวถึงในงานวิจัยนี้ หรือในเอกสารการตีพิมพ์งานวิจัยนี้จะไม่มีการเปิดเผยถึงบุคคลที่ให้ข้อมูลด้วยเหตุผลใด ๆ ทั้งสิ้น

ระยะเวลา: เทปบันทึกการสัมภาษณ์จะมีความยาวประมาณ 30 – 45 นาที ผู้ดำเนินงานวิจัยจะเป็นผู้ตั้งคำถามในการสัมภาษณ์

การปกปิดข้อมูล: ในเอกสารสรุปจะมีการใช้นามแฝงแทนชื่อจริงของผู้ที่ถูกสัมภาษณ์ โดยจะมีเพียงผู้ดำเนินการวิจัยและที่ปรึกษางานวิจัยเท่านั้นที่จะมีสิทธิ์ดูข้อมูลชื่อจริงของผู้ที่ถูกสัมภาษณ์ เทปบันทึกการสัมภาษณ์จะถูกถ่ายลงในเอกสาร และหลังจากนั้นเทปบันทึกดังกล่าวจะถูกทำลาย ทิ้งไปในทันที ข้อมูลใด ๆ ไม่เป็นที่ยอมรับของผู้ที่ถูกสัมภาษณ์จะถูกลบทิ้งไปในทันทีด้วยเช่นกัน เป็นที่เข้าใจว่าผู้ได้รับการสัมภาษณ์ต้องรับรู้ว่าบุคคลอื่นที่ไม่เกี่ยวข้องจะไม่มีสิทธิ์ดูและเปิดเผย ข้อมูลการสัมภาษณ์นี้ด้วยเหตุผลใด ๆ ทั้งสิ้น

ผู้ดำเนินการวิจัยและผู้ร่วมในการสัมภาษณ์ทุกคนจะต้องเซนต์ชื่อยินยอมในเอกสารนี้ก่อนที่จะมี การเก็บรวบรวมข้อมูลเชิงปริมาณในงานวิจัยนี้ไม่ว่าจะเป็น แบบสอบถาม การสัมภาษณ์ การ สังเกตการณ์ เอกสารการวิเคราะห์ และข้อมูลใด ๆ จากบุคคล ข้อมูลที่มีการรวบรวมทั้งหมดจะ ถูกเก็บไว้ในแฟ้มข้อมูลซึ่งเก็บไว้ในตู้ที่มีล็อค ในห้องทำงานของอาจารย์ที่ปรึกษางานวิจัย ภายในอาคาร Willard Hall และจะถูกทำลายทิ้งภายใน

เวลาหนึ่งปีหลังจากเสร็จสิ้นการเขียน วิทยานิพนธ์ ข้อมูลดังกล่าวจะได้รับการป้องกันด้วยการแยกเก็บข้อมูล
ส่วนตัวของผู้ที่ถูก สัมภาษณ์ออกจากคำตอบจากการสัมภาณ์ของแต่ละคน และจะไม่มีการเก็บข้อมูลใด ๆ จากการ
สัมภาษณ์ลงในคอมพิวเตอร์หรือในเครือข่ายคอมพิวเตอร์ใด ๆ ทั้งสิ้น

ความเสี่ยงและผลประโยชน์ที่อาจจะเกิด: แม้จะไม่มีการตั้งใจที่จะถามข้อมูลที่ไม่พึงประสงค์ แต่ผู้ตอบ
คำถามมีสิทธิ์ที่จะปฏิเสธที่จะตอบคำถามใด ๆ ได้ทุกเวลา ผู้บริหารที่อยู่ในตำแหน่งเกิน วาระอาจจะได้รับ
ผลประโยชน์จากการวิจัยนี้เนื่องด้วยการพิจารณาจากวัฒนธรรมและบทบาทของผู้บริหาร

ข้าพเจ้าเข้าใจว่าการมีส่วนร่วมในงานวิจัยครั้งนี้เกิดจากการสมัครใจและการปฏิเสธการเข้าร่วมงานวิจัย
ครั้งนี้จะไม่มีบทลงโทษใด ๆ ข้าพเจ้าสามารถขอถอนตัวออกจากการเข้าร่วมในการวิจัยนี้ได้ทุกเวลาโดย
ปราศจากบทลงโทษใด ๆ หลังจากที่มีการแจ้งผู้ดำเนินงานวิจัยแล้ว ข้าพเจ้าเข้าใจว่าข้อมูลที่มีการเก็บ
จากการสัมภาษณ์นี้จะถูกเก็บไว้เป็นความลับและข้าพเจ้าจะไม่ถูกเปิด เผยชื่อหรือข้อมูลใด ๆ ในการ
สัมภาษณ์ลงในเอกสารงานวิจัย หรือเอกสารการตีพิมพ์ที่เกี่ยวข้อง กับงานวิจัยนี้ ถ้าข้าพเจ้าสงสัย มีคำถาม
หรือต้องการถอนตัวออกจากการเข้าร่วมงานวิจัยนี้ ข้าพเจ้าสามารถติดต่อ นาย พงศ์ชิต ชิตพงศ์ ได้ที่
หมายเลขโทรศัพท์ 66-74-211-987 หรือ Sharon Bacher, IRB Executive Secretary, Oklahoma State
University ได้ตามที่อยู่ดังนี้คือ 415 Whitehurst, Stillwater, OK 74078 หมายเลขโทรศัพท์ (405)744-5700

ข้าพเจ้าได้อ่านเอกสารความยินยอมนี้ และเข้าใจในข้อความที่กล่าวไว้ในเอกสารนี้แล้วทุกอย่าง และ
ข้าพเจ้าเต็มใจที่จะมีส่วนร่วมในงานวิจัยนี้ตามเงื่อนไขที่ได้กล่าวไว้ในข้างต้น และข้าพเจ้าจะ ได้รับสำเนา
ของเอกสารความยินยอมนี้ด้วยเช่นกัน

วันเวลา ....

ลายเซ็นต์ผู้ถูกสัมภาษณ์ ....

ข้าพเจ้าขอยืนยันว่าข้าพเจ้าได้อธิบายข้อสำคัญทุกส่วนในเอกสารความยินยอมนี้ให้กับผู้เข้าร่วม
สัมภาษณ์ก่อนที่จะให้ผู้ถูกสัมภาษณ์เซ็นต์ยินยอม

ลายเซ็นต์ผู้ดำเนินการวิจัย ....

APPENDIX H

Sample Questions for Interviews

SAMPLE QUESTIONS FOR INTERVIEWS

Questions for administrators and teachers

1. Please describe your current position?

2. How long have you been in this position?

3. Please describe the school in which you work?

4. Please explain your definition of professional development?

5. Explain the professional development activities that have occurred in your school during the last school year and this semester. (Who? What? When? Where? How?)

6. Why does your school utilized professional development in this manner?

7. What kinds of professional development would you like to occur in your school? Why?

VITA

Pongchit Chitapong

Candidate for the Degree of

Doctor of Education

Dissertation: A GRID AND GROUP EXPLANATION OF TEACHERS'
ATTITUDES TOWARD IN-SERVICE PROFESSIONAL
DEVELOPMENT PRACTICES IN SELECTED SCHOOLS IN
THAILAND

Major Field: School Administration

Biographical:

Personal Data: Born in Hatyai, Songkla, Thailand on June 15, 1977,
the son of Prasert and Wanwadee Chitapong.

Education: Graduated High School from Center of Non-Formal
Education-Songkla, Department of Non-Formal Education,
Thailand in April, 1994; received Bachelor of Political
Science (Politics and Government) degree from
Thammasat University, Bangkok, Thailand, in April 1999;
received Master of Arts (Political Science – International
Affairs) from University of Central Oklahoma, Edmond,
Oklahoma, in May 2002. Completed the requirements for
a Doctor of Education with an option of School
Administration at Oklahoma State University, Stillwater,
Oklahoma in May 2005.

Experience: Officer, Peace Information Center, Bangkok, Thailand,
November 1997 - October 1998; Officer of the Center for
the Government Decentralization, Bangkok, Thailand,
December 1999; Student Assistance, Chambers Library,
University of Central Oklahoma, August 2000 - July 2001;
Technology Staff, Office of the Educational Technologies,
College of Liberal Arts, University of Central Oklahoma,
January - May 2002; Graduate Assistant of School of
Educational Studies, August 2002 - present.

Name: Pongchit Chitapong   Date of Degree: May, 2005

Institution: Oklahoma State University   Location: Stillwater, Oklahoma

Title of Study: A GRID AND GROUP EXPLANATION OF TEACHERS' ATTITUDES
                 TOWARD IN-SERVICE PROFESSIONAL DEVELOPMENT PRACTICES IN
                 SELECTED SCHOOLS IN THAILAND

Pages in Study: 169   Candidate for the Degree of Doctorate of Education

Major Field: School Administration

Scope and Method of Study: Using the lens of Mary Douglas' (1982) Grid and Group Typology,

Purpose of Study: the purpose of this case study was to examine cultural contexts of two
                                  schools in Hatyai City Municipality, Songkla, Thailand.
                                  Additionally, teachers' attitude toward professional development
                                  (PD) programs will be addressed after the cultural context is
                                  explained.

                                  The participants in this descriptive case study included teachers
                                  within Tessaban 3 School (T3) and Tessaban 4 School (T4) at Hatyai
                                  City Municipality. The two schools were selected for a wide range in
                                  disciplines and for a variety of organizational context. Each school
                                  also had a diverse spread of PD programs. Multiple methods,
                                  including interviews, observations, document analysis, and a
                                  questionnaire, were used for data collection.

Findings and Conclusions: Through this study, T3 was best described as a Collectivist (weak-
                                  grid/strong-group) culture, while the T4 best fit in the Individualist
                                  (weak-grid/weak-group) category.

                                  The findings also suggested patterns of cultures related to PD
                                  practices and preferences in each school. Findings indication was that
                                  the cultural context of T3 is harmonic with PD training method. This
                                  can be one explanation for apparent satisfaction among the T3
                                  teachers.

                                  Similarly, the cultural context of T4 and PD are also in harmony. PD
                                  programs in T4 are self-defined,, which best fit with individualist
                                  context. Conclusively, both T3 and T4 have different school's
                                  cultural contexts, which lead to different practices and preferences in
                                  PD.

ADVISER'S APPROVAL: _____Dr. Edward Harris_____