

Personnel development of schools in Phaeng sub-district administrative organization

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Abstract

The objectives of this research were: (1) to study the personnel development of schools in Phaeng Subdistrict Administrative Organization under Kosum Phisai District in Maha Sarakham Province; and (2) to compare the personnel development of schools in Phaeng Subdistrict Administrative Organization under Kosum Phisai District in Maha Sarakham Province classified by age and work experience. This research methodology was survey research. The population consisted of 46 teachers at schools in Phaeng Subdistrict Administrative Organization under Kosum Phisai District in Maha Sarakham Province. The sample consisted of 42 teachers at schools in Phaeng Subdistrict Administrative Organization under Kosum Phisai District in Maha Sarakham Province, determined by Krejcie and Morgan's table and obtained by a simple random sampling method. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used in data analysis were frequency, percentage, mean, standard deviation, and t-test. The research findings found that: (1) the personnel development of schools in Phaeng Subdistrict Administrative Organization under Kosum Phisai District in Maha Sarakham Province was at a high level in overall aspects; and (2) the results of hypothesis testing showed that teachers with different ages and different work experiences had no different opinions toward the personnel development of schools in Phaeng Subdistrict Administrative Organization under Kosum Phisai District in Maha Sarakham Province.

Keywords: Personnel Development; Phaeng Sub-district Administrative Organization



Origin and significance of the issue

In the 21st century world, a world where people compete in every field, it cannot be denied that a good education system is one of the important factors that enable people to have knowledge, thoughts, attitudes, and abilities. will be able to live their lives efficiently and happily throughout the past The "Thai education system" is still an issue that is constantly discussed in society. Although there is a drive to call for serious solutions to the problems in the Thai education system, it became a debate trend for a while. But the educational problem has not yet been resolved. If we talk about the main problems of the Thai education system, problems arising from educational personnel and educational administration It has an immediate impact on the Thai education system, whether it is teachers or students. It is also the source of many problems in Thai society.

Education is necessary in every age and era. Therefore, good educational administration is necessary. Learning resources are being developed for the community. National education management must produce the desired results for students. Whether it is early childhood education basic education Vocational education This includes higher education. The educational institution has the freedom to define concepts, philosophies, and visions that are unique and consistent with its context. Parent agencies and related agencies It is crucial to support, supervise, monitor, evaluate, and improve the quality of educational provision. Focusing on verifiable responsibility and having a management system for educational personnel Teaching curriculum Various teaching media, resources necessary for education and assessment, as well as a system for continuously developing the quality of education As a result, it produces the desired results based on the level and type of education. In addition, teacher production and development institutions are an important mechanism for developing quality teachers. Plays a role in preparing teachers before service. and encourage teachers to have professional competencies that are consistent with modern learning management. for desired educational outcomes (Office of the Secretariat of the Education Council, 2018).

Schools in the area of Phaeng Subdistrict Administrative Organization Kosum Phisai District Maha Sarakham Province Has focused on developing schools to provide standard quality education. To equip students with the necessary skills, knowledge, and abilities to think, analyze, solve problems, and lead an efficient life. The following personnel development problems have been encountered: (1) shortage of personnel This is because the number of personnel is not enough to meet the demand. Resulting in the use of existing personnel to replace the missing personnel, where the replacement personnel have aptitudes that do not match the assigned tasks. As a result, I am unable to work or organize teaching and learning with full efficiency. 2) Failure to update personnel's knowledge to keep up with the modern world It is like setting the framework for education. As a result, teaching is not as effective as it should be, and (3) there is a lack of training to develop knowledge and abilities in terms of developing effective teaching. It directly affects student perceptions of information and causes academic achievement to fall short of expectations.

Due to the importance of the education system and the problems mentioned above, the researcher is interested in and studies the development of school personnel in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province To determine the gender and teaching experience of school personnel in the Phaeng Subdistrict



Administrative Organization area, Kosum Phisai District, Maha Sarakham Province How does it affect personnel development? and know the guidelines for personnel development in schools in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province, will continue to get better.

Objectives

1. To investigate the development of school personnel in the Phaeng Subdistrict Administrative Organization. Kosum Phisai District, Maha Sarakham Province
2. To compare the personnel development of schools in the area of Phaeng Subdistrict Administrative Organization, Kosum Phisai District, Maha Sarakham Province, according to teachers' evaluations, classified by age and teaching experience.

Literature reviews

Teacher Development in Local Government Organizations: Approaches and Importance

Teacher development in local government organizations (LGOs) plays a pivotal role in enhancing educational quality and preparing students for the new era. This article focuses on the approaches and importance of teacher development in three key areas: knowledge and skills, attitude, and personality.

Knowledge and Skills: Teachers should possess up-to-date knowledge and skills aligned with student needs and the modern era. Emphasize training and development in a variety of areas, such as effective teaching, digital technology utilization, student assessment, classroom management, and self-development.

Attitude: Teachers should demonstrate a positive attitude towards students, maintain an optimistic outlook, believe in students' potential, foster a warm learning environment, provide support, and encourage students to learn with enjoyment.

Personality: Teachers should exhibit a suitable personality for the teaching profession, including responsibility, conscientiousness, empathy, willingness to help others, patience, resilience, and effective communication skills.

Development Approaches: LGOs should implement a variety of teacher development programs that encompass all three aspects mentioned above. Prioritize workshops, coaching, peer-to-peer learning, and recreational activities. Regularly evaluate and assess the effectiveness of programs, as well as continuously refine them.

So, Teacher development directly impacts student learning outcomes. Teachers equipped with adequate knowledge, skills, attitude, and personality can effectively teach students, stimulate their learning, enhance their problem-solving abilities, and nurture them into well-rounded adults. Teacher development in LGOs is a crucial mission that requires unwavering support from all stakeholders. By fostering effective teacher development, we can elevate educational quality, empower Thai youth, and pave the way for a prosperous national future.



Research on Teacher Development in Local Government Organizations

Numerous research studies have highlighted the significance of teacher development in local government organizations (LGOs). These studies underscore that effective teacher development directly impacts student learning outcomes. Teachers equipped with adequate knowledge, skills, attitudes, and personalities can effectively teach students, stimulate their learning, enhance their problem-solving abilities, and nurture them into well-rounded adults.

Knowledge and skills: Wong & Lopez (2002) analyzed teacher personality research and discovered that teacher personality impacts student achievement, particularly in the dimensions of conscientiousness, social responsibility, and openness to experience.

Wang & Lopez (2015) investigated the effects of teacher development, focusing on effective teaching skills. They found that students of teachers who participated in the development program exhibited significantly improved academic performance.

Attitude: Evers & Smit (2003) examined the relationship between teacher attitudes towards students and student achievement. They discovered that teachers with positive attitudes towards students tend to teach more effectively, while their students demonstrate better academic performance.

Guskey & Sparks (2009) studied the effects of teacher development, emphasizing the promotion of positive attitudes. They found that teachers who participated in the development program displayed more positive attitudes towards students. Their students had better relationships with teachers and exhibited increased motivation for learning.

Personality: Moos & Mitchel (2002) investigated the relationship between teacher personality and student behavior. They discovered that teachers with positive personalities have students who exhibit positive behaviors, demonstrate focused attention during learning, and maintain healthy relationships with peers.

Day & Guay (2009) studied the effects of teacher development, focusing on stress management skill development. They found that teachers who participated in the development program demonstrated improved stress management skills, leading to better mental health and enhanced teaching effectiveness.

So, These research studies support the notion that teacher development in LGOs is crucial. It is essential to focus on developing teachers in three key areas: knowledge and skills, attitude, and personality. Effective teacher development will lead to elevated educational quality, empower Thai youth, and pave the way for a prosperous national future.

Conceptual framework

This research focuses on personnel development. and guidelines for personnel development of schools in the Phaeng Subdistrict Administrative Organization area Kosum Phisai District Maha Sarakham Province By using the theory of Chruden and Sheman (Chruden & Sheman, 1986: 11) which means that Human resource development means personnel development is the process of education and training of personnel. To provide personnel that are suitable to the needs of the organization, which development is the development of knowledge and skills, attitude and personality. and according to the Ministerial Regulations which determine the criteria and methods for decentralizing administration and education, B.E. 2007, by virtue of Section 5, Section 39, paragraph two of the National Education Act B.E. 2542 (which was



amended by the Act National Education No. 2 B.E. 2002) Section 17 (6) and National Education Standards B.E. 2018 and has set the research concept as shown in Figure 1

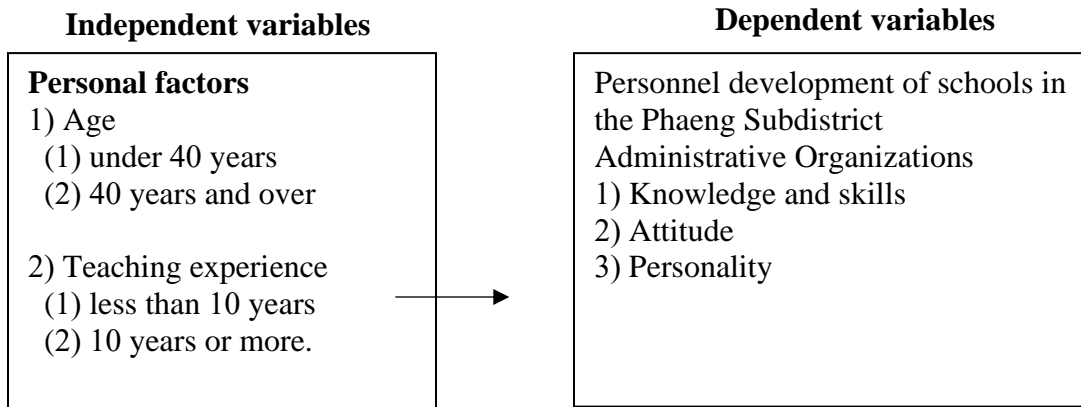


Figure 1 Research conceptual framework

Methods

1. Population and sample

The population used in this research includes school personnel in the Phaeng Subdistrict Administrative Organization area. Total number: 46 people in Kosum Phisai District, Maha Sarakham Province. The sample group used in this research included school personnel in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province A total of 42 people were determined by determining the sample size according to the table of Krejcie and Morgan (1970: 608) using a simple random sampling method.

2. Research tools

The instrument used to collect data for this research was a questionnaire about the development of school personnel in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province, is divided into two parts as follows:

Part 1 Inquire about the status of respondents, classified by age and teaching experience. The questionnaire is multiple-choice (check list).

Part 2: Ask about school personnel development in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province Among the 3 skills, there is a rating scale questionnaire (Rating Scale) according to the concept of Likert (Likert, 1961).

3. Research methods

The researcher has studied textbooks, documents, articles, theses, and related research. Concerning the development of school personnel in the Subdistrict Administrative Organization area Describe the scope of tool creation. To cover and be consistent with school personnel development in the Phaeng Subdistrict Administrative Organization, Kosum Phisai District, Maha Sarakham Province The three sides are: (1) knowledge; (2) attitude; and (3) personality. Then the questionnaire was sent to three experts to check for content consistency (validity). By using the method of finding the questionnaire's index of consistency (IOC), there is a criterion for



considering the opinions of experts. The acceptable consistency value must be 0.7 or greater. Then, take the questionnaire that has been examined by experts and improve it according to the suggestions. Using it for testing (trying out) with school teachers in the nearby area, a sample group of 30 people obtained a confidence value of 0.948. Therefore, 42 questionnaires were sent through the online system, along with a letter requesting permission to collect research data from schools in the area of Phaeng Subdistrict Administrative Organization Kosum Phisai District Maha Sarakham Province, which is a sample group and collected a total of 42 questionnaires, accounting for 100 percent. The researcher then used the obtained information to check for accuracy and completeness. To further analyze the data using ready-made computer programs, the statistics used in data analysis include frequency, percentage, and average, standard deviation and t-test

Results

The results of the general data analysis of the respondents found that the majority were less than 40 years old, 23 people, accounting for 54.76 percent, followed by those aged 40 years and over, 19 people, accounting for 45.24 percent, and had experience in teaching for 10 years or more, 17 people, accounting for 40.48 percent, followed by having teaching experience for less than 10 years, 25 people, accounting for 59.52 percent.

Assessment of school personnel development in the Phaeng Subdistrict Administrative Organization area, Kosum Phisai District, Maha Sarakham Province, found that overall and in each aspect at a high level. When considering each aspect, it was found that the first was knowledge and skills, followed by attitude, and the last was personality, which can be summarized as follows:

2.1 Knowledge and skills Overall, it is at a high level. When considering each item, it was found that the first was increasing knowledge about research and creating knowledge in work practice, followed by professional work performance. Increasing qualifications and continuing education at a higher level. The last ranking is for analytical thinking and problem solving in agile and systematic work performance.

2.2 Attitude Overall, it is at a high level. When considering each item, it was found that the first is that teachers are good examples, followed by creating a happy working atmosphere and being accepted for both their work and their conduct. Working together to set criteria and rules in society is the last ranking.

2.3 Personality aspect Overall, it is at a high level. When considering each item, it was found that the first is that teachers have good human relations and personalities to support their work. The second is that teachers have developed personalities in clothing that is appropriate for their work. The teacher's voice and melody are clear. The last ranking indicates that the teacher is in a good mood. Not too strict, not easily sensitive. It will help create a friendly atmosphere in the classroom.

Comparative results of personnel development in schools in the Phaeng Subdistrict Administrative Organization area, Kosum Phisai District, Maha Sarakham Province. According to teachers' evaluations, classified by age and teaching experience, it was found that school personnel in the Phaeng Subdistrict Administrative Organization area, Kosum Phisai District, Maha Sarakham Province, with different ages and teaching experiences, evaluated the



development of school personnel in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province Overall, each aspect is no different.

Discussion

1. Assessment of school personnel development in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province, found that overall and in each aspect at a high level. When considering each aspect, it was found that the first was knowledge and skills, followed by attitude, and the last was personality. It may be because school personnel in the Phaeng Subdistrict Administrative Organization area Kosum Phisai District, Maha Sarakham Province, has given great importance to personnel development. especially in the area of knowledge and skills. To provide personnel with knowledge and the ability to develop themselves. As a result, the performance of duties goes smoothly. and able to solve various problems very well, in line with the research of Kwandao Srichomphu, Ploenphit Thammarat, and Raphi Phan Roi Pila (2015) on the conditions and needs for self-development of sub-district NFE teachers under the Promotion Office. Non-Formal and Informal Education in Sakon Nakhon Province. It was found that teachers had a high level of overall self-development. and is in line with the research of Napassrapee Prangson, Wiran Patchar Wongwattakasem, and Suwathanaphong Romson (2020), studying and comparing the self-development needs of teachers and personnel. Under the Division of Religious Education and Culture, local government organization Sisaket Province found the need for self-development of teachers and personnel at a high level. Each aspect's results can be discussed as follows:

1.1 Knowledge and skills Overall, it is at a high level. When considering each item, it was found that the first was increasing knowledge about research and creating knowledge in work practice, followed by professional work performance. Increasing qualifications and continuing education at a higher level. The last ranking is analytical thinking and problem solving in agile and systematic work performance. This may be due to school personnel working in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province. The development of personnel in terms of knowledge and skills is evident. It is important to the performance of duties. Especially in terms of increasing research knowledge and creating knowledge in practice. It will make the performance of duties successful and efficient, in line with Krittiphong Phokhapanich, Sawat Phothiwat, and Yaowalak Sutakot's (2021) research on current conditions, problems, and guidelines for developing school teachers. According to research conducted by the Mukdahan Primary Educational Service Area Office, the school places importance on the development of knowledge and skills. The proposal for guidelines for teacher development focuses on the research process. innovation writing a research proposal. Creating research tools for data collection and analysis, writing research reports in the classroom, and focusing on promoting and developing knowledge as well as the ability to use educational media and technology. along with proper supervision. This is consistent with Siriwan Na Chaipim's research. (2022) Subject: Development of educational personnel of educational institutions under local administrative organizations. Aranyaprathet District, Sa Kaeo Province, found that overall personnel development in knowledge and skills is at a high level.



1.2 Attitude aspects Overall, it is at a high level. When considering each item, it was found that the first is that teachers are good examples, followed by creating a happy working atmosphere and being accepted for both their work and their conduct. The last ranking is working together to set criteria and rules in society. This may be due to school personnel working in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province It is evident that self-improvement in attitude This is another aspect that must be given importance. and must behave as a good example, creating a happy working environment that can produce more efficient work, according to Siriwan Na Chaipim's research. (2022) Subject: Development of educational personnel in educational institutions under local administrative organizations. Aranyaprathet District, Sa Kaeo Province, found that overall, personnel development in attitude is high.

1.3 Personality aspects Overall, it is at a high level. When considering each item, it was found that the first is that teachers have good human relations and personalities to support their work. The second is that teachers have developed personalities in clothing that is appropriate for their work. The teacher's voice and melody are clear. Teachers have the lowest ranking because they are in a good mood. Not too strict, not easily sensitive It will help create a friendly atmosphere in the classroom. This may be because of personality development. It is important for school personnel in the Phaeng Subdistrict Administrative Organization area of Kosum Phisai District, Maha Sarakham Province, to have good human relations and personalities. Have an appropriate dress tone, a clear melody, or even a good mood. It will affect all work operations, according to Siriwan Na Chaipim's research. (2022) Subject: Development of educational personnel in educational institutions under local administrative organizations. Aranyaprathet District, Sa Kaeo Province, discovered that personnel personality development Overall, it is at a high level.

2. Comparative results of personnel development in schools in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province According to teachers' evaluations, classified by age and teaching experience, it was found that school personnel in the Phaeng Subdistrict Administrative Organization area of Kosum Phisai District, Maha Sarakham Province, with different ages and teaching experiences Evaluate the development of school personnel in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province Overall, each aspect is no different. This may be due to school personnel working in the Phaeng Subdistrict Administrative Organization area. Kosum Phisai District, Maha Sarakham Province There is a consensus that personnel development is important. It does not depend on age or teaching experience. This is consistent with Sura Sak Yutthananukul's (2015) research on the need for personnel development among civil servant teachers at Wang Nam Yen Witthayakhom School. Under the jurisdiction of the Secondary Educational Service Area Office, Area 7, if classified according to educational qualifications and teaching experience, it was found that overall and each aspect was no different. It is also consistent with Napassrapee Prangson, Wiran Patchar Wongwatkasem, and Suwathanaphong Romson's (2020) research, which compared the results of teachers and personnel's self-development needs. According to personnel needs, the Education Division, Religion, and Culture, local government organization Sisaket Province It was found that when classified by gender, education level, and work experience, Overall, there are no differences.



Suggestions

1. *Suggestions from research*

1.1 Knowledge and skills. The school should give importance to and development training is organized personnel to have knowledge and ability to perform their duties and can think analytically Solve problems fluently and effective

1.2 Attitude aspects. The school should hold a personnel meeting. To make the person have an attitude good for performing duties and aligned in the same direction

1.3 personality aspects. The school should provide training in personality. So that all personnel can act appropriately.

2. *Suggestions for next research*

2.1 Research should be done on methods that can develop personnel in various areas appropriately and efficiently.

2.2 Research should be done on barriers to personnel development. and how to solve the obstacles that arise

2.3 Research should be conducted to follow up on achievements. In schools where personnel have been trained and developed

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