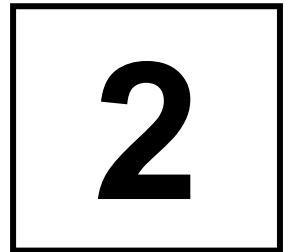


**TEACHERS' JOB SATISFACTION AFFECTING THE ACADEMIC AFFAIRS
MANAGEMENT EFFECTIVENESS IN SCHOOLS UNDER THE OFFICE OF THE
SECONDARY EDUCATIONAL SERVICE AREA 23**



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ABSTRACT

This study aimed at investigating factors on job satisfaction of teachers affecting effectiveness of the academic affairs management in schools under the Office of the Secondary Educational Service Area 23. Samples used consisted of 325 school administrators and teachers in schools in the academic year 2013 through Kreje's and Morgan's Table: s. Tools employed to collect data included two copies of rating scale questionnaires comprising: a questionnaire on teachers' job satisfaction with reliability of 0.994 and a questionnaire on school academic affairs management with reliability of 0.992. Statistics applied were percentage, mean, standard deviation, t-test, F-test (One-Way ANOVA) and Pearson's Product Moment Correlation.

INTRODUCTION

In the current and future worlds, we are going to move forward to the society of knowledge that spreads and connects the world as one with innovation and advanced information technology. The significance of the development of a nation along with inter-competition does not rely on a capital system, natural resources, machines or even labor of proletariats any more. This depends upon the potential and quality of human beings or human capital. Thus, the human-centered approach development is being focused on together with the wind of change both internal and external which is swiftly and complicatedly changed. This is considered as opportunities as well as risks to the national development particularly the bond that would become AEC in the year 2015 and it is used as an existing protection along with self-protection that should be done in order to keep the nation become stronger in terms of the quality of human beings. (The Eleventh National Economic and Social Development Plan 2012–2016). The most important factors on the development of education and standards of education include teachers, teaching staff as well as educational personnel. The fact is that at the present time teachers are encountering problems on teaching and a lot of limitation as well. The problems originated from the production, implementation and development of teachers without efficiency along with problems on being in debt, immorality, ethics and gambling as well. These problems affect the children's education. However, there are still good and clever teachers who have been admired or respected in order to raise

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their morale and self-esteem in the field of teaching career at a certain degree. In addition, school administrators do not pay attention to the support of teachers in learning development based on the learner-centered approach. These existing problems make us have to pay attention to the essence of the development on motivation among teachers, teaching staff as well as educational personnel at all levels in order to make teaching career a high profession. In order to develop a teaching career to become a high profession, the process concerning teachers in terms of teaching career organizations, school administrators, central organizations for personnel management along with the systems on teachers' salary, fringe benefits/allowances, welfare and benefits together with the system of morale as well as promotion in education and development consistent with learners in each group particularly those children of special needs. The envelopment standard and code of conduct of the profession along with guidelines to let public organization participate in learning management. The fundamental important cause in the current situations based on the worry on education as mentioned before is that it comes from educational administration and management that lacks unity of policy, diversity in practice, and decentralization to community as well. The participation on managing education of private sector and community faces its own limitation along with awareness in collaborative thinking and serious practices. (Office of the National Education Council, 2013)

The Ministry of Education sets up policies on development and upgrading the educational quality to pace up with the global community. The Office of the National Education Council responds to this intention of the Ministry by designating the policy that schools or educational institutions should thoroughly develop education based on curricula as well as institutional management and administration and management along with measurement and evaluation. According to the national test (O-NET) in 8 learning substances in Mathayom Suksa 3 and Mathayom Suksa 6, it is found that the results were under the criteria set and development values from 2010– 2012. In some learning substances, the results did not even get up to 4. This is why it is essential to accelerate the implementation of assistance and development of schools to manage learning with efficiency in accordance with the problem states of schools and learners. Using the process of research on educational administration and management as well as the application for developing educational quality as a tool for driving the uplift of educational quality (Office of the Secondary Educational Service Area 23, 2013)

Based on the idea of Herzberg, Manous and Snyderman, 1959, p.67) it was found that factors that would cause feelings, satisfaction consisted of the following aspects: working achievements, respect in challenging job, increasing responsibility, progress, growth of organization, working safety, individual living, wage, appropriate working loads, being an important person in developing the organization referred to teachers who built the foundation of education for the youth of the nation to become good, clever and strong with quality in accordance with the expectation of the society. Teachers play the important role as the provider of education for the nation. Teachers are the ones who designate the future of the nation. A nation that owns teachers, who are knowledgeable, clever, devoted, intensive to work, would have citizens who are clever, potentially intellectual. For these reasons, the researcher believes that teachers are those who play an important role in providing education, practical training as well as playing the role of cultivating desirable characteristics of the Thai society for students. Thus, if teachers are satisfied with their

performances, it is believed that the management of schools would be full of efficiency. In addition, the performances would be efficient and also affect schools' and students' effectiveness.

The researcher as a teacher teaching in a school under the Office of the Secondary Educational Service Area 23 is interested in exploring satisfaction on job performance of the teachers affecting the effectiveness of the academic affairs management in the schools in order to get information to be applied as guidelines for educational development with efficiency and effectiveness as the goal set.

METHODOLOGY

Participants

The population and target group

The population used in this study consisted of 2,071 school administrators and teachers in the schools under the Office of the Secondary Educational Service Area 23 in the academic year 2013 classified as 125 school administrators, 1,946 teachers in 45 schools.

The target group included 91 school administrators and, 234 teachers—a total of 325 participants.

TOOLS USED IN THE RESEARCH

A rating scale questionnaire was applied for collecting data developed by the researcher divided into 3 phases as follows:

PHASE I A questionnaire on the status, size of school along with working experience of the respondents. The questionnaire was a checklist type.

PHASE II A questionnaire on the opinions of the school administrators and teachers concerning job performance satisfaction among the teachers in the schools in forms of a rating scale

PHASE III A questionnaire on the effectiveness of the school academic affairs management in the schools on forms of a rating scale

Pilot study

A pilot study was conducted in order to examine whether the instructions and statements of the questionnaires would be clearly understood. Five 2nd year students from Educational Administration program in the faculty of Education at Sakon Nakhon Rajabhat University were asked to completed the questionnaire and evaluate its content to identify unclear terms and to give suggestions in general. From the information obtained, the researcher clarified the unclear terms and excluded the irrelevant items.

Distribution and collection

1. A letter issued by the Graduate School of Sakon Nakhon Rajabhat University to ask for participation in responding to the questionnaire was sent to the school directors in the schools. The target group was composed of 91 school administrators and 234 teachers.

2. The questionnaire was distributed in a numbers of 325 copies. The questionnaire was collected by the researcher himself. The percentage of the return of the questionnaire was 100 percent.

Data Analysis

1. Percentage
2. Mean
3. Standard deviation
4. Pearson's Product Moment Correlation
5. Cronbach's Coefficient
6. t-test (Independent Samples)
7. F-test (One-Way ANOVA)

CONCLUSION AND DISCUSSION

1. The teachers' job satisfaction as perceived by the school administrators and teachers, in general, was at the high level.

2. The effectiveness of the academic affairs management in the opinions of the school administrators and teachers, as a whole, was at the high level.

3. The teachers' job satisfaction in the perception of the school administrators and teachers showed a difference at the .01 level of significance. The school administrators' perception was higher than that of the teachers.

4. There was a difference in the effectiveness of the academic affairs management as perceived by the school administrators and teachers at the .01 level of significance. The school administrators obtained more perception than the teachers.

5. There were no significant differences in the teachers' job satisfaction on the academic affairs management in the opinions of the school administrators and teachers working in the schools of different size in general and in particular.

6. There were no significant differences in the effectiveness of the academic affairs management as perceived by the school administrators and teachers in the schools of different size as a whole.

7. The job satisfaction towards the academic affairs management in the perception of the school administrators and teachers with different working experiences showed no significant differences as a whole and in each aspect.

8. The effectiveness of the academic affairs management as perceived by the school administrators and teachers with different working experiences was not significantly different in general and in particular.

9. The job satisfaction toward the teachers' performance in each aspect found that every aspect obtained a positive relationship with the overall effectiveness of the academic affairs management at the .01 level of significance.

10. The satisfaction toward the teachers' job performance on working environment as well as appropriate working loads obtained the predicting power on academic affairs management at the .01 level of significance.

11. The 13 school aspects of upgrading the proposed guidelines on the academic affairs management were included.

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