A STUDY OF TEACHERS' PERCEPTIONS TOWARD HUMAN RESOURCE
MANAGEMENT IN AN INTERNATIONAL SCHOOL IN PRAWET
DISTRICT, BANGKOK, THAILAND

Ms. Jarunee Puangjakta

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
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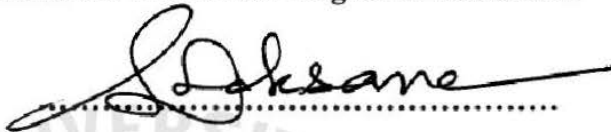
By: JARUNEE PUANGJAKTA

Field of Study: EDUCATIONAL ADMINISTRATION

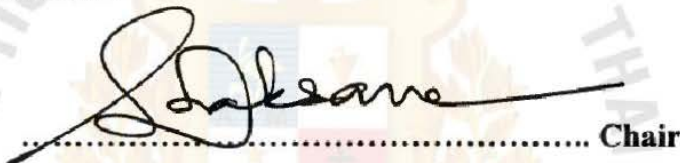**Thesis Advisor:** DR. WATANA VINITWATANAKHUN

Accepted by the Graduate School of Education, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

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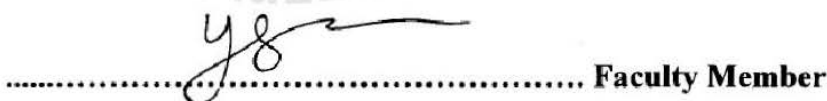
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ABSTRACT

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Key Words: TEACHERS' PERCEPTIONS, HUMAN RESOURCE MANAGEMENT, INTERNATIONAL SCHOOL TEACHERS, INTERNATIONAL SCHOOLS IN BANGKOK, THAILAND

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This study was conducted to identify teachers' perceptions toward human resource management dimensions in an international school in Prawet district, Bangkok, Thailand and to compare teachers' perceptions classified by various demographic factors.

A quantitative survey methodology was adopted for this study. The researcher used Henri Fayol's administrative theory and HRM models for discussion. The findings demonstrated teachers' perceptions toward human resources management in school was at a low level and there was no significant difference in teachers' perceptions toward human resource management dimensions according to demographic factors such as age, gender, nationality, period of work experience and education level. However, the results also revealed that Thai teachers' and Asian

teachers' perceptions toward professional development had a significant difference in the direction that the mean of Asian teachers' perception was higher than Thai teachers'. To become better educational administrators, it is recommended leaders review and revise their HRM policy and practices especially in teachers' retention strategy and other weaknesses found. There could be valuable research conducted on a similar study in other international schools, Thai schools and bilingual schools to compare HRM in education.

Field of Study: Educational Administration   **Student's signature**...................

Graduate School of Education   **Advisor's signature** ....

Academic Year 2013

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

HRM	Human Resource Management
IB	International Baccalaureate
PISA	Program for International Student Assessment
POCCC	Planning, Organizing, Commanding, Coordinating and Controlling
POSDCoRB	Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting
SD	Standard Deviation

CHAPTER I

INTRODUCTION

The first chapter presents a brief description of the study and defines the research background. It also states the problem, the research questions, the research objectives, the research hypothesis, the theoretical framework, the conceptual framework, the scope and limitation of the research, the definitions of terms, and the significance of the study

Background of the Study

Quality of education is always an important educational issue throughout the world. According to United Nations Children's Fund (UNICEF, 2009), the learning level of Thai children has declined. This decline implies that there are problems in the process of teaching and learning. In 2011, the Thai government allocated 400 billion baht to the education ministry which is a large budget compared to other Asian countries (Saengpassa & Khaopa, 2012). It was a big investment. Unfortunately, there is an inadequate return on investment because students' performance is poorer in both the national and international level (Intathep, 2012). Thai students did not do well as a whole.

The quality of education was in crisis and some scholars argued that it was due to the lack of accountability (Saengpassa & Khaopa, 2012). They saw a need to cooperate from top to bottom in order to solve the problems. Education development plans have not been applied continuously and sometimes do not really

focus on developing education. Therefore educational leaders need to be more concerned with educational administration.

There are many factors affecting the quality of education including academic management, budget management, personnel management and general management._ One of the common problems is how to utilize educational resources effectively. Many administrators try to increase funding, focus on teaching methodology or emphasize the best curriculum that meets school needs.

However, most administrators emphasize human resource management (HRM). It is vital to achieve educational program effectiveness (Norton, 2008) because people can manage other educational resources. People can choose the right curriculum for their schools, choose or use various kinds of teaching methods for their different types of students and make the most of school resources. People management impacts the outcomes of teachers and students performance. As a result, the goals of a school can be achieved.

Administrators in every school perform a human resources function. They may use different approaches, yet have the same purpose. According to Rebore (2012), two important goals of HRM in schools are to achieve schools' goals and to help staff in both personal and professional growth. Therefore HRM in education is beneficial for both school and staff.

Most international schools are registered with an International Schools Association of Thailand. This organization (ISAT, 2012) started from 45 original members in 1994 and its membership now is 95. These schools offer a range of curriculum from American, British to IB and other programs. HRM in international schools is similar to other public and private schools in its function. Some schools have effective HRM practices especially dealing with multi culture staff. However,

HRM in some schools still focuses on hiring and paperwork (Rebore, 2012). This is also true in some international schools in Thailand. Yet, some of them are aware of HRM and try to become better at practicing HRM in schools.

Statement of the Problem

In general, human is the most valuable educational resource. Yet, some teachers and staff in some schools remain undertrained and inappropriately utilized. As a result, their performance is below their true capability. What would it be if administrators can assist their human resources to get the most of their potential? Furthermore, new qualified teachers or the best ones who are able to help students perform better or become better people are not easy to recruit. Thus, HRM challenges remain an unresolved issue.

Both public and private schools face various challenges in HRM and administrators try to live with them and make improvement. Though they realize the significance of HRM in school, there was not much research done in this field. In addition, there has been no research done on HRM in PAN- ASIA International School. Personally, the researcher felt a need for research in this area. This study will distribute surveys to teachers to identify and to compare teachers' perception toward HRM practices in education.

Research Questions

The following are the research questions of the study:

1.   What are the teachers' perceptions of HRM dimensions in PAN-ASIA International School, Bangkok?

2.   Are there any differences in teachers' perceptions toward HRM dimensions according to demographic factors including; age, gender, nationality, period of work experience and education level?

Research Objectives

1.   To identify teachers' perceptions toward HRM dimensions in PAN-ASIA international school, Bangkok.

2.   To compare teachers' perceptions toward HRM dimensions according to demographic factors including: age, gender, nationality, period of work experience and education level.

Research Hypothesis

There are significant differences of teachers' perceptions toward HRM dimensions according to demographic factors including: age, gender, nationality, period of work experience and education level.

Theoretical Framework

There are some related theories and models that addressed the issue of HRM. The major theory used in this study is an administrative theory of Henri Fayol (Fayol as cited in Lunenburg & Ornstein, 2008). This theory is about five basic management functions which are useful for school administrators to manage their organizations.

The POSDCoRB Model was created by Luther Gulick (1937). It derives from Fayol's theory. This model focuses on seven functions of management. The Michigan HRM Model is well known and is one of the early models that should be

considered in any study of HRM. It is often mentioned as a hard model and it will be discussed in depth.

HRM practices in education have been adapted from business HRM and it is well recognized as six processes of human resources administration. Lunenburg and Ornstein (2008) described these practices in their HRM text book. A study of Human resource management practices in America by Morris and Jones (1993) will be used also in this theoretical frame work. These five categories are planning, recruitment and selection, professional development, performance appraisal and compensation.

In short, it is valid to assume that administrators who are able to identify the problems and apply proper HRM theories or models will lead their schools to successful HRM practices.

Conceptual Framework

The conceptual frame work is based on Fayol's theory of administration and HRM models. The study focuses on identifying teachers' perceptions of HRM dimensions in PAN-ASIA International School in Bangkok. It is also focusing on comparison of teachers' perceptions according to demographic factors which consist of teachers' age, gender, nationality, period of work experience and level of education. The major HRM dimensions have five processes as follows: planning, recruitment and selection, professional development, performance appraisal and compensation.

The conceptual framework is shown below:

PAN-ASIA International School	→	**Demographic Factors** Age Gender Nationality Period of work experience Education level	→	**HRM Dimensions** Planning Recruitment & Selection Professional Development Performance Appraisal Compensation
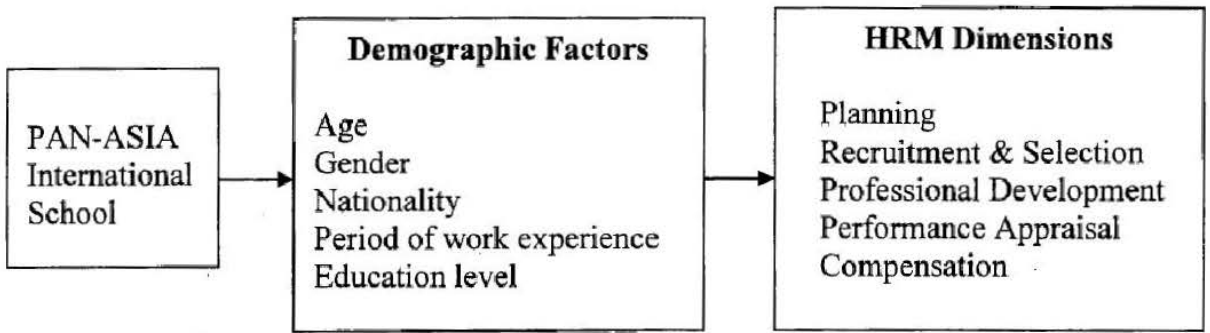
Figure 1: Conceptual Framework

Scope and Limitation of the Study

The major purpose of this study is to identify teachers' perceptions toward

HRM practices and to compare teachers' different perceptions according to

demographic factors. The research is based on one administrative theory of Henri

Fayol and HRM practices. This study was conducted in PAN-ASIA International

School in the academic school year 2013, first semester and the International School

in this study included only PAN-ASIA International School in Bangkok with teachers

from prekindergarten to grade 12th.

The author realizes that there are some limitations which must be

considered. First, this study focuses only on HRM in school which is only one of the

factors impacting quality education. Second, this study is conducted within a specific

period of time and therefore its findings may not be generalized for all time. Third,

the teachers' rating and responses on the survey is limited by their personal biases and

other subjective factors. Fourth, this study is also limited in that it only looks at PAN-

ASIA International School teachers in Bangkok.

Definitions of Terms

Bangkok- It refers to the capital city of Thailand which is known as

Bangkok.

Demographic factors – It refers to the characteristics of the sample group.

- *Age*-It refers to the age of teachers which is divided into four groups; under 25 years old, between 25-30 years old, between 31-40 years old and above 40 years old.

- *Gender*-It refers to the category of teachers which are male or female.

- *Nationality*-It refers to nationality of teachers and they are American, British, Burmese, Egyptian, Filipino, Indian, Jordanian, Thai, Turkish, South African, and others.

- *Period of work experience*- It refers to the time teachers are involved in the teaching profession. There are four groups; those who have taught under 5 years, those who have taught between 5-10 years, those who have taught between 11-15 years and those who have taught for 16 years and above.

- *Education level* - It refers to teachers' education level and there are four levels; under Bachelor degree, Bachelor degree and Master degree and PhD.

Human resource management – It refers to the practices of helping human resources contribute for the best of both school and individuals in PAN-ASIA international school, which include:

- *Planning* – It refers to a process to identifying needs and plan to utilize human resource management in school.

- *Recruitment and Selection* – It refers to how school leaders recruit teacher candidates and make decisions to hire or promote.

- *Professional development* – It refers to programs to develop teachers' skills and performance.

- *Performance appraisal* – It refers to the evaluation of teachers' teaching.

- *Compensation* – It refers to financial benefit, reward, recognition and promotion.

International school – It refers to PAN-ASIA international school in Bangkok that uses English curriculum.

Teacher's perceptions – It means teacher's beliefs or awareness of the HRM in five dimensions; planning, recruitment and selection, professional development, performance appraisal and compensation.

Significance of the Study

This study tries to identify and determine teachers' perceptions toward HRM according to demographic factors which will help administrators and teachers to have a better understanding of its effect. They will find which dimension has high or low level of the perception toward HRM.

This study is also significant for administrators to use the information to prevent or to solve the problems found. They can also find ways to improve, to develop or to help HRM in school becomes more effective.

Education leaders will benefit from this research because they will be able to use these findings as a source in teaching and discussing about HRM in education.

Future researcher will also benefit from this study. Other researchers can design HRM evaluation program or human resource development in school.

The background of the study, statement of the problem, research questions, objectives, and hypothesis has been argued in this chapter. Not only

theoretical framework and conceptual framework were mentioned but scope and limitation of the study, definitions of terms and significance of the study also have been noted. The next chapter will present a literature review.

REVIEW OF RELATED LITERATURE

This chapter is a review of the research literature which consists of several major parts such as human resource management challenges in education, a major theory and HRM models, previous research reviews or related topics and a historical background of PAN-ASIA International School, the subject of this study.

Human Resource Management Challenges

Education is important for human development and especially quality education enhances the future success of an organization. Educators around the world value it and find ways to pursue, maintain, and evaluate quality education. Unfortunately, the achievement level of Thai students has been declining and it is necessary to reevaluate the Thai educational system. Referring to the results of PISA 2009 (UNESCO, 2011), scores of 15 years old Thai students is at no. 50 out of 65. Their scores are 421 in Reading, 419 in Mathematics and 425 in Science (OECD, 2012). According to these scores, Thai students are among the poorest performing groups. Educators suggested new curriculum, new teaching methods or new programs to face these challenges. There are many factors that impact quality education and one of them is educational administration. Specifically, people management can be one of the solutions. Therefore, active administrators should take a closer look and improve Human Resource Management in school.

The most important resource in the field of education is human resources (Nakpodia, 2010; Norton, 2008; Thompson & Kleiner, 2005). Therefore, managing

these people is necessary for school success because human resource is vital for quality education (Thompson & Kleiner, 2005; Rebore, 2011). Human resources and task are important basic components in schools. The task or goal must be accomplished and only through the right teachers, can schools meet their challenges and needs in this changing world. Thus, managing human resource affects students' performance and school improvement.

Ability to identify challenges and solutions in schools is one of effective HRM strategies. According to Bastian (2009), some challenges found in Western schools are excessive retention of poorly performing employees, ineffective use of available human resources, information technology, and inappropriate or misaligned performance measures. Furthermore, Norton noted other types of challenges in HRM in schools (2008) such as a negative working relationship with the school board, poor relationship between school boards and parent groups, teacher-to-teacher relationship, teacher shortages, cyber phobia, less face-to-face, and less personalized contact with administration. Never the less, these challenges exist around the world.

HRM in Thailand both public and private schools face various challenges depending on the size and location. The common ones were lack of qualified teachers especially in science, math, and languages, and retention of these teachers (Kengsom, 2008). According to Rittam (2009), the study found that teacher's lack of discipline, resistance to change, and lack of appropriate professional development are challenges.

In short, HRM challenges can be found among teachers, administrators or their relationships. Effective administrators are able to identify these challenges, plan for solution, and improve their HRM practices in schools.

Major Administrative Theory and Models from Previous Research Which

Considered Factors of Human Resource Management Practices

There are many kinds of management theories and models which are widely used by companies, and later were adapted to be used in education. Educational Administrators need to know and apply the right theory or model suitable for their organizational types. Therefore the following is a discussion of administrative theory and models which are useful for HRM practices in schools.

Administrative Theory

Scientific management is considered one of the classic administrative organizational theories. Henri Fayol, a French engineer who worked as the top administrator in a mining firm, created a theory from his own working experiences and reflections (Wren, 2003). Later on he wrote a book called "General and Industrial Management" which described functions of management and 14 principles for general management. His theory focuses on five basic management functions which are planning, organizing, commanding, coordinating, and controlling (Fayol as cited in Lunenburg &Ornstein, 2008). This theory is different from Taylor which emphasized inside management.

It is accepted worldwide that the first and most important function of management is planning. To plan is to make any decisions about what and how things need to be done in order to accomplish the goal of an organization. Organizing is how a manager divides responsibilities to each unit in an organization from larger to smaller parts. Commanding is to assign tasks to the right people and to oversee coworkers or colleagues in their daily work.

Co-coordinating is to connect or to link various parts of the organization for cooperation and assistance as needed. Controlling is to control all activities to go

to the same direction toward general policies and objectives of organization. It includes making reports from plans and objectives.

Planning	Organizing	Commanding	Coordinating	Controlling
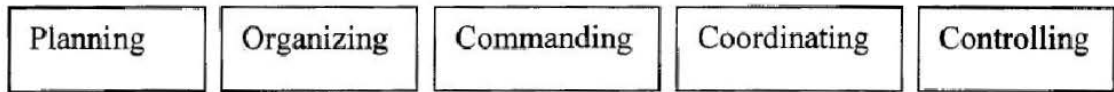
Figure 2: POCCC Five parts of basic management

Fayol's theory was translated into English years later and became well known in England and America (Wren, 2003). The second translation of his works influenced teaching management at an International level. Though it is a sound theory and has great impact on both a national and international level, some people still saw certain flaws. From observation, managers tend to spend more time with people than using reports and documents as Fayol mentioned (Mintzerg as cited in Wren, 2003).

Some others see that this theory is not fully applicable for the complexities of management in organizations at present (The business mate team, 2011). It also does not focus much on the relationships among people in organizations nor staff motivation and development. However, it provides a structured overview of the main functions of management in daily work.

POSDCoRB Model of Management

This model was created by Luther Gulick which derived from Fayol's theory. He adapted the acronym POSDCoRB and described the work of the chief executive as focusing on seven functions of management (Gulick & Urwick, 1937). POSDCoRB represents planning, organizing, staffing, directing, coordinating, reporting, and budgeting.
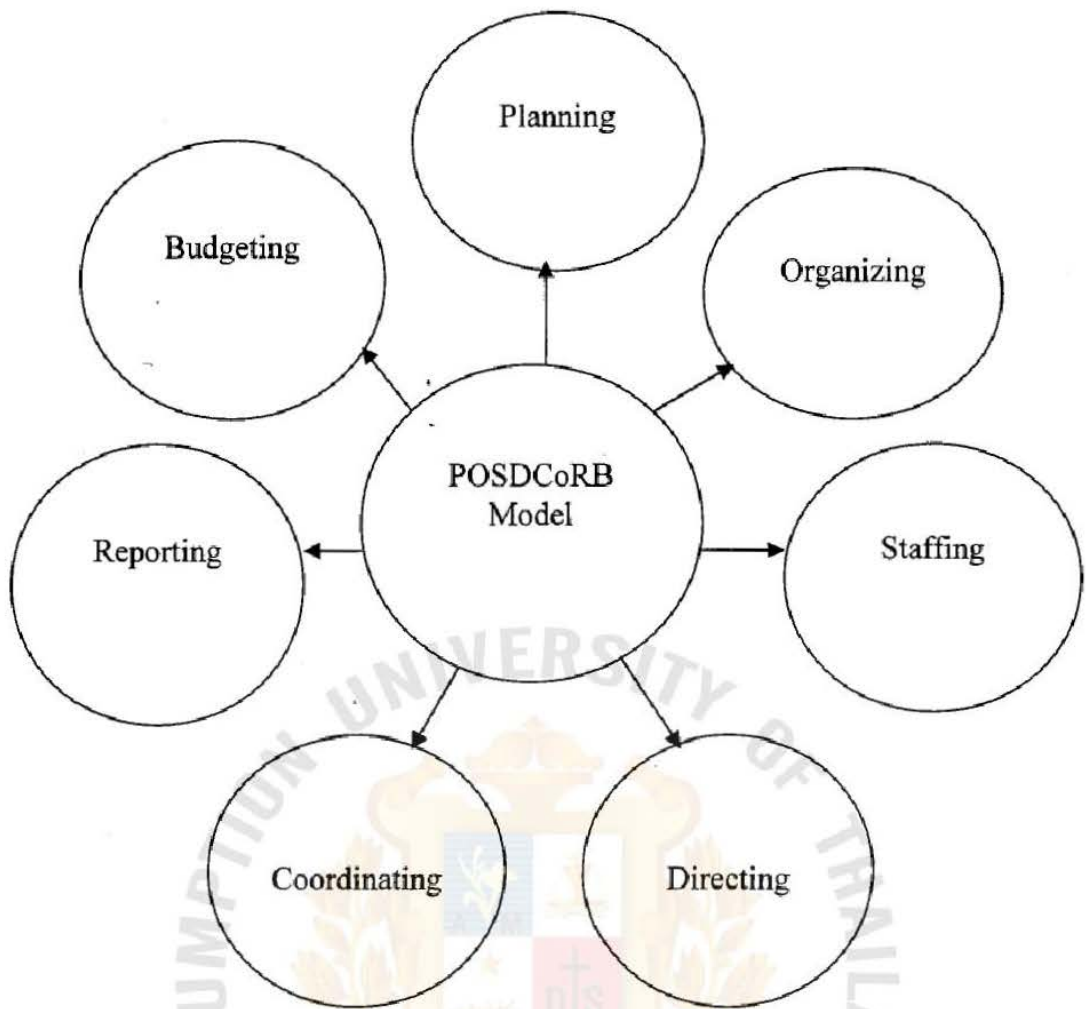
Figure 3: POSDCoRB Model

This model expands some activities such as staffing, directing, reporting and budgeting. Staffing is the function that deals with recruiting employees and training them. It is also helps them to be satisfied with their tasks. Directing is about general and specific decision making. Reporting is a process of recording or informing people in an organization. The last one is budgeting which is dealing with financial planning and accounting.

The strength of this model is its structure and it helps managers to evaluate or look at each activity. On the other hands, Peleg (2012) noted that this model does not pay attention to achievement. Moreover, this model pays too much attention on the inner working of the organization. (Moor as cited in Peleg, 2012).

Michigan Human Resource Management Model

The Michigan researchers such as Tichy, Fombrun and Devanna worked hard and finally were able to build up a cycle of human resources and it later became the Michigan HRM model. The human resource cycle started with selection, performance, appraisal, development, and rewards (Tichy, Fobrun & Devanna, 1982)
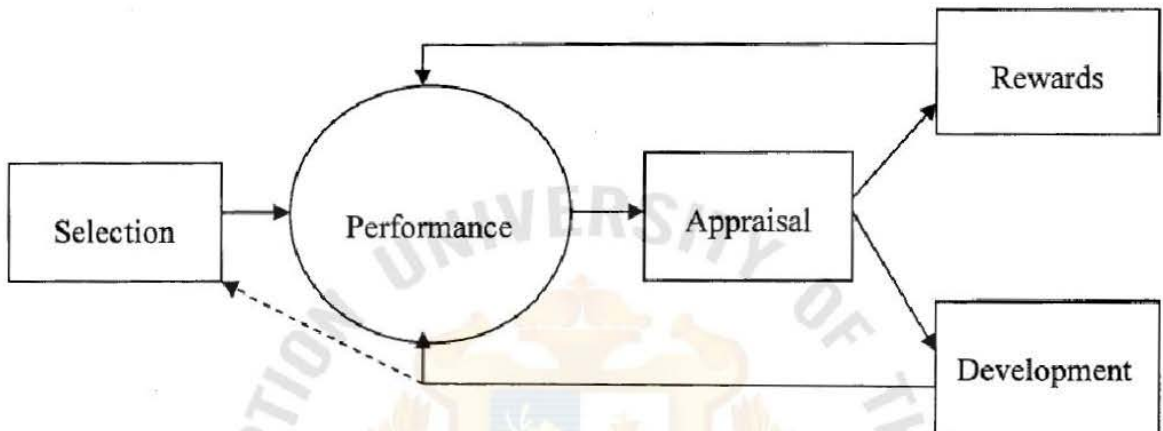
Figure 4: The Human Resources Cycle

The researchers focused on four processes influencing the performance of both individuals and organizations. Selection is a process to choose participants who are most suitable for the tasks in organization. They design rewards, training to motivate employees for performance. The appraising process helps employees to justify the rewards. Therefore the performance is very important for the whole process.

This model is a Hard HRM (Gill, 2007) because employees are passive and it views employees as an expense of the organization.

Human Resource Management Practices in Education

The HRM process consists of six steps; planning, recruiting, selection, professional development, performance appraisal and compensation (Dean & Norton,

2007 as cited in Lunenburg &Ornstein, 2008). The following describes each

component.

Legislative Constraints
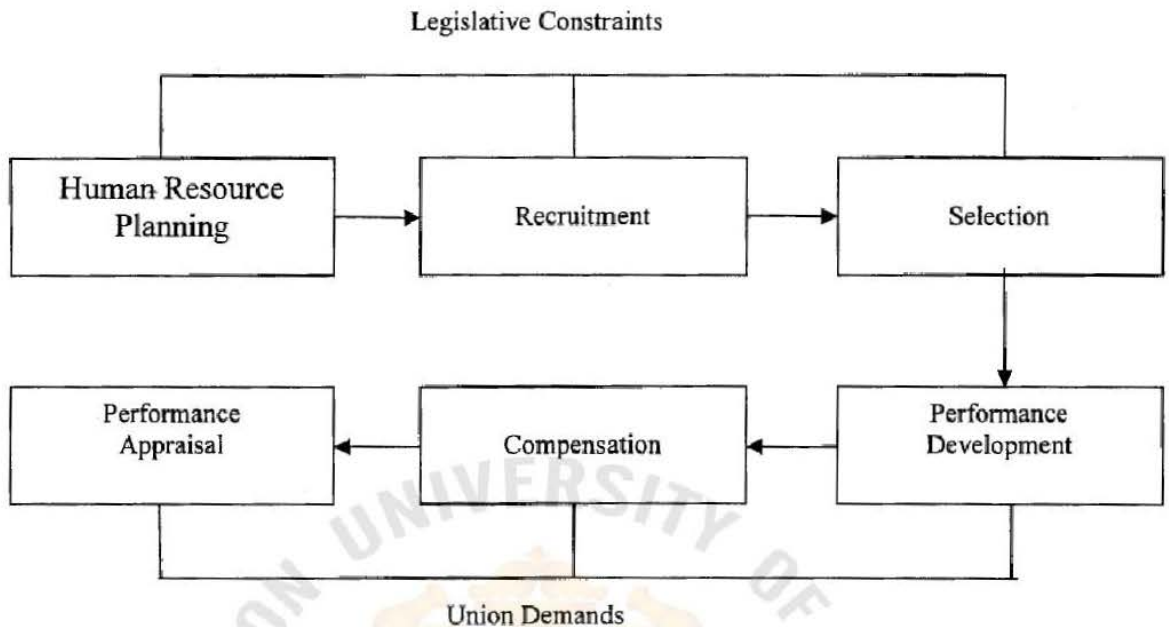
Figure 5:The Human Resource Management Process

Planning

HRM in schools begins with identifying staff needs and a plan for current and

future personnel needs. Additional or replacement programs needed to achieve its

mission also require planning. Therefore, it involves three elements (Lunenburg &

Ornstein, 2008): job analysis, forecasting demand and supply and a knowledge of

employment laws. The planning includes the preparation of a job description and a

job specification. The first one is a statement of duties and responsibility and the latter

is a written document about qualification to accomplish the first part.

Forecasting demand and supply is about the decision on numbers and kinds

of personnel for future needs. A manager or director can identify available personnel

from inside and outside organizations after planning for employees' promotion.

Identifying employees who are willing and able to be trained, to be terminated or to

be retired, are all included in planning to achieve the organizational

goals. Moreover, the principal, directors or leaders need to plan by examining the basic law to avoid possible charge of any legal issues as well.

In addition, school administrators should plan for teacher retention. Many study reviewed that teachers have higher rate of turnover for many reasons therefore, schools need to plan to keep experienced and value teachers (Mercer, Barker &Bird, 2010). The five top retention strategies (Irwin, 2013) are as follow: working environment, employee relationship, support, personal and professional growth, and compensation.

Schools can plan to provide a safe and attractive work place for teachers such as recreation center or a comfortable facility. For relationship strategies, a plan can be on fairness and honest treatment, and create a sense of family at school. A support strategy is to provide adequate resources for teachers such as tools or equipment to get the job done. Providing professional development seminars or training or making the most of the internet should be planed for. Lastly the administration must develop a compensation plan that includes raises and reward to recognize the staff and encourage them to remain teaching at this school. According to Clark (2009), one good teacher retention strategy is providing time for teachers to reflect on their teaching and learning. However, planning to train new teachers as well as those who are struggling to become better is also vital.

Appropriate planning helps schools accomplish their goals and be able to complete their missions successfully. Planning also determines how to use school resources and time management effectively.

Recruitment

Recruitment is a process to fill vacant positions. Werner, Schuler and Jackson (2012) stated that two important things to consider in the recruitment process are

sources and methods that are based on specific needs and objective of an organization. Candidates can be from inside and outside the organization and the methods vary. The administrators can search, observe, evaluate, and interview with inside employees who have the necessary qualifications for the positions. After that create a program called a talent pool (Lunenburg & Ornstein, 2008) that gathers the information of employees who are interested in other positions in school. Give those employees tests and appropriate training then place their names in the talent pool. Let them remain in the same position until an appropriate position for them becomes vacant, and then recruit them.

The advertisement can be posted for outsiders or school leaders can use an agency for candidates' recruitment. Principals can also use marketing for prospective talent, formal advertisement website, job fair or use professional networks. However, there are advantages and disadvantages for these kinds of recruitment techniques (Lunenburg & Ornstein, 2008). Schools spend less money on recruiting candidates from inside an organization. On the other hands, schools can get new blood or broaden ideas base with knowledge from outsiders.

The most effective organizations recruit candidates from various sources and choose more than one methods (Werner et al, 2012). Presently, technology plays an important role in the recruitment process because it is not complicated and it saves time. It also helps to reach more candidates if schools use on-line recruitment. Administrators can benefit from using technology to assist them in this process.

Selection

This function involves choosing an individual to hire from those who have been recruited. In order to make the most of the selection procedures, Franklin suggested some steps for administrators (Franklin, 2011). The first one is to narrow

the applicant pool by reviewing biographical information such as resumes, letters of applications, school transcripts and portfolio. The next step is to send a set of specific questions for the position to the candidate to respond by e-mail and the last step is to decide on whom to interview in person and to make a decision on whom to hire.

Sometimes it takes more than the interview to find the candidate who best fits the school's needs. Those who get through the interview process will come back on the finalist day. Administrators can provide group exercises for candidates to analyze the data, solve a school issue and develop an action plan (Kimbal, 2011). The selection team members will evaluate each candidate by a rating scale and the highest rated candidate will get the position.

Furthermore, written criteria for selection should be defined to help the selection team to do its best. For example, questions to send out to applicants, questions for interview group exercise and rating scales need to provide for the benefit of all. According to Rebore (2012), the sample of selection criteria for teaching position divides into three parts; academic criteria, personal criteria, and experiential criteria. Each school can set up their own criteria according to its needs and goals.

Professional development

Once teachers are hired, it is vital to train and develop their potential (Thomson & Kleinner, 2005). The concern is on their skills for both present and future. This training program helps them to perform better and prepare them for the future. Thus administrators should provide new skills and develop their staff abilities as needed and systematically. This phase evolves in various steps as Lunenburg and Ornstein (2008) stated that they are determining what staff training needs, designing programs and implementation.

What's more, administrators can analyze the training needs from teacher performance levels and growth levels of students. Employee absenteeism, school community relationships, employee management relations, and job satisfaction also indicate the need to develop. Furthermore, the feedback from employees is also valuable to identify the needs for development.

Designed programs or planned activities to develop teachers can be used at this stage. These programs can be in a formal and informal setting. For instance, the well-organized staff room can become informal training session or natural learning experience for professional development (Mercer et al, 2010). Leaders can provide some time for teachers to talk informally about their work and provide them with comfortable seats and free refreshments. The planned programs, such as new teachers' orientation, learning process, or content students are expected to know, can be put into action as well.

Professional development is important and should be done systematically. The guideline for identifying the needs, the program designs and the practice should be clear. In order to meet the needs of a changing world, schools also need to develop continuous training programs.

Performance Appraisal

Nowadays teachers are familiar with evaluation whether it is a fair or effective evaluation or not. Schools need to use a systematic observation and evaluation on how well employees are performing in relation to school goals (Kimball, 2011). According to Lunenburg and Ornstein (2008), there are at least four reasons to evaluate performance. Assessment is useful for checking the effectiveness of its personnel selection procedures and it also helps administrators to make their decisions about compensation, promotion, and termination. In addition, evaluation does not

only enable the administration to identify professional development program needs but also to motivate teachers for a well done job.

Three approaches to evaluate staff performance are the judgment approach, absolute standards and the result-oriented approach (Lunenburg & Ornstein, 2008). The first approach is comparing employees by using graphic rates and the second approach is using a check list, or essays. The last approach uses goal-setting, absenteeism, training or experience to evaluate.

However, there are some difficulties in this process (Everald, Morris & Wilson, 2011) such as some teachers may misunderstand or feel that this process is a judgment on them. The other possibility is both administrators and teachers may be afraid that their different views will lead to conflict. Kimball (2011) proposed using a team work as part of the evaluation process. The administrators and teachers can set up goals and monitor the progress on individuals and teams.

In conclusion, evaluation is for the improvement of both individual teachers and schools. This fact should be addressed and helps teachers to be open for criticism. Moreover, schools can create a culture of a willingness to evaluate and to be evaluated. Once teachers feel comfortable with it, they can accept it as part of life.

Compensation

Another important component of human resource management process is compensation. It is a reward for employees in the form of financial benefit and other forms of benefits (Lunenburg & Ornstein, 2008; Rebore, 2011) such as rewards for achieved performance, or a special plan for retirement or health plans. A sound compensation system helps to attract qualified candidates, motivate employees to perform well, and increases their commitment. Therefore it is vital to establish a fair and good compensation policy.

Rebore (2011) noted five major variables to consider before making any compensation policy. They are performance, effort, seniority, skill, and job requirements such as the complexity and responsibility of that job. The compensation system should be based on these factors to determine how compensation is distributed.

Another approach to employees pay is described as three important decisions for a successful compensation program (Lunenburg & Ornstein, 2008): wage level decision, wage structure decision, and individual wage decision. This is more about financial benefits rather than other kinds of benefits.

Wage level decision is how organization offers salary to their employees. Either pay more or pay less than the average paid for similar jobs in the industry and geographic area. Wage structure decision is ranking the most or the least demanding job. The last one is an individual wage decision. Administrators decide to pay teachers according to qualification level and work experience or skill level.

Compensation for employees is the largest expense of an organization. Thus, schools have to use a good compensation system and provide a clear written statement for employees. When employees are satisfied with this system, their performance will be changed for the best.

A Study by Morris and Jones

Morris and Jones studied HRM practices and corporate entrepreneurship: an empirical assessment from the USA. They proposed HRM policies to be consistent with entrepreneurial behavior and categorized HRM practices as planning, recruitment and selection, training and development, performance appraisal and compensation (Morris & Jones, 1993).
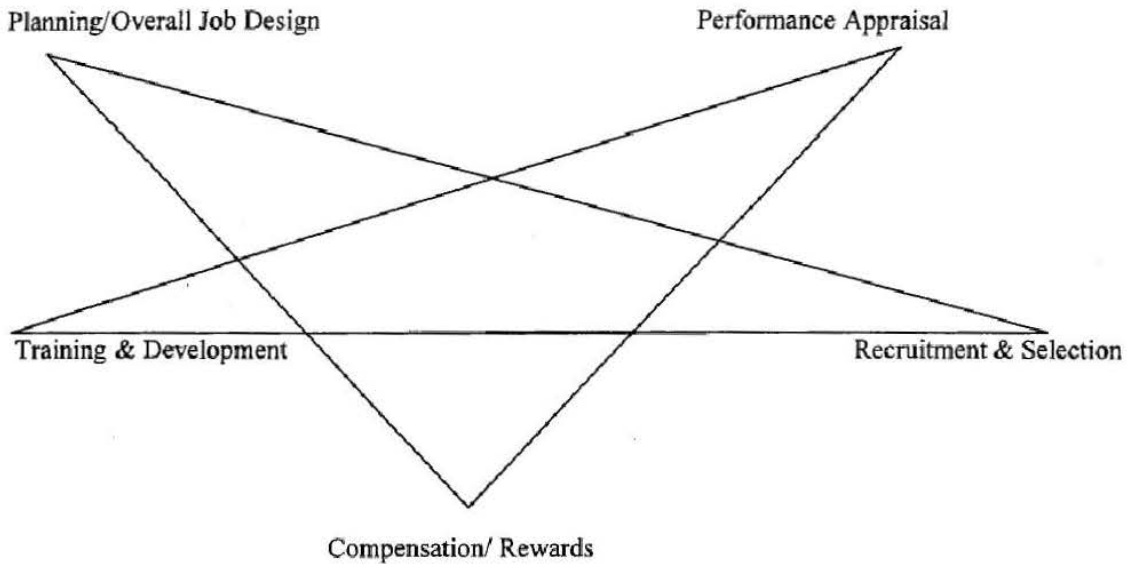
Figure 6: Morris and Jones Study of HRM Practices and Entrepreneurial Performance.

This investigation focused on HRM as practiced by middle class level operational managers of which there are thirty-six practices in five categories. They used two survey questionnaires with HRM managers and marketing managers in 250 firms and randomly selected thirty five firms from seven different industries. They found that overall orientation of HRM policies and design of particular HRM practices has an impact on the level of entrepreneurship demonstrated within an organization. This finding supported what the researchers believed about the relationship of HRM practices as facilitators of entrepreneurship. Therefore an important link for a continuing dynamic and successful organization is HRM.

Previous Research Review and Related Topics

There is not much research in this area and the following are some previous research and related topics about HRM in Thailand and other countries.

HRM Practices outside Educational Sector

HRM is vital in any kind of organization and researchers are exploring its implications. Umasankar and Ashok (2012) studied the employee's perceptions

towards the effectiveness of HR practices in Commercial Banks in India. The findings' results were links between the employee's perceptions of HR practices and the employee's individual productivity and performance. The first link is between the education level of the respondents and their perception of career development policy. The second link is between experience and the perception of employees' recognition. Education level and experience of employees influence their perception of HRM.

Jacob and Jolly (2012) studied the impact of nationality on Employees' perception towards HRM Policies. They argued that an effective organization understands their employees' views and determines how HRM affect them. Therefore organization should listen to and react to their employees opinions. The research finding show a strong and significant relationship of employees from different nationality toward HRM policies.

HRM Practices in Educational Sector

HRM is originally from business field and it impacts on education sector. Educational leaders implemented HRM practices in school all over the world. These five previous studies have been done outside Thailand.

Ofori, Sekyere-Abankwa and Borquaye (2012) studied the perceptions of the HRM in Ghana. The purpose of their study was to determine the perceptions of the HR function three hundred professionals in Ghana organizations who responded to their questionnaire. They used both qualitative and quantitative method for this study. The finding were that the top three most important functions of HRM are the recruitment of qualified personnel, training and development, and the retention of qualified staff. It is also revealed that the HR function is influenced by age, and job position.

People expect professional development and fair evaluation system from any organization. As noted in Chen (2011), the evaluation of human resources in Taiwanese schools using Development Performance Management (DPM), the findings results of public elementary schools in Taiwan was lower than expected. There were problems and obstacles to human resource development such as unexpected legal conditions, loose administrative organization support structures and lack of good promotion strategies.

Training for development is another important issue and Nakpodia (2010) studied about it in Nigeria. The researcher examined the usefulness of HRM in fifty six Secondary schools with 1,635 staff. The findings revealed that teachers went through different forms of training and there was a significant difference between their performances in relation to students' academic progress. Training will be more effective when designing a program that meets the needs of teachers and schools. According to Anderson (2010), from an in-depth study of five teachers who worked in international schools, he found that international school teachers had certain needs, expectations and their own internal culture. They were concerned about how administrators treated them and if they fully trusted them to do the job. The reasons they to leave their positions were because of feeling of not being trusted or a desire for new adventure. Teachers expected transparency about their working and living conditions. They also expected easy access to communication with friends and families. The trust and relationship are very important as well as other needs. Therefore administrators need to plan on how to meet these needs.

Evaluation is as vital as training and good evaluation system encourages teachers to improve their performance. Dora Ho (2009) studied Human Resource Management in Hong Kong Preschools and the findings noted that many preschool

heads handle staffing production by using a strategy based on individual decision not on teaching performance of staff members. She argued that teachers need to participate in human resource management especially in staff appraisal. The opportunity for giving feedback on administrators' effectiveness should also be provided for teachers as well.

HRM Practices in Thailand

HRM in k-12 schools seem to get less attention compared to tertiary education. However, HRM practice in Thailand education sector is divided into two groups; public schools and private schools.

Public Schools

Teachers' participation in public school administration nowadays may become true or popular. Chanhorm, Chotisukan and Gosalanantagoon (2011) conducted research in public schools on teachers' need to participate in personnel administration in schools under the jurisdiction of Prachin Buri Educational Service Area. The findings supported teachers' need to participate in school personnel administration as a whole was at a high level and there was a difference in the teacher needs level by their working experiences and educational levels.

Researchers have shown that the level of the effectiveness of school personnel administration is not different between public and private schools. Supachat (2009) conducted a research on the state, problems and effectiveness of school personnel administration and proved that the level was moderate. There was no significant difference in the opinion of school administrators and teachers as a whole. Likewise, Phangjan (2009) conducted research on state and problems personnel administration of school administrators under the office of Sakon Nakhon Education service area 2. However, the findings results were slightly different. The level of

administrators and teachers toward state of personnel administration was high and the problems on personnel administrators were at low level. The overall opinions of the school administrators and teachers toward the state and problems were not different.

Private Schools

There are three previous researches related to private schools in Thailand in this study. The first investigation is in Bangkok and the central region, the second study is in Bangkok and the third one is in the South of Thailand.

Meesomboon, Tithiworarat and Sookkeha (2011) conducted research on the efficiency of HRM in accordance with principle and teachers of private school which is under the jurisdiction of Islamic private schools of Thailand, Bangkok and Central region. They found the efficiency was moderate and there were significance differences toward the effectiveness of HRM in Muslim schools particular in the commitment to education, working experience and school relationship.

Similarly, Viengnont (2008) conducted a research with a study of Educational Management's Problems in Private Chinese Language Teaching School in Bangkok. The problems studied were academic management, budget management, personnel management and general management. The findings were the overall education management's problems were at low level but the highest mean was personnel management. Among 110 administrators, their attitude toward the problems of academic management and personnel management had a significant difference.

In contrast, Kengsom (2008) conducted research on A Study on a Perception of Teachers, Staff, and Workers toward Personnel Administration of Chumporn Business Administration School. The population was 98 and the findings suggested that the perception level of teachers, staff and workers was moderate and there was no significant difference in their perception level.

Previous research has shown that the findings' result of HRM practices vary from school sizes, school types, and school cultures. Actually, dealing with people is unique because of the individual differences. However, the common challenges found are mostly in the area of selection, professional development, relationship, motivation, and retention. In order to improve HRM practices in schools, administrators or educational leaders need to evaluate their own school's system, be open for feedback and let staff participate in the process. Challenges will become opportunities for school leaders to improve themselves, their employees and their school as a whole.

Historical Background of PAN-ASIA International School

PAN-ASIA International School is a member of International Schools association of Thailand and it was founded in 2004. There are 500 students representing more than 41 different nations.

American based international curriculum is used from pre-kindergarten to 12th grade. The curriculum is directly derived from the official curriculum of Massachusetts State and accredited by the Western Association of Schools and colleges. It is also authorized for the IB Diploma Program.

The mission of PAN-ASIA International School is to provide its students with the best elements of western education within an Eastern cultural environment through cooperation among students, parents, educators and the community. The school's vision is to present students with an opportunity to excel both academically and morally and to become responsible balanced future citizens of the global community.

School is located at 18 Chalaemprakiat Soi 67, Rama 9 Rd, Dokmai, Prawet District, Bangkok 10250. It is about 10 kilometers from Suwanbhumi airport and 20 kilometers from the city's center. The school provides modern facilities such as a large auditorium with a purpose-built stage, two fully equipped science laboratories, a music room, a full-sized swimming pool, a full-service library/media center, an I.T. lab, a covered basketball/volleyball court, a football pitch, two covered gymnasium courts, fun playgrounds and a mini swimming pool for kindergarten students. The school website is http://www.pais.ac.th

This chapter has been a discussion about HRM challenges in education, an administrative theory, HRM model, previous research and historical background of PAN-ASIA International School. The next chapter will present research methodology.
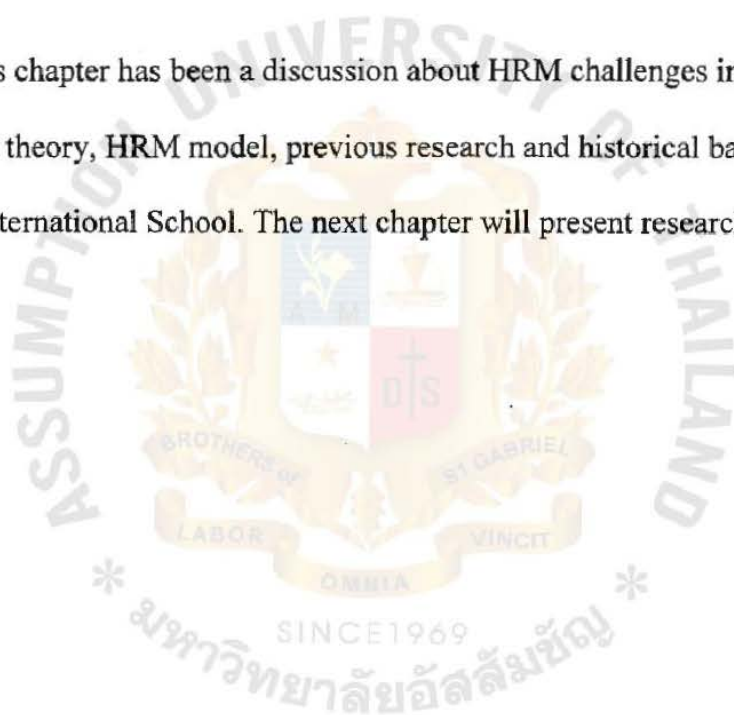
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the specific design of the study and the research methodology which is divided into six subheadings. These consist of research design, target population, research instrument, data collection, data analysis and summary of the research process.

Research Design

This study intended to identify the level of teachers' perception toward HRM dimensions in PAN-ASIA International School in Bangkok. The research was quantitative by using a questionnaire on a selected international school. The researcher also tried to compare teachers' perceptions of HRM dimensions according demographic factors, including age, gender, nationality, period of work experience, and education level. Descriptive statistics were used to identify and compare the differences in teachers' perceptions according to demographic factors.

Population

The target population for this research was the teachers of PAN-ASIA International School. Therefore, the total number of respondents of questionnaires in May 2013 was 49 teachers including teachers from Pre-kindergarten to 12th grade. All 49 teachers in the population were used as the sample for this study.

Research Instrument

The researcher prepared the questionnaire which is based on previous research and with the guidance from the major advisor. This questionnaire was tested for validity by three experts and it was tested for reliability by thirty teachers. After that the questionnaire was handed out to the target population at the selected school.

The questionnaire consisted of two parts:

Part I: This included demographic data from five checklist items. The first item asked teachers to identify their age. The second item asked teachers to identify their gender and the third item asked to identify the nationality. The forth item asked for the period of teaching experience while the last item asked for education level.

Part II: These questions asked about the levels of teachers' perceptions on human resource management practices as follows: planning, recruitment and selection, professional development, performance appraisal, and compensation. The respondents were asked to rate 34 questions using a Five-Point Likert Scale. This scale ranged from (1) strongly disagree to (5) strongly agree.

Questions 1-7 are concerned with planning

Questions 8-14 are concerned with recruitment and selection

Questions 15-21 are concerned with professional development

Questions 22-27 are related to performance appraisal

Questions 28-34 are about compensation

This questionnaire was adapted from previous research. Some of the questions were from the thesis "A comparative of HRM between public and private University: Assumption University and King Mongkut's institute of technology Ladkrabang, Bangkok, Thailand". The original questionnaire consisted of 50 items;

however, 31were excluded as they were not related to this research. Some other

questions were from Patel and Lalpuria's questionnaire. The original one consisted of

43 items and the researcher chose 3 questions which related to this study.

There were 34 questions involved in the second part questionnaire. All

the questions referred to HRM practices in education. The interpretation criteria for

teachers' perceptions toward HRM were rated as follows: if the score of teachers'

perceptions of HRM was:

4.50-5.00   very high

3.50-4.49   high

2.50-3.49   moderate

1.50-2.49   low

1.00-1.49   very low

Validity and Reliability

The content validity was conducted by three experts as follows: a program director

and instructor of Education at Assumption University with a Ph.D in Educational

Psychology, an Instructor of Education at Assumption University with a Ph.D in

Education Leadership, and an Assistant Director of Cultural and Special Activity at

Behavioral Science Research Institute, Srinakarinwirot University with a Ph.D in

Research Methodology.

After making some corrections the researcher conducted a try out in

March, 2013 to test the reliability of the questionnaire. It was tested by thirty teachers

from Siam International-School in Bangkok, Wells International School, and Bangkok

Christian International School, Thailand. The reliability for the survey data was

calculated by using Cronbach's Alpha Coefficient. The value of Cronbach's Alpha

for the questionnaire asking teachers' perceptions toward HRM in schools was .96. The values of Cronbach's Alpha on each part of the questionnaire were as follows: the planning part was .90, the recruitment and selection part was .81, the professional development part was .92, the performance appraisal part was .93, and the compensation part was .78.

Collection of Data

The researcher conducted a tryout in March, 2013. In the same month the researcher requested a permission from PAN-ASIA International School in Bangkok to conduct this research. The questionnaires were distributed to teachers on the 10th of May and were returned on the 31st of May. The whole process of distributing and collecting questionnaires took three weeks. There was 46 valid questionnaire returned or 93.87% of the total sample. Then this researcher created the data file, computed information, analyzed and interpreted it.

Data Analysis

The following statistical methods were used to realize the research objectives:

Objective 1: To identify teachers' perceptions toward HRM dimensions in PAN-ASIA International School, Bangkok.

Descriptive statistics- means and standard deviations were used to summarize the data of this study.

Objective 2: To compare teachers' perceptions toward HRM dimensions according to demographic factors including: age, gender, nationality, period of work experience and education level.

Inferential statistics- (one way) ANOVA and Independent Samples t-Test were used to study the differences between the levels of teachers' perceptions according to demographic factors. Independent Samples t-Test was used to find the differences of gender and (one way) ANOVA was used for the rest of demographic factors.

This chapter has been discussing specific research design, population, research instrument, data collection and analysis and summary of the research process. The next chapter will be a discussion about research findings.
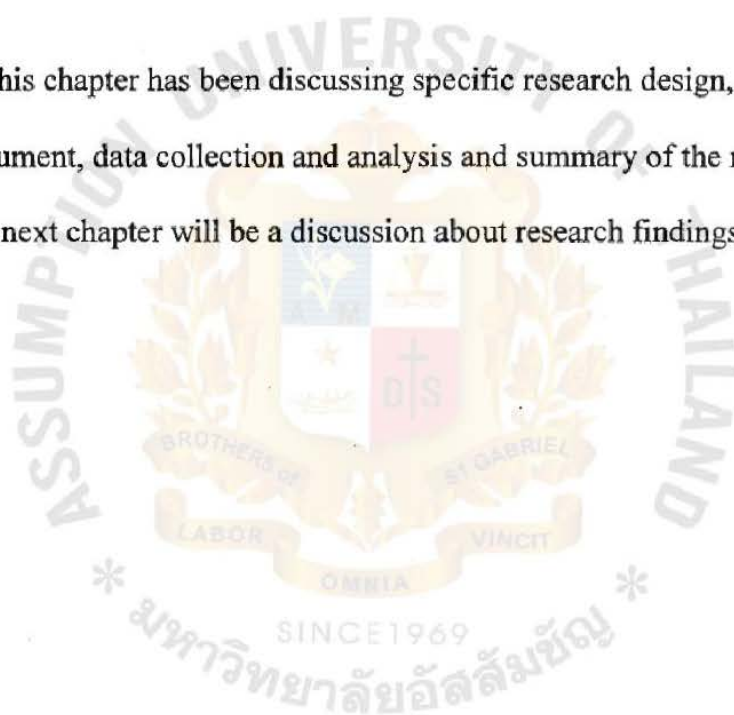
Summary of the Research Process

Research Objective	Population	Data Collection Method	Data Analysis	Results
1. To identify teachers' perceptions toward HRM dimensions in PAN- ASIA International School, Bangkok.	49 Teachers in PAN- ASIA International School in Bangkok.		Descriptive Statistics Means Standard Deviations	1. Teachers' perceptions toward HRM dimensions in PAN- ASIA International School, Bangkok was at low level.
2. To compare teachers' perceptions toward HRM dimensions according to demographic factors including: Age Gender Nationality Period of work experience Education level		Survey Questionnaires	ANOVA (one way) Independent samples T-test (for gender)	2.There was no significant difference between teachers' perceptions toward HRM dimensions according to demographic factors. However, there was a significant difference between professional development and nationality

RESEARCH FINDINGS

This chapter presents the analysis and interpretation of data gathered from the questionnaires returned by respondents. The research data on teachers' perceptions toward HRM dimensions in an International School in Prawet district, Bangkok in the year 2013 was divided in three sections: demographic profile of respondents, the first research objective and the second research objective. The findings of this study will be explained and outlined by describing in detail the main findings.

Demographic Profile of Respondents

In this section, the researcher reports the findings for demographic profile of respondents.

Table 1: Frequency and Percentage of Gender

Demographic Profile		Frequency	Percentage
Gender	Male	21	45.7
	Female	25	54.3
	Total	46	100.0

Table 1 shows that the dominant respondents were females as they represented 54.3% of all the respondents. Male respondents represented 45.7% of the respondents.

Table 2 shows the age of the respondents.

Table 2: Frequency and Percentage of Age

Demographic Profile		Frequency	Percentage
	Under 25 years old	14	30.5
	Between 25-30	10	21.7
Age	Between 31-40	10	21.7
	Above 40	12	26.1
	Total	46	100.0

Table 2 shows that the dominant respondents were people under 25 years old who represented 30.4% of the respondents. They were followed by people above 40 years old who represented 26.1% of the respondents while the respondents of age between 25 -30 and between 31-40 years old represented 21.7% of all respondents equally .

Table 3 shows the nationalities of the respondents.

Table 3: Frequency and Percentage of Nationalities

Demographic Profile		Frequency	Percentage
	Thai	11	24.0
Nationality	Asian	10	21.7
	Others	25	54.3
	Total	46	100.0

Table 3 shows that the dominant respondents were people from other nationality besides nations in Asia who represented 54.3% of the respondents. They were followed by Thai nationality and Asian which represented 23.9 %and 21.7 % of the respondents, respectively.

Table 4 shows the respondents' period of work experience.

Table 4: Frequency and Percentage of Work Experience

Demographic Profile		Frequency	Percentage
Work Experience	Under 5 years	16	34.8
	Between 5-10 years	19	41.3
	11 years and above	11	23.9
	Total	46	100.0

Table 4 shows that the dominant respondents were people who have been working

between 5-10 years who represented 41.3% of the respondents. They were followed

by people who have been working at this school less than 5 years and those who have

been working for 11 years and above and they represented 34.8 % and 23.9 % of the

respondents, respectively.

Table 5 shows the education level of respondents.

Table 5: Frequency and Percentage of Education Level

Demographic Profile		Frequency	Percentage
Education Level	Under Bachelor Degree	3	6.5
	Bachelor Degree	30	65.2
	Master Degree	13	28.3
	Total	46	100.0

Table 5 shows that the dominant respondents were people with a Bachelor Degree

who represented 65.2% of the respondents. People with a Master Degree represented

28.3 % of the respondents, while people with the education under Bachelor Degree

represented 6.5% of the respondents.

Planning	Means	SD	Interpretation
4. This school has a succession plan for all key employees or positions.	2.6739	1.41507	Moderate
5. This school provides opportunities to employees who may wish to stay after their official retirement. (Must they have to be rehire and be hired back)	2.6136	1.33322	Moderate
6. This school has a plan and cost assessment in place for making changes to skills or jobs of employees if they will no longer be needed in the future.	2.4091	1.04143	Low
7. This school is ready to begin to build a plan to meet future workforce needs.	2.7174	1.22317	Moderate
Total	2.4164	.28588	Low

From table 7, the total mean score of teachers' perceptions toward planning in an International School in Prawet district was 2.4164. This could be interpreted that the level of teachers' perceptions toward planning was low. The lowest mean score was in question number two and the score was 2.0247. This indicated that mean score of teachers' perceptions toward planning for retention strategies was low.

Table8: Means and standard deviations of teachers' perceptions toward recruitment and selection

Recruitment and Selection	Means	SD	Interpretation
8. This school adopts multiple sources to search for employees. (e.g. Employee referral, campus recruitment, advertising, recruitment agencies, job portals, etc.)	2.5116	1.35176	Moderate
9. This school uses some of the following tests during the process of recruitment. (e.g. Written, aptitude, group discussion, personal interview, psychometric, etc.)	2.7111	1.23624	Moderate
10. This school adopts different recruitment processes for different employee's positions.	2.6279	1.23488	Moderate
11. This school verifies employees' educational qualifications, legal background, references, family background etc.	2.5455	1.22862	Moderate
12. The candidates who have problem solving skills are selected.	2.6047	1.34765	Moderate

Recruitment and Selection	Means	SD	Interpretation
13. The candidate whose major match with a vacant or new position is selected.	2.7273	1.31827	Moderate
14. This school gives opportunity for employees to participate in a committee for recruitment and selection.	2.6222	1.48154	Moderate
Total -	2.6215	.07895	Moderate

Table 8 indicates teachers' perceptions toward recruitment and selection dimensions

in an International School in Prawet district which had a mean score at 2.6215. This

represented the scores of teachers' perceptions at moderate level. Though all items

had means representing the moderate level, it had the highest score of all dimensions

of HRM in this school. The highest score mean was question number thirteen and the

score was 2.7273. This represented the score mean of teachers' perceptions toward

selection of candidate's major matching for vacant or new position was moderate.

Table 9: Means and standard deviations of teachers' perceptions toward

professional development

Professional Development	Means	SD	Interpretation
15. This school provides sufficient training for its employees.	2.3778	1.24843	Low
16. This school makes an effort to put employees in a job where they will be successful.	2.4565	1.14904	Low
17. This school encourages employees to participate in continuing education.	2.2609	1.18199	Low
18. This school provides efficiency learning material from technology resources e.g. internet.	2.4667	1.23583	Low
19. This school provides formal training to promote skills to new hires as well as to promoted or existing employees.	2.2174	1.07317	Low
20. This school provides guidance and support so that employees can improve their performance.	2.5217	1.22455	Low
21. This school makes available opportunity for career development.	2.2609	1.25494	Low
Total	2.3660	.12034	Low

According to table 9, the overall mean score of teachers' perceptions toward professional development in an International School in Prawet district, Bangkok was 2.3660 which represented the teachers' perceptions at low level. The lowest mean in this HRM dimension was in question number nineteen and the score was 2.2174. This represented score of teachers' perceptions toward formal training at low level.

Table 10: Means and standard deviations of teachers' perceptions toward performance appraisal

Performance Appraisal	Means	SD	Interpretation
22. This school provides clear evaluation procedure.	2.5455	1.38857	Moderate
23. This school uses performance based appraisal.	2.5000	1.31233	Moderate
24. This school uses employee's self-ratings on performance.	2.2667	1.30384	Low
25. Employees participate in peer evaluation.	2.3333	1.8705	Low
26. This school gives employees open and honest feedback about their performance.	2.5217	1.22455	Moderate
27. There is a follow up program after each evaluation.	2.3478	1.23320	Low
Total	2.4192	.11723	Low

From table 10, the overall mean score on teachers' perceptions toward performance appraisal was 2.4192. The score of teachers' perceptions at an International School in Prawet district towards performance appraisal was low. The lowest mean was question number twenty four and the score was 2.2667. It could be interpreted that the score of teachers' perceptions toward employee self- rating on performance was low.

Table 11: Means and standard deviations of teachers' perceptions toward compensation

Compensation	Means	SD	Interpretation
28. This school provides raises or gives merit as a way of rewarding hard work.	2.2174	1.17214	Low
29. This school highlights exceptional performance and hard work through employee awards and /or recognition ceremonies.	2.2174	1.13359	Low
30. Employees get sufficient information on all school benefits.	2.4348	1.29361	Low
31. This school offers standardized compensation. (pay scale, bonus)	2.2444	1.43266	Low
32. This school provides appropriate benefit and sufficient for current living standard	2.4130	1.35935	Low
33. This school provides adequate time off for employees (e.g. sick leave, personal days.)	2.4130	1.29230	Low
34. This school provides sound compensation programs such as medical plan or retirement plan, etc.	2.2222	1.24113	Low
Total	2.3089	.10484	Low

Table 11 shows that teachers' perceptions toward compensation had 2.3089 mean score. This could interpret that the scores of teachers' perceptions toward compensation dimension at an International School in Prawet district, Bangkok was low. The lowest mean of this dimension were questions number twenty eight and twenty nine and the mean was 2.2174. This could interpret that the scores of teachers' perceptions toward raises, rewarding, awards and recognition ceremonies was low.

Research Objective Two

This section focuses on the second objective of the research which shows and compares the differences in respondents' perceptions on HRM dimensions. Research objective two was to compare teachers' perceptions toward HRM dimensions according to demographic factors including: age, gender, nationality, period of work experience, and education level.

Research Hypothesis: There are significant differences of teachers' perceptions toward HRM dimensions according to demographic factors including age, gender, nationality, period of work experience, and education level.

The data were analyzed in order to find the differences in teachers' perceptions toward HRM dimensions in an International School in Prawet district, Bangkok as shown on tables 12 to 16 below.

Table 12: ANOVA Results of Teachers' Perceptions toward HRM Dimensions in an International School in Prawet district when Classified by Age

Sources of variances		Sum of Squares	DF	Mean Square	F	Sig.
Planning	Between Groups	.244	3	.081	.144	.933
	Within Groups	22.106	39	.567		
	Total	22.350	42			
Recruitment & Selection	Between Groups	1.822	3	.607	.585	.629
	Within Groups	38.400	37	1.038		
	Total	40.222	40			
Professional Development	Between Groups	.129	3	.043	.072	.974
	Within Groups	23.763	40	.594		
	Total	23.892	43			
Performance Appraisal	Between Groups	2.516	3	.839	1.119	.353
	Within Groups	29.246	39	.750		
	Total	31.762	42			
Compensation	Between Groups	.958	3	.319	.315	.815
	Within Groups	40.584	40	1.015		
	Total	41.542	43			

Table 12 showed that there was no significant difference between teachers' perceptions toward HRM when classified by age. All the significant values were greater than .05, which means the acceptance of H_0 and the rejection of H_1.

Table 13: t-test Results of Teachers' Perception toward HRM Dimensions in an International School in Prawet district when Classified by Gender

Teachers' Perceptions toward HRM	T	Sig.
Planning	-.537	.594
Recruitment& Selection	.029	.977
Professional Development	-1.319	.194
Performance Appraisal	1.185	.243
Compensation	.624	.536

According to table 13, there was no significant difference between teachers' perceptions toward HRM in an International School in Prawet district when classified by gender. All the significant values were greater than .05, which means the acceptance of H_0 and the rejection of H_1.

Table 14: ANOVA Result of Teachers' Perceptions toward HRM when Classified by Nationality

Sources of variances		Sum of Squares	DF	Mean Square	F	Sig.
Planning	Between Groups	.547	2	.273	.502	.609
	Within Groups	21.804	40	.545		
	Total	22.350	42			

Sources of variances		Sum of Squares	DF	Mean Square	F	Sig.
Recruitment & Selection	Between Groups	5.090	2	2.545	2.752	.076
	Within Groups	35.132	38	.925		
	Total	40.222	40			
Professional Development	Between Groups	4.645	2	2.322	4.947	.012
	Within Groups	19.248	41	.469		
	Total	23.892	43			
Performance Appraisal	Between Groups	.759	2	.380	.490	.616
	Within Groups	31.003	40	.775		
	Total	31.762	42			
Compensation	Between Groups	1.500	2	.750	.768	.471
	Within Groups	40.042	41	.977		
	Total	41.542	43			

From table 14, there was no significant difference between teachers' perceptions toward HRM and nationality in an International School in Prawet district. However, there was a significant difference between teachers' perceptions toward professional development and nationality with the significant value of .012

Table 15: Multiple Comparisons Scheffe (Nationality and Professional

Development)

HRM	(I) Nationality	(J) Nationality	Mean Difference (I-J)	Std. Error	Sig.
Professional Development	Thai	Asian	-.98730*	.31481	.012
		Others	-.57016	.26634	.114
	Asian	Others	-.41714	.25637	.277

*. The mean difference is significant at the 0.05 level.

Table 15 showed that there was a significant mean difference in perception of

professional development between respondents who were Thai nationality and those

who were Asian. The mean difference was -.98730 and it was significant at the 0.05

level. This indicated that those who were Thai nationality gave professional

development lower level of perception than those who were Asian. In other word,

they expressed strongly disagree or disagree opinion on professional development.

On the other hand, those who were Asian gave professional development perception

higher perception than those who were Thai.

Table 16: ANOVA Result of Teachers' Perceptions toward HRM when

Classified by Teaching Experience in an International School in Prawet district

Sources of variances		Sum of Squares	DF	Mean Square	F	Sig.
Planning	Between Groups	.689	3	.230	.414	.744
	Within Groups	21.661	39	.555		
	Total	22.350	42			
Recruitment & Selection	Between Groups	5.040	3	1.680	1.767	.170
	Within Groups	35.182	37	.951		
	Total	40.222	40			
Professional Development	Between Groups	1.970	3	.657	1.198	.323
	Within Groups	21.922	40	.548		
	Total	23.892	43			
Performance Appraisal	Between Groups	.952	3	.317	.402	.753
	Within Groups	30.810	39	.790		
	Total	31.762	42			
Compensation	Between Groups	2.047	3	.682	.691	.563
	Within Groups	39.495	40	.987		
	Total	41.542	43			

From table 16, there was no significant difference between teachers' perceptions toward HRM and teaching experience in an International School in Prawet district. All the significant values were greater than .05.

Table 17: ANOVA Result of Teachers' Perceptions toward HRM when

Classified by Education Level in an International School in Prawet district

Sources of variances		Sum of Squares	DF	Mean Square	F	Sig.
Planning	Between Groups	.425	2	.212	.387	.681
	Within Groups	21.926	40	.548		
	Total	22.350	42			
Recruitment & Selection	Between Groups	4.995	2	2.497	2.694	.081
	Within Groups	35.227	38	.927		
	Total	40.222	40			
Professional Development	Between Groups	1.324	2	.662	1.202	.311
	Within Groups	22.569	41	.550		
	Total	23.892	43			
Performance Appraisal	Between Groups	.765	2	.382	.493	.614
	Within Groups	30.998	40	.775		
	Total	31.762	42			
Compensation	Between Groups	2.430	2	1.215	1.274	.291
	Within Groups	39.111	41	.954		
	Total	41.542	43			

From table 17, there was no significant difference between teachers' perceptions toward HRM and education level in an International School in Prawet district. All the significant values were greater than .05.

In this chapter, the research explained the research findings of this study. The researcher discovered from the questionnaire; firstly the profile of teachers. Secondly, level of teachers' perceptions toward HRM dimension in an International School in Prawet district was low. Thirdly, the hypothesis finding was not as expected. There were no significant differences in teachers 'perceptions toward HRM dimensions according to demographics factors at this selected International School.

In the next chapter, the researcher will review the findings of this research to previous research in this area. The final chapter will also propose recommendations and suggestions for HRM improvement in this school.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

_This chapter consists of a summary of the study, a brief review of conclusions, discussions of the findings and the recommendations for school's improvement as well as future research.

Summary of the Study

The study titled "A study of teachers' perceptions toward HRM in an International School in Prawet district, Bangkok, Thailand" had two objectives:

1.   To identify teachers' perceptions toward HRM dimensions in an International School in Prawet district, Bangkok.

2.   To compare teachers' perceptions toward HRM dimensions according to demographic factors including: age, gender, nationality, period of work experience and education level.

The research tried to understand teachers' perceptions toward HRM and compare the differences in their perceptions as classified by demographic factors. The research was conducted at an International School in Prawet district, Bangkok, Thailand, during May10-31, 2013 with 49 teachers. The questionnaire was distributed and the number of questionnaires returned to the researcher was 46, which was 93.87 % of all the distributed questionnaires.

Demographic factors of the research showed that the majority of the respondents, 54.3% were females while 45.7% of the respondents were males. Dominant respondents were people under 25 years of age which represented 30.5% of

the respondents. There were nine nationalities categorized in three groups; Thai, Asian and *others*. Asian group consisted of Indians and Filipinos. *Others* consisted of American, British, Jordanian, Turkish, South African, and others. The majority of respondents when classified by nationality were *others* besides Thai and Asian and they represented 54.3 % of all respondents.

The majority of respondents had a Bachelor's Degree and those respondents represented 65.2% of all the respondents. The majority of the respondents' period of work experience at this school was between 5- 10 years. Those respondents represented 41.3% of all the respondents. The smallest group were those whose period of work experience was 11years and above. They represented 23.9% of all the respondents.

Conclusions

From the research done in this study, teachers' perceptions toward HRM in an International School in Prawet district were revealed. Regarding objective one, it was found that the level of teachers' perceptions toward HRM dimensions was low with the mean score of 2.4266.

According to the research, the most favorably perceived HRM dimension was recruitment and selection with a mean score of 2.6215. This represented the mean score of teachers' perceptions at moderate level. The least favorably perceived HRM dimension was compensation with a mean score of 2.3089. This mean score of teachers' perceptions was low.

The research results indicated that objective two result was not statistically significant. There were no differences in teachers' perceptions toward human resource management dimensions according to demographic factors including:

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age, gender, nationality, period of work experience and education level. However, the result of multiple comparisons Scheffe showed that there was variance in perceptions between respondents within one demographic factor. There was significant difference in teachers' perceptions toward professional development and nationality with the significant value of .012.

Discussion

The following section presents a discussion of the findings of the research. Considering the overall findings of the study, the research hypothesis was not supported. The differences may be due to dissimilarities in the sample, culture diversity, school size and location. However, this research finding result confirms previous research. They stated that there was no significant difference in the perception of teachers and school administrators toward the state and problems of HRM in public schools in Sakon Nakhon Education service area 2 (Phangjan, 2009 ; Supachat, 2009). In addition, the finding of this study also supports the previous research (Kengsom, 2008) that conducted a study on the perception of teachers, staff, and workers toward personnel administration in a private school in Chumporn, Thailand. He noted that there was no significant difference in their perceptions.

From the findings, it is obvious that scores of teachers' perceptions toward HRM in an International School in Prawet district, Bangkok are at low level. According to table 7, the lowest score was planning for retention strategies. It implies that it was one of the weaknesses of HRM in school. It could also be that teachers see other challenges and needs for improvement from their own working experience in this school. Teachers may disagree with some policies or feel not comfortable with something. These might be reasons why the teachers show only low level

perceptions. This finding is a challenge for administrators to find out what make teachers perceive low HRM at this level and find ways to improve or solve the problems found.

There are many types of challenges in HRM in schools (Bastian, 2009; Chen, 2011; Norton, 2008 ; Rittam, 2009) such as ineffective use of available ICT, inappropriate or misaligned performance measurement, poor relationship, lack of appropriate professional development, lack of good promotion strategies and loose administrative organization support structure. Some of these challenges might be found in this school and influence teachers' perceptions of HRM.

The five basic management dimensions of administration theory (Lunenburg & Ornstein, 2008) start from the planning function. It is primary and crucial for the future of any organization. An organization goes nowhere if there is no plan. Unfortunately, an unclear plan leads to an unsuccessful organization. In contrast, there is a saying, well planned is half done. It is obvious that HRM dimensions were not perceived positively by teachers at an International School in Prawet district. The planning dimension might not be appropriate or may lack any strategies to meet the needs of teachers. The job analysis may be unclear or lack forecasting of demand and supply (Lunenburg &Ornstein, 2008). From the findings, the lowest score in planning dimension was on planning for teacher retention strategies. This is one of the HRM's weaknesses in this school.

According to research findings, (Chanhorm et al, 2011) public school teachers in Prachinburi, Thailand want to participate in administration. This is one of teachers' needs nowadays that they are willing to be involved in school administration besides teaching. Teachers at an International School in Prawet district may have the

same need but the planning dimension may not provide opportunity for them to contribute in planning. This might impact their perceptions toward HRM.

The highest mean score falls into recruitment and selection though teachers perceive it at moderate level. According to table 8, the highest score was on question number thirteen. This might be because the vacant position or new position is filled with candidate whose major matches with the need. It is one of the appropriate selection criteria. Teachers approve the use of technology such as the internet which is fast, convenient and can reach out to many candidates around the world. Average teachers agree that an International School in Prawet district get advantage from technology by saving the time and budget for recruitment and selection. School website makes it possible for candidates to contact school back and forth.

Another reason might be because of available sources. School may have good network with other schools and talent pool from sister or brother school that enable it to find teachers ready to fill the vacant or any new position. Most effective organizations recruit candidates from various sources and choose more than one method (Werner et al, 2012). School may use various methods to reach out to candidates and Kimbal (2011) noted that a selection team or committee helps to find the best candidate. Besides school website, school might use employee recommendation, advertisement, and recruitment agency. Selection committee may interview and hire suitable candidates on their own schedule.

On the other hands, the lowest mean score was in the compensation dimension. A reason for their lowest level with regard to table 11, could be because of not enough raises and recognition ceremonies for hard work and exceptional performance. It could be an unclear compensation policy or a policy that does not

match with teachers' needs. Compensation is a reward for teachers in various forms (Lunenbrg&Ornstein, 2008; Rebore, 2011), therefore, it might be possible that there are not enough rewards or special plan for retirement or health plans that motivate teachers to perform better or help increase their commitment.

_In general, teacher's compensation is low compared to other professions. Teachers might feel that the benefit is not sufficient for current living standard. Therefore, the compensation never satisfies all teachers and administrators. Another reason could be the different wages between Thai teachers and foreign teachers or even among foreign teachers between English native speaker and non-native speaker. It is understandable that foreigners who live in Thailand have more expenses than local teachers so it is reasonable for them to earn more. However, if English native speaker earn a lot more than others, it might create a perception unequal treatment.

To sum up, the appropriate compensation system should depends on performance, effort, seniority, responsibility, ability and the clear criteria that administrators set up before teachers sign their contract (Rebore, 2011). They both have to agree, be faithful and fair to one another.

Teachers' perception toward performance appraisal dimension was also low. This could be because that there is rare or not enough evaluation or there are too many evaluations. According to the lowest score in table 10, this school may not make the most of employee's self-ratings on performance. Moreover, teachers may think that the evaluation system is not good enough. Likewise, a study in Hong Kong (Dora Ho, 2009) indicated that kindergarten teachers were evaluated not by their task performance but by individual decision. There was a lack of fairness.

Some difficulties found in the process of assessment are misunderstanding and fear (Everald et al, 2011). It could be that teachers feel evaluation as unfair

judgment. Sometimes, there is no balance between formal and informal evaluation. Furthermore, Dora Ho (2009) argued for teacher participation in performance appraisal in order to be fair and accurate. A school may not provide teachers an opportunity to get involved in evaluation even though teachers may want to have peer evaluations.

Professional development is very important for a school to train the new teachers and maintain the effective teachers in this school. However, the mean score of teachers' perception towards it was low. From table 9, the lowest score was in training to promote skills in new hires as well existing employees. This could be one of the HRM weaknesses. Teachers might not get enough training or the training does not meet their needs. According to Anderson (2010), International School teachers form their own culture and have special needs. It could be this reason that most of teachers at this International School disagree with the professional development programs that are offered to them. They may have special needs.

Teachers might also feel that they get less benefit from the training or it may be lower than their expectation. From the demographic findings, teachers at an International School in Prawet district represent nine nationalities and their needs in professional development might be vary such as the level of their need, particular issues and expectations.

Regarding demographic factors, there was no statistically significant differences among teachers' age, gender, nationality, work experience, and education level. However, regarding nationality, teachers who are Thai and those who are Asian were different from each other in professional development. This confirms previous research that showed strong and significant association between training and development with nationality (Jacob &Jolly, 2012).

This difference in nationality and professional development could be explained by the following reasons. First of all, based on the research findings, the diversity creates various needs in professional development. Although teachers are from neighboring countries they still see things differently. Second, the teachers' background or cultures they grew up with influence their perceptions. Those teachers felt the training program met their needs; agree more with the professional development plan or programs.

As evident from the research findings, teachers' age, gender and education level did not influence their perceptions toward HRM, which has also been acknowledged by other researchers (Meesomboon et al, 2012). In contrast with this research finding, when looking at work experience, they found that Muslim private school teachers and principals in Bangkok and the central region showed a significant difference toward the efficiency of HRM.

Work experience of teachers at an International School in Prawet district did not impact their perceptions toward HRM. This might be because of the equality of access to HRM information and effective communication regardless of the length of their work experience.

<h3 style="text-align:center">Recommendations</h3>

Recommendations from this study are focused on two different areas: Recommendations for Practice, and Recommendations for Future Research.

Recommendation for Practice

This research helped administrators or leaders of an International School in Prawet district to understand the level of their teachers' perceptions toward HRM

dimensions in the school. Now, they can understand how the HRM is perceived by their teachers and therefore they can become better leaders.

The focus of this research was an International School in Prawet district. It is recommended that administrators use this information to discuss, review their HRM policy and revise them wherever needed. It is crucial to apply the appropriate HRM in a practical way. According to the research finding in table 7-11, these are some practical ways to improve or develop for a better HRM in school.

Based on the finding of the weaknesses in HRM, for planning dimension, administrators should plan for teacher's retention strategies. At least, the school should use these three strategies: employee relationship strategies, growth strategies and compensation strategies. Relationship strategies can be done by building good relationship through interaction, giving recognition, creating a sense of family among administrators and staff. Celebrate special events together such as New Year, School accomplishment, Sport day, school picnic or camping. Good relationship is one of intrinsic motivation for teachers to remain working in a school.

Growth strategies are important for both personal and professional growth of teachers. Administrator should provide regular training for teachers both inside and outside school. Experts should be invited to give training for staff as well as giving staff opportunity to join outside seminars or workshops. School should plan to provide scholarship for further study of staff and support them on long-life learning and make the most of internet learning.

Compensation strategies are providing raises, reward, recognition for staff who work hard or make progress in their teaching and learning process. The compensation policy in school should be revised to account for current living standard and for the appropriate benefit of teachers.

Educational leaders should provide opportunities for their colleagues to get involved in decision making in the process of recruitment and selection as much as possible. Administrator should also inspire them to give their best effort to be part of the team to search for the suitable candidate for the improvement of school.

_Furthermore, a survey should be conducted to identify teachers' needs and teachers should be invited to be part of planning for their own professional development programs to meet their needs. In addition, performance assessments should be done regularly until they become normal natural pats of the school culture.

Recommendations for Future Research

This research is limited to a small sample of teachers at an International School in Prawet district. Therefore, it is suggested that a similar study should be conducted in other International Schools, Thai schools and bilingual schools in Thailand to find out or to compare HRM in Education.

Moreover a similar study should be done in other private schools and public schools to compare with HRM in the business sector. Furthermore, the researcher suggests that a study is be conducted on professional development needs in schools and the impact of nationality on professional development in schools.

In addition, further studies should be a combination of qualitative and quantitative studies on a comparing of HRM in education and business.

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APPENDICES

APPENDIX A

Questionnaire

Teachers' perceptions of human resource management practices
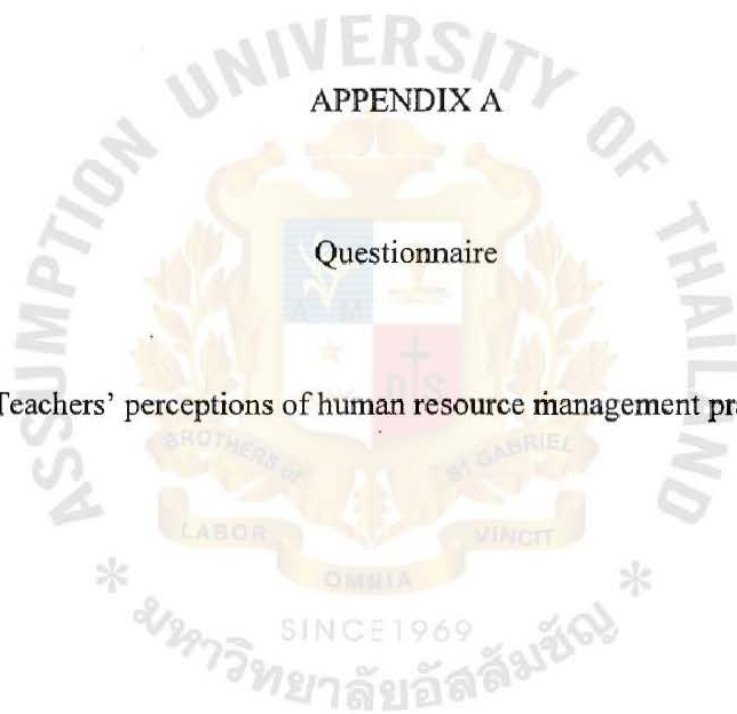
From: Jarunee Puangjakta
Master of Educational Administration
Graduate School of Education
Assumption University Bangkok

April, 2013
Dear Teachers,
I am currently studying Educational Administration at Assumption University,
Bangkok. As a requirement of my master thesis, I am doing a survey questionnaire to
study the teachers' perceptions toward HRM in PAN-ASIA International School. I
would like to request you kindly operate in answering the attached questionnaire.
The issues raised in the questionnaire come from the HRM practices in school. The
questionnaire has two parts as follow:
Part I   Demographic data
Part II   Teachers' perceptions of HRM practices in PAN-ASIA
          International School
This questionnaire is being used as part of my Master's thesis and I would appreciate
your help in providing some information to assist my study. If you have any
questions, you can write to me at this e-mail address (jpjarunee11@gmail.com)
There are no right or wrong answers to the questions and your responses will be
confidential. Again, I really appreciate your cooperation and thank you in advance
for your time.

Kind regards,
Jarunee Puangjakta
083-8376237
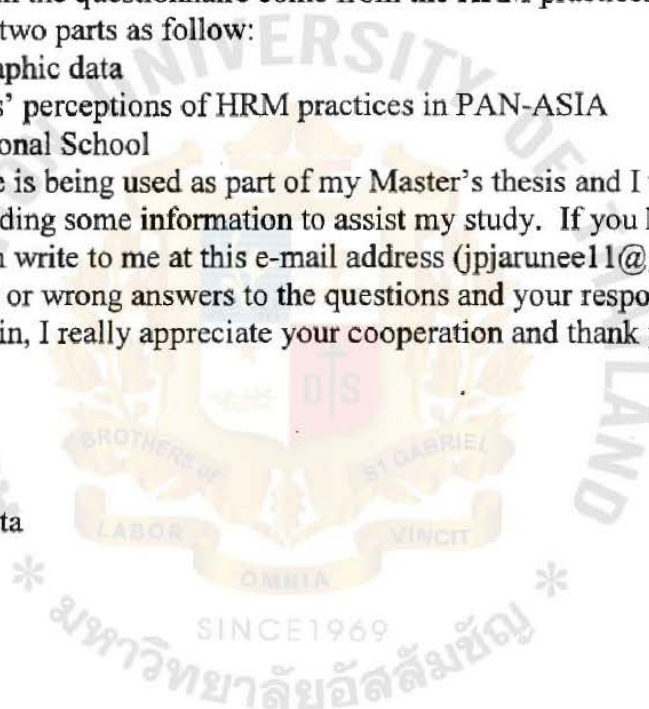
Part I: Demographic Information Questionnaire

Instructions: Please check (✓) the most applicable items.

---

1.   How old are you?

☐ Under 25
☐ 25-30
☐ 31-40
☐ Above 40

2.   What is your gender?

☐ Male
☐ Female

3.   What is your nationality?

☐ American   ☐ British   ☐ Burmese
☐ Egyptian   ☐ Indian   ☐ Jordanian
☐ Filipino   ☐ Thai   ☐ Turkish
☐ South African   ☐ Other please specify....................

4.   What is your current teaching experience?

☐ Under 5 years
☐ Between 5-10 years
☐ 11-15 years
☐ 16 years and above

5.   What is your education level?

☐ Under Bachelor degree
☐ Bachelor degree
☐ Master degree
☐ Ph.D

Part II: Teachers' perception of human resource management practices.

Instructions: Please check (✓) the most applicable items based on your perceptions toward the following areas: A scale from strongly disagree (1) to strongly agree (5) *for researcher only

	Statements	Perception's level					Score *
		1	2	3	4	5	
	PLANNING						
1	This school has a strategic plan or vision for the next five to ten years that outlines our direction and focus.						
2	This school has retention strategies in place to keep experienced and valued employees.						
3	This school defines specific capabilities and jobs that are required today but will not be necessary in the future.						
4	This school has a succession plan for all key employees or positions.						
5	This school provides opportunities to employees who may wish to stay after their official retirement.(Must they have to be rehire and be hired back)						
6	This school has a plan and cost assessment in place for making changes to skills or jobs of employees if they will no longer be needed in the future.						
7	This school is ready to begin to build a plan to meet future workforce needs.						
	RECRUITMENT &SELECTION						
8	This school adopts multiple sources to search for employees. (e.g. Employee referral, campus recruitment, advertising, recruitment agencies, job portals, etc.)						
9	This school uses some of the following tests during the process of recruitment. (e.g. Written, aptitude, group discussion, personal interview, psychometric, etc.)						
10	This school adopts different recruitment processes for different employee's positions.						
11	This school verifies employees' educational qualifications, legal background, references, family background etc.						
12	The candidates who have problem solving skills are selected.						
13	The candidate whose major match with a vacant or new position is selected.						
14	This school gives opportunity for employees to participate in a committee for recruitment and selection.						

		1	2	3	4	5	
	PROFESSIONAL DEVELOPMENT						
15	This school provides sufficient training for its employees.						
16	This school makes an effort to put employees in a job where they will be successful.						
17	This school encourages employees to participate in continuing education.						
18	This school provides efficiency learning material from technology resources e.g. internet.						
19	This school provides formal training to promote skills to new hires as well as to promoted or existing employees.						
20	This school provides guidance and support so that employees can improve their performance.						
21	This school make available opportunity for career development						
	PERFORMANCE APPRAISAL						
22	This school provides clear evaluation procedure.						
23	This school uses performance based appraisal						
24	This school uses employee's self-ratings on performance.						
25	Employees participate in peer evaluation						
26	This school gives employees open and honest feedback about their performance.						
27	There is a follow up program after each evaluation.						
	COMPENSATION						
28	This school provides raises or gives merit as a way of rewarding hard work.						
29	This school highlights exceptional performance and hard work through employee awards and /or recognition ceremonies.						
30	Employees get sufficient information on all school benefits.						
31	This school offers standardized compensation. (pay scale, bonus)						
32	This school provides appropriate benefit and sufficient for current living standard						
33	This school provides adequate time off for employees (e.g. sick leave, personal days.)						
34	This school provides sound compensation programs such as medical plan or retirement plan, etc.						

APPENDIX B

The Content Validity Approval Form

GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name :   Ms. Jarunee Puangjakta

Contact Information (phone/e-mail) : 083-8376237 / jpjarunee11@gmail.com

Thesis Title :   A study on teachers' perception toward the effectiveness of human resource management in PAN-ASIA International School, Bangkok, Thailand.

Questionnaire Title : The effectiveness of human resource management in PAN-ASIA International School, Bangkok, Thailand.

Validity Approval

Does the validity of this questionnaire have your approval?

☐ Yes. I,........*Dr. Yan Ye*..............have read and certify the validity of this questionnaire, entitled the effectiveness of human resource management in PAN-ASIA International School. My comments, suggestions are noted below.

☑ No. I, ...*Dr. Yan Ye*..................have read and are unable to certify the validity of the questionnaire, entitled the effectiveness of human resource management in PAN-ASIA International School. My comments, suggestions are noted below.

Comments or suggestions:

I'll suggest you to provide some information (improtant) for us as well, including R.O, and Methodlogy, without these I can only look at the questions in the survey, so it's not good enough for decison. But I've commented in the questions already, please go to each item and see some suggestions.

Name........*Dr. Yan Ye*..............

Validity expert Signature......................

Date : ....*Nov 2 2012*..............

GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name :   Ms. Jarunee Puangjakta

Contact Information (phone/e-mail) : 083-8376237 / jpjarunee11@gmail.com

Thesis Title :   A study on teachers' perception toward the effectiveness of human resource management in PAN-ASIA International School, Bangkok, Thailand.

Questionnaire Title : The effectiveness of human resource management in PAN-ASIA International School, Bangkok, Thailand.

Validity Approval

Does the validity of this questionnaire have your approval?

☑ Yes. I,...Richard Lynch.........have read and certify the validity of this questionnaire, entitled the effectiveness of human resource management in PAN-ASIA International School. My comments, suggestions are noted below.

☐ No. I, ...have read and are unable to certify the validity of the questionnaire, entitled the effectiveness of human resource management in PAN-ASIA International School. My comments, suggestions are noted below.

Comments or suggestions:

Well Done

....

....

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....

....

Name. Dr. Richard Lynch   Asst. Prof. Graduate school of Educ

Validity expert Signature.................   Assumption University of

Date : .....03 NOV. 2012...........   Thailand

GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name : Jarunee Puangjakta

Contact Information 083-8376237/ jpjarunee11@gmail.com

Thesis Title : A STUDY OF TEACHERS'PERCEPTIONS TOWARD HUMAN RESOURCE MANAGEMENT IN PAN-ASIA INTERNATIONAL SCHOOL, BANGKOK, THAILAND

Questionnaire Title : Teachers' perception of human resource management practices

Validity Approval

Does the validity of this questionnaire have your approval?

☑ Yes. I, Dr. Widuda Kijtomtham ....have read and certify the validity of this questionnaire, entitled a Study of Teachers' Perceptions toward Human Resource Management in PAN-ASIA International School, Bangkok, Thailand. My comments, suggestions are noted below.

☐ No. I, ...have read and are unable to certify the validity of the questionnaire, entitled a Study of Teachers' Perceptions toward Human Resource Management in PAN-ASIA International School, Bangkok, Thailand. My comments, suggestions are noted below.

Comments or suggestions:

....
....
....
....
....
....

Name. Widuda K ....

Position..

Validity expert Signature..............................

Date : ....

BIOGRAPHY

NAME	Jarunee Puangjakta
POSITION	Staff of Kokkos Foundation for Social Actions
DATE OF BIRTH	11 November 1969
PLACE OF BIRTH	Chiang Mai, Thailand
EDUCATIONAL BACKGROUND	MACOMM in Communication

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Ramkhamhaeng University, Bangkok,

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B.Th. in Theology

Bangkok Bible College, Bangkok, Thailand

WORK EXPERIENCE	2010-present	Kokkos Foundation for Social Actions, Bangkok, Thailand
	2007-2010	Rainbow School, Siem Reap, Cambodia
	2000-2006	Kokkos Foundation for Social Actions, Bangkok, Thailand

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