A Study on Management Competence and Personal Skills Development: A Case Study of Educational Workers for Karen Refugee Camp

Ms. Jennisa Khrutawatchai

An Action Research Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Management in Organization Development and Management Graduate School of Business Assumption University Academic Year 2010 Copyright of Assumption University
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Action Research Title: Management Competence and Personal Skills Development: A Case Study of Educational Workers for Karen Refugee Camp

By: Ms. Jennisa Khrutswatchai

Major: Master of Management in Organization Development and Management MM (OD)

Action Research Advisor: Salvacion E. Villavicencio, Ph.D.

Action Research Co-advisor: Salvacion E. Villavicencio, Ph.D.

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The Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Master of Management in Organization Development and Management

[signature]
Dean of Graduate School of Business, Kittiphithiki, Ph.D.

ACTION RESEARCH EXAMINATION COMMITTEE

Chairman:
Perla Rizalina Maturan Tayko, Ph.D.

Action Research Advisor:
Salvacion E. Villavicencio, Ph.D.

External Member:
Somchai Tantasane, Ph.D.

Member:
Perla Rizalina Maturan Tayko, Ph.D.

Member:
Kitikorn Dowpiset, Ph.D.
ABSTRACT

The purpose of this study is to describe and analyze the current level of Management Competence in terms of Planning and Organizing, Time Management and Leading; and Personal Skills Development in terms of Attitude, Interpersonal Skill and Teamwork of the educational workers for refugees within Karen Refugee Committee – Education Entity. The second objective is to diagnosis, identify the Management Competence and Personal Skills Development and Propose appropriate OD in intervention.

Human resource is the most important factor to concern for doing business because the one who can create excellent or poor business is depending on the human resource who participates in running business. The competent and content employees are the fundamental for the business success. The organization need to engage people with learning environment where the employees can learn and satisfied with what they are doing.

This research study designed based on three phases namely Pre-Organizational Development Intervention (Pre-ODI), the propose Organizational Development Intervention (Propose ODI) and the Expected Results. In Pre-ODI stage the researcher concerned and diagnosed the current situation of the organization which stated problems and draw attention to the areas which needed to be improve as Propose ODI.

In this research study, the researcher used mix approach (quantitative and qualitative) to collect the information and researcher distributed questionnaires for a survey with one hundred and twenty seven respondents for quantitative analysis. With
the qualitative approach researcher conducted in depth interviews to targeted respondents and observed the organization throughout the process.

The researcher used English, Burmese and Karen languages for questionnaires and researcher did the pilot-test for the questionnaires to the educational workers in other refugees’ camp before distributing the focus area. The researcher used the quantitative approach for the data analysis. Frequency and percentage were used to measure the demographic profile. Average Mean and Standard Deviation were used to measure the Likert’s scale questionnaires.

The findings showed that the educational workers’ management competence in terms of planning and organizing, time management and leading; and personal skills development in terms of attitude, interpersonal skill and teamwork area are in satisfactory level. Opportunities for improvement, advancement are needed interventions for future development.
ACKNOWLEDGEMENT

The completion of this research has been made possible because of the assistance and support of many people. I would like to give my deep appreciation to those who have contributed to this research.

First of all, I would like to give my sincere gratitude to Dr. Salvacion E. Villavincencio who is my thesis advisor because of her guidance, support and inspiration to me I have done my research. Special thanks to Dr. Perla Rizalma M. Tayko and Dr. Sirichai Preudhikulpradab who provided me many passionate advices and suggestions to improve the research study and every lecturer that handed their credible OD knowledge along the program. I also would like to send appreciation to all the committee members who gave valuable suggestions to improve my knowledge and experience in this research.

I would like to thank you all to the professors who taught in the MMOD program. Because of your contribution to this program, MMOD is energized with inspiration and I am the one who is inspired. I also would like to thank to all my MM classmates who have given me encouragement and support for my research.

Continuously, I really appreciate the Karen Refugees Committee – Education Entity and educational workers in Mae La Refugee Camp for allowing the research study to be this tangible thesis paper. I also would like to thank to all my friends from NGOs who helped me for data collection and encouraged me for my research. I could never complete this study without their supports by giving their times for sharing information.
Lastly, I would like to express a big thanks to my lovely parents, brothers and all my relatives who give me encouragement and to all my friends who always remember me in their prayers. This thesis would not have been successful without their supports and grateful encouragement.

Thank you all.

Jennisa Khrutwatchai
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Chapter One

The Problem/Potential Challenge for Change

1.1. Background of the study

Education is a practical mean to prevent migrant and refugee children, teenagers from forced labor, military activities, prostitution, human trafficking, drugs dealing and other crimes. Education also gives migrant and refugee children as well as their parents a hope for the better future and a hope to enjoy basic human rights. Although education cannot solve current problems within a country, it can provide a basis on which to change peoples' attitudes, and thus prevent future conflicts. It also prepares young people for an eventual return to normality, and provides them with what it is hoped will be a recognized qualification in their country of origin. The education system should facilitate their integration into the working world and, in an ideal context, enable them to enjoy a better future.

The definition of refugee according to United Nations High Commissioner for Refugees (UNHCR) is that “a person who has fled one’s country of nationality and who is unable or unwilling to return to that country because of a well-founded fear of persecution based on race, religion, nationality, political opinion or membership in a particular social group. This definition of a refugee excludes those who have left their homes only to seek a more prosperous life” (Arlington Diocese Refugee Services, 2010). Refugees are forced or involuntary migrants driven out of their homeland due to human rights violations. They are entitled to the most basic human rights like life and liberty. Whatever the other apparent reasons for rendering these millions of people refugees are, the core reason is the blatant violation of their human rights by the government or non-government. The international community is responsive to this problem and brought into existence a legal framework
which is meant to protect the human rights of refugees who are one of the most vulnerable sections of mankind.

1.1.1. Global Context

At the end of 1980s, civil war occurred in Liberia and people started fleeing to the neighboring countries. By the end of 1990 there were 272,000 Liberian refugees in Côte d’Ivoire. Liberians were seen as ‘brothers in distress’ and former President of Côte d’Ivoire, Houphouët-Boigny encouraged them to settle freely among the Ivorian population. The Ivorian Red Cross and Caritas were the first to provide refugees with basic assistance. Refugee educations are under the support of International NGOs such as Adventist Development and Relief Agency (ADRA), UNHCR’s implementing partner for emergency education (Hamez, 2009). ADRA started providing primary and secondary education free of charge to refugee children. The bulk of the teaching was done in English, using the Liberian curriculum, and schools were staffed by professional teachers and volunteers with certain academic requirements: (Volunteer staff had usually at least completed Grade 9 to teach at primary school level, and Grade 12 to teach at secondary school level.) ‘Home-made’ end of year examinations validated the learning for Grades one to eight and ten to eleven and allowed students to go to the next levels in the ADRA schools. Grades nine and twelve students were encouraged to take the WAEC\(^1\) examination. For post-secondary education, UNHCR offered a few scholarships to the most deserving students. Both Liberian and Ivorian systems avoid the use of local languages in the lower grades, and children learn French or English at school without necessarily practicing it at home. In both systems, primary school lasts six years and each level’s content is more or less equivalent (Tchagbalé, 2001).

\(^1\) WAEC: West African Examination Council
1.1.2. Regional Context

By the end of 2002, Pakistan still had an estimated 1.5 million refugees after an estimated 1.7 million Afghan refugees repatriated to Afghanistan from Pakistan (UNHCR Pakistan, 2010). Many Afghan refugees were also living in urban centers of Pakistan; however, this number is very difficult to estimate. UNHCR’s main implementing partners for education in Pakistan are the German Technical Assistance Agency (GTZ) and Ockenden International, Save the Children-US, International Rescues Committee (IRC) and Norwegian Refugee Council (NRC). In addition to these organizations, many other organizations support education for Afghan refugees and there are numerous religious schools (particularly madrassas) and self-help schools organized by refugee communities.

The majority of refugee children in Pakistan do not have the opportunity for an education. While other organizations, such as religious schools and self-help schools, also exist and offer education for refugees, the need is still great. Cultural reasons primarily prevent girls from attending school but poverty is one of the biggest obstacles to schooling for both boys and girls. The availability of education for both Afghan refugee children and Pakistani children is grossly insufficient. The formal schools supported by many international organizations of UNHCR’s partners and many of these same organizations offer non-formal education opportunities through home schools. There are two curricula in use in the refugee schools in Pakistan, one was developed by the University of Nebraska and is used by the Norwegian Refugee Council, Save the Children-US and IRC. The other is the GTZ/BEFARe\(^2\) curriculum which is used in the GTZ schools (Women’s Commission for Refugee Women and Children, 2004).

\(^2\) BEFARe: Basic Education For Afghan Refugees and it is the learning away from home project.
1.1.3. National Context

Ethnic conflict and human rights violations in Myanmar\(^3\) (Burma) created mass outflows of refugees, internally displaced people and migrants to neighboring countries especially in Thailand. Myanmar has one of the world’s longest-running civil wars. Starting after Myanmar acquired independence in 1948 and fighting is still going on between ethnic minority groups and the central government. Currently there are nine Burmese camps on the Thai-Myanmar border. The refugee camp population mainly consists of Karen, and Kanni ethnic minorities who seek refuge in Thailand as a result of fighting between Myanmar’s military and armed opposition groups.

Thailand has received hundreds of thousands of Burmese refugees since the mid 1980s. Despite an informal ceasefire agreement in January 2004, there is ongoing military fighting between the Karen National Union (KNU\(^4\)) and State Peace Development Council (SPDC), human right abuses continue in Karen State perpetuate. The Myanmar Army expands their control by building more military camps further into remote areas. People living in the villages under SPDC control have to do forced labor on road construction. The SPDC military use the roads to expand their control over the villagers. As a result, life for people who avoid forced relocation and hide from the military in the jungle gets more difficult. Thus they cross the border to seek refuge in Thailand (TBBC, October 2005).

In Thailand, those refugees are provided with temporary shelter for humanitarian reason. Refugees are subject to restrictions on their freedom of movement and association and are thus confined to a life in the camps. Support services in the areas of heath, food, shelter, education community development and social services are financed by the

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\(^3\) Myanmar was known as Burma and since 1990, government change the country name Burma to Myanmar.

\(^4\) KNU represent as a government of Karen National and fight against Myanmar Military rules.
international community and delivered by NGOs. Ongoing civil conflict in Myanmar has resulted in a Karen internally displaced populations of 125,100 persons and 147,978 refugees from Myanmar based in camps in Thailand (TBBC, June 2010).

1.1.4. Local Context (Mae La Refugee Camp)

Mae La camp is also called “Beh Klaw” in Karen, which means “cotton farm”. The camp was established in 1984 with 1,100 people as a result of the fall of KNU in Mae La village. After the fall of Manerplaw in 1995, a number of camps were attacked by the military government troop so the Thai authorities decided to put different camps together and Mae La was selected to be the camp where other camps must move in.

As a result Mae La becomes the biggest and largest camp in 7 Karen refugees' camps and camp located in Tha Song Yang District, Tak Province. Currently only the population of refugees 30,540 is resisted by UNHCR but many thousands of refugees still are not recognized by UNHCR. The education system in the camp includes primary level, secondary level, post-secondary level, non-formal education and vocational training education. As the camp is the biggest and largest camp, there are 16 primary schools, 11 secondary schools, six post-secondary schools, two non-formational education centers and one vocational training education center. At present, people in Mae La camp include thousands of students from other camps as well as from Burma who come to study as Mae La Camp (see Figure 1.1) is considered as a centre of studies for refugees. These students registered only as temporary inhabitants.

(http://www.tbcc.org/camps/populations.htm)

5 Manerplaw is the center of KNU (Karen National Union)
From figure 1.1, there are 9 refugees’ camps along Thai-Burma border. Camp number (1) Ban Mai Nai Soi Camp and (2) Ban Mae Surin Camp are located in Mae Hong Son Province and there are majority Karenni Refugees. The other 7 camps (number 3 to number 9) are Karen Refugees’ Camps. Mae Lo Oon Camp (3) and Mae Ra Ma Luang
Camp (4) are located in Sob Moei District, Mae Hong Song Province. In Tak Province, there are 3 refugee camps; Mae La Camp (5) is located in Tha Song Yang District, Umpiem Mai Camp (6) is located in Phop Phra District and Nu Po Camp (7) is located in Umphang District. Ban Don Yang Camp (8) is located in Sangkhlaburi District, Kanchanaburi Province and Tham Hin Camp (9) is located in Suan Phung district, Ratchaburi Province.

(www.tbbc.org)

Figure 1.2 Mae La camp

The condition of refugee camp: There are shops and houses in the camp and people are walking along to the market.
1.2 Organization Background

1.2.1. Organization Profile

KRCEE stands for Karen Refugee Committee-Education Entity and since early 2009 Karen Education Department (KED)\(^6\) was re-organized to be directly under the responsibility of the Karen Refugee Committee (KRC)\(^7\). It is the main representing organization for camp based Basic and Higher Education with a regional structure supporting the implementation of activities in the camps where ZOA\(^8\) is a direct implementer of education projects. The KED still exists but it focuses on the support to schools within Karen State of Burma. As the scale and scope of education activities in the refugee camps has increased dramatically, it is realized that there is a need to strengthen KRC education sector in order to effectively manage education system in the camps. Thus, the Karen Refugee Committee Education Entity (KRCEE) has been initiated and established. KRCEE supported by NGOs as ZOA and World Education (WE). ZOA build up the staff capacity for KRCEE in teacher training, education management and WE support for higher education. KRCEE implement the education activities in the refugee camps and in the camp the management structure will name as Office of Camp Education Entity (OCEE).

Vision

The vision of KRCEE is to build a true, lasting peace and justice by producing graduates who are critical and creative thinkers, competent leaders, and good citizens who are proud of their identity.

---

\(^6\) KED is one of community based organizations which focus on Karen Education development works for IDPs inside Burma and refugees in the 7 Karen refugee camps along Thai-Burmese border area.

\(^7\) The Karen Refugee Committee (KRC) was formed in 1984, and the initial purpose of the Committee was to represent the whole refugee population in the seven camps and act as a liaison between NGOs and camp population.

\(^8\) ZOA Refugee Care is Dutch Organization and an international relief organisation dedicated to supporting refugees and internally displaced persons in Africa and Asia.
Mission

The mission of KRCEE is to serve and represent the Karen refugees, temporarily sheltered along the Thai-Myanmar border, by providing basic education and tertiary education to refugee students and children. In order to obtain the goal as stated in the mission statement, KRCEE will strive to:

1. Serve as the policy and implementation mechanism for education for basic education and tertiary education for Karen refugees by providing education information and resources and as a center for collection and dissemination of these materials.
2. Provide or enhance education service and support in Karen refugee camps.
3. Set up education policies and a code of conduct for education personnel.
4. Solicit and receive funds in support of all of the above.

Figure 1.3  Reflecting the relationship of the different system involved in the study.
Below is the organizational chart showing structure of KRC, KRCEE and OCEE.

Table 1.1  Structure of KRC

From table 1.1, Karen Refugee Committee (KRC) is the overall representatives for Karen refugees living in refugee camps in Thailand. KRC oversee activities of all seven Karen Refugee camps through the camp committees, coordinate assistance provided by NGOs and liaise with UNHCR, the RTG and security personnel. The KRC main office is based in Mae Sot District with branch offices in Mae Sariang District, Kanchanaburi Province and Ratchaburi Province. KRC has six sectors which is implementing in the refugee camps.

Health responsible for coordinating with health NGOs and other relevant organizations in the provision of all health services, including community-based organizations (CBOs) and the health workers unions.

Camp Affairs responsible for monitoring and responding to social issues and trends, and for supervising and coordinating social activities in camp. This includes those of the women's and youth groups, and also responsible for relations with external authorities.

Security responsible for coordinating and maintaining camp security in collaboration with Thai authorities and other security personnel based outside of camp, and
for supervising the management of security volunteers recruited from within the camp population.

Supplies responsible for managing camp warehouses and their staff, and for monitoring and distribution of all supplies in cooperation with TBBC\(^9\) field staff.

Judiciary responsible for intervening in, reconciling, and arbitrating over conflicts through a fair and due process often based on traditional customary principles, and for collaborating with UNHCR and Thai authorities in special cases.

Education responsible for ensuring the smooth management of all camp schools and their staff, and for coordinating with education NGOs and other relevant organizations in the provision of all education services, including CBOs and education worker’s unions.

Table 1.2 Structure of KRCEE and OCEE

From table 1.2, KRCEE is one of departments under KRC and works for all seven Karen refugee camps along Thai Burma borderline. Mae La Oo (MLO) camp and Mae Ra Ma Luang (MRML) camp are located in Mae Hong Son Province, Mae La (ML) camp, Umpiam Mai (UPM) camp and Nu Po (NP) camp are located in Tak Province, Ban Don Yon (BDY) camp is located in Kanchanaburi Province and Tham Hin (THM) camp is

\(^9\) TBBC (Thailand Burma Border Consortium) is a consortium of 12 international non-governmental organizations (NGOs) from ten countries providing food, shelter and non food items to refugees and displaced people from Burma.
located in Ratchaburi Province. For this research, the researcher will focus only in Mae La camp which is the biggest population camp.

Table 1.3 Organization Management Structure of KRCEE

Table 1.3 shows that in KRCEE, there are four departments which implement the activities in the refugee camps; Basic Education, Higher Education, Non-formal Education and Operation Administration. The main functions for Board of Directors will be providing policies, dealing with donors and partners. The Office of Board of Directors will be task on the administration of all departments which included finance and human resource issue. Basic Education takes the respond on training and curriculum development, Higher Education focus on post secondary level, provide trainings and coordinate the policy for higher education, Non-formal Education works on the drop out students and Operation Administration works on the issue of field level to provide the salary of field staff and responds on the statistics.
From Table 1.4, OCEE has the same management structure method for all the refugee camps with positions as follows: Education Coordinator takes the responsibility in education in the refugee camp and deals with other NGOs which work in the education field. The secretary assists the coordinator for all education purposes. The finance and admin officer mainly work on the school teacher subsidies and paper works for schools, teachers and students. The security officer has two shifts, the day-care taker and the night guard for the education office. The service providing training officer mainly task on the distribution of training section for the resident teacher trainers. The Resident Teacher Trainers take the responsibility on giving the camp school teachers training. The Material Distribution Logistic Supply Officer take care of the teaching materials, school materials and building materials distribution to the camp schools. The Data and Registration Officer mainly focus on the registration and collection the statistics of schools, teachers and students.
1.2.2. Current Situation of KRCEE

KRCEE established in early 2009 and is the branch of the Karen Refugee Committee (KRC) whose purpose is the education of refugee children in the Karen refugee camps. Under the principle of community ownership, KRCEE extended its education policies and administration in the seven Karen refugee camps through the Office of Camp Education Entity. The KRCEE mission is implemented by 100 full-time personnel from the central level to the camp level. Most personnel of KRCEE are refugees from the camp who are the inexperienced high school graduates with educated by camp education’s rank.

According to the researcher observation, most of staffs are lack of self-development and self-awareness which are the fundamental components of personal growth. Lack of experience and low education standard can cause for KRCEE to downside of improving organization. The staff development is needed for KRCEE and build up the staff capability also is the most important to implement the activities effectively.

Since the organization does not have the main fund donor to support the organization to run the projects and KRCEE faces the difficulties with budgets to implement the activities to the refugee camps.

In the Table 1.5 shows that the SWOT/SOAR analysis of KRCEE which is the researcher will going to study about. According to the result of interviewing the KRCEE staff, the researcher has grouping the responds from the staff as the SWOT/SOAR analysis of KRCEE.
### 1.2.3. SWOT/ SOAR Analysis

**Table 1.5 SWOT/ SOAR Analysis of KRCEE**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Opportunities</strong></th>
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<tbody>
<tr>
<td>• Main organization for education of Karen refugees.</td>
<td>• Coordination with other International NGOs in education sector</td>
</tr>
<tr>
<td>• Developed and publish education policy for Karen refugees</td>
<td>• Working closely with MoE (Ministry of Education) and Thai schools</td>
</tr>
<tr>
<td>• Publish new curriculum for Karen education system</td>
<td>• Good connection with Karen Youth from other countries (USA, Australia, Canada, etc.)</td>
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<tr>
<th><strong>Weakness</strong></th>
<th><strong>Threats</strong></th>
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<tr>
<td>• Less human resources and not well trained</td>
<td>• No security for staff (not legal status documents)</td>
</tr>
<tr>
<td>• Staff are weak in planning, no organizing, lack of time management and low leadership.</td>
<td>• Thai law and political situation (both Burma and Thai)</td>
</tr>
<tr>
<td>• Staff have no confidence to talk, low self-esteem, low self-motivation, weak in communication skill and no cooperation with others</td>
<td>• Partner NGOs as ZOA will face out in 2012</td>
</tr>
<tr>
<td>• Not legally registered in Thailand</td>
<td>• Refugee resettlement impact on the camp staff/teachers turn over</td>
</tr>
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<th><strong>Aspirations</strong></th>
<th><strong>Results</strong></th>
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<tr>
<td>• The entire curriculum will be acceptable after refugees return to Burma in the future</td>
<td>• Develop capability of education staff</td>
</tr>
<tr>
<td>• To become legal organization in Thailand, so easy to find funding</td>
<td>• Training of education staff to share their knowledge, skills</td>
</tr>
<tr>
<td></td>
<td>• Develop management capability of education staff</td>
</tr>
</tbody>
</table>
Strengths

There are a few community based organizations and KRCEE is the main organization which facilitates in the education field for Karen refugees along Thai-Burma border. For education sector, although other Non-Government Organizations implement the education activities in the refugee camps KRCEE is the center of developing and publishing education policy for Karen refugees. KRCEE assemble the needs of upgrading the education system and has published new curriculum for Karen education structure for refugees to reach affective higher education.

Weakness

KRCEE is a community based organization which work for only Karen refugees. Thai Government dose not recognize the organization by law and the organization has no right to register in Thailand legally.

Most of the staffs do not finish the high education level and inexperience in working process. Many of educated and experienced staffs resettled to the third countries and KRCEE has to recruit new staff frequently. The organization does not have enough human resources and new staffs are not well trained to implement the projects. As the organization is the main organization in education for refugees, all of the staffs should be well trained and qualified staffs.

Since the staffs are less in experience and because of the education background, they are weak in planning and organizing, ability in leading, problem solving skills, time management, confidence, communication skills and the organization should promote their skills to become a productive staff to improve effectiveness of the organization.
There is a shortage of educated and experienced school teachers and workers in the refugee camps due to many resettlement doors for refugees to USA, Canada, Australia and European countries. Due to the above reasons, the schools have to face with monthly turnover where they have to retrain the new school teachers who finished from high school recently and the community based organization also has to replace the staff to distribute the education services.

Opportunities

KRCEE has a good connection and coordination with other International NGOs in education sector. All of the International NGOs which distribute the education services have to pass through KRCEE procedures for the refugee camps.

Nowadays in the refugee camps, there is Thai language introduced to the refugee community to improve the communication skill between refugees and outsiders. For this process KRCEE works closely with MoE (Ministry of Education), Thai schools and other partner NGOs.

Many of Karen young people resettled to the third countries such as USA, Australia, Canada, England, Norway, Sweden etc. and when they reconnect back with the Karen Organizations like KRCEE. This is a good sign of the organization’s future to give a change those who want to return and work with KRCEE to build the capability within the organization.
Threats

The organization has not registered to Thai Government legally, there are no legal status documents for the organization and there is no security for staff according to the Thai laws. Political condition for both Burma and Thailand is one of the threats for the organization in line with the government policies changes.

The financial transaction can be affected by the facing out of ZOA from Thailand which is the biggest funds support partner of KRCEE in 2012. Since the third countries open the door for refugees to resettle, many educated and experienced workers resettled to the third countries and the refugee resettlement impacts on the turn over of camp staff and teachers.

Aspirations

The entire curriculum will be acceptable after refugees return to Burma in the future. KRCEE desires to become legal organization in Thailand, so it will be easy to find funding for the project to the international donors.

Results

To measure the aspiration, the organization wants to have at least fifty percent of the current educational workers to have increase in management competence in terms of planning, organizing and leading; and personal skills development in terms of attitude, interpersonal skills and teamwork.
Based on the SWOT/ SOAR analysis, it is important for the KRCEE to give due attention to the management capability and personal development for educational workers.

1.3. **Objectives of the Study**

1. To determine the current level of Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational workers in the refugees camp.

2. To determine and propose appropriate ODI for Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational workers in the refugees camp.

1.4. **Statement of the Problem**

Referring to the assignment of the organizational background and SWOT/ SOAR analysis, the main concern of the study is focusing on the of Management Competence in terms of planning, organizing and leading and Personal Skills Development in terms of attitude, interpersonal skill, and teamwork of educational workers in the refugees camp.
1.5. Research Questions

1. What is the current level of Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational workers in the refugees’ camp?

2. What are the appropriate ODI for of Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational workers in the refugees’ camp?

1.6. Definition of Terms

Educational Workers: In the study, educational workers mean any of NGO staff or CBO staff who works in the education area for refugees in the refugees’ camp. This is not only including teachers and trainers but it is all about doing business with educations in management, administrative and operations other activities.

Management Competence refers to the planning, organizing and leading capability of the educational staff in the refugee camp. Management Skills refer to the skills that needed by the manager or leader who designed to accomplish the desired organizational goals which included the key function of planning, organizing, leading, directing and controlling. (http://www.answers.com/topic/management)

Planning and Organizing could be described as the process of figuring out what you want to do (planning) and how you want to do it (organizing). (http://wiki.answers.com/Q/What_is_planning_and_organizing)
**Time management** refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompasses a wide scope of activities, and these include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Initially time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools and techniques. (http://en.wikipedia.org/wiki/Time_management)

**Leading** refers the ability of motivating a group of people to act towards achieving a common goal. (http://www.springerlink.com/content/q136647144577231/). Leading is the talent of persons who want to lead themselves together with others in the sense of making individual decisions and contribute to common decisions (Olsen, 2006). Leading represents the function of leading through personalized and internalized processes that involve every person in the workplace. (http://newunionism.wordpress.com/2010/01/30/olsen)

**Leadership** is about capacity: the capacity of leaders to listen and observe, to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision-making, to articulate their own value and visions clearly but not impose them. Leadership is about setting and not just reacting to agendas, identifying problems, and initiating change that make for substantial improvement rather than managing change (McSwain, 2010).

**Leadership Skill** - Leadership, a critical management skill, is the ability to motivate a group of people toward a common goal.

(http://www.scribd.com/doc/33107446/Leadership)
Personal Skills Development is a set of activities and processes that improve people mentally, emotionally, spiritually and physically. All the particular areas of personal development therefore aimed to improve people mind, heart, spirit and body.

(http://www.personaldevelopment.ie/personal-development/)

Personal Development in this study refers to the attitude, interpersonal skill and teamwork capability of the educational staff in the refugee camp.

**Attitude** is having a feeling about something or an opinion whether it is positive or negative. It is a conscious or unconscious physical posture that is displayed while interacting with others. (http://www.ask.com/questions-about/Meaning-of-Attitude)

**Interpersonal skill** refers to the skill people use to interact or deal with others. How people deal with others can greatly influence our professional and personal lives, improving these skills builds confidence and enhances the relationships with others. (http://www.volstudy.ac.uk/Interpersonal_Skills.html)

**Teamwork** refers to the cooperation, collaboration, solidarity and group effort of the educational staff in the refugee camp. Teamwork is the ability to involve working with others in a group towards a common goal. Teamwork requires cooperating with others, being responsive to others’ ideas, taking a collaborative approach to learning, and taking a responsibility for developing and achieving group goals. (http://sydney.edu.au/science/uniserve_science/projects/skills/jantrial/interpersonal/interpersonal.htm#teamwork)

**Self-motivation** is the ability to motivate oneself, to find a reason and the necessary strength to do something, without the need of being influenced to do so by another
person and working in a careful and consistent manner without giving up.


**Refugee:** Refugee is a person who owing to a well-founded fear of being persecuted on account of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of their nationality, and is unable to or, owing to such fear, is unwilling to avail him/herself of the protection of that country. (Article 1, The 1951 Convention Relating to the Status of Refugees)

**Refugee camp:** It is a place built by governments or NGOs to receive refugees. People may stay in these camps, receiving emergency food and medical aid, until it is safe to return to their homes or until they get retrieved by other people outside the camps. In some cases, often after several years, other countries decide it will never be safe to return these people, and they are resettled in "third countries," away from the border they crossed. However, more often than not, refugees are not resettled.

**Personal Skills Development:** The ability to do something well, measured against a standard, especially ability acquired through experience or training relating to a specific person rather than anyone else.
1.7. Significance of the Study

This study is beneficial to the educational workers in terms of refugee teachers and NGO staff, Karen Refugee Education as a whole, schools and community.

This study will benefit for the educational workers in increasing their Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork in work place. When the educational workers have more capabilities and self awareness in their works, they will work more effectively and they can deliver their services to the refugee camps with good quality.

This study will benefit to the future researchers who interest in studying Karen Refugee setting. After this study, the Karen refugees in Mae La Camp may benefit from the enhanced competence and capability of educational workers.

1.8. Scope of the Study

This study focuses on the Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational workers in the refugees' camp. This study will apply to the 20 respondents of Education NGOs staff (ZOA/WE), 20 respondents of KRCEE staff who are involved in education, eight respondents of OCEE staff (Office of Camp Education Entity), 29 Secondary School Heads and 50 Secondary school teachers in Mae La refugee camp.
1.9. Delimitation of the Study

Management Competence is demonstrated in organizational performance, and is the result of management leadership and competence in the key management practices that lead to sustainable organization performance and organization growth. For this study, the researcher will focus management competence in terms of planning, organizing, time management and leading for refugees’ educational workers.

Personal skills development is about improving self mentally, emotionally, spiritually and physically. All the particular areas of personal skills development therefore aimed to improve people mind, heart, spirit and body.

Implementation of OD is not applied in the paper because of the time limitation. The study organization is located in Thai-Burma border; the limitations of the study can be under the conditions of timing and finance issue.
CHAPTER TWO

Review of Related Literature and Conceptual Framework

This chapter presents the literature review that benefits the research, the purpose is to study on the Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational workers in the organization. The literatures referenced in this chapter are obtained from different sources such as books, journals, and electronic sources like online databases and websites. In the later part of the chapter, a conceptual framework as the action research model will be presented.

2.1. Organization as a System

Organization is a group of people working together for same direction of goal. A system approach is the interrelated parts working together to achieve a specific goal. The organization systems are composed of departments such as operations and finance. The organization provides to coordinate behaviors of its departments so that they function together in service of a goal or strategy.

Ludwig Bertalanffy describes two types of systems: open systems and closed systems in the organization (Jackson, 1992). The open systems are systems that allow interactions between its internal elements and the environment. An open system is defined as a system in exchange of matter with its environment, presenting import and export, building-up and breaking-down of its material components.

The open-system refers to systems that interact with the outside environment, whereas closed systems refer to systems having relatively little interaction with the
outside environment. For example, living organisms are considered open systems because they take in matters from their environment such as food and air and return other matters to their environment. The open-system perspective views an organization as an entity that takes inputs from the environment, transforms them, and releases them as outputs in tandem with reciprocal effects on the organization itself along with the environment in which the organization operates. A closed-system perspective views organizations as relatively independent of environmental influences. (http://www.referenceforbusiness.com/management/Ob-Or/Open-and-Closed-Systems.html)

The organizations are living systems as they must satisfy with three conditions which for their continual survival. Firstly, an organization, the various parts are should be stable and should be in balance with one another. Secondly, the organization should grow and mature like other entities. Finally, the organization should be adaptable with the environment changes (Agarwal, 1983). The organizational system is composed of three related parts: inputs, transformations or process and outputs. The organization exercises the resources from external environment as inputs to perform the particular function known as process and produce the products or services as outputs.

*Open Systems Theory*

![Open Systems Framework](http://testconsultant.blogspot.com/2008/01/open-system-thinking-and-software.html)
2.2. **Organization Development**

Organization Development (OD) is the process of improving organizations. The process is carefully planned and implemented to benefit the organization, its employees and its stakeholders. The client organization may be an entire company, public agency, non-profit organization, volunteer group or a smaller part of a larger organization. The change process supports improvement of the organization or group as a whole. The client and consultant work together to gather data, define issues and determine a suitable course of action. The organization is assessed to create an understanding of the current situation and to identify opportunities for change that will meet business objectives. OD differs from traditional consulting because client involvement is encouraged throughout the entire process. The ways in which people communicate and work together are addressed concurrently with technical or procedural issues that need resolution. (http://www.odnetwork.org/odnc/whatis.htm)

Richard Backehard submitted that Organization Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's 'processes,' using behavioral-science knowledge (Cummings, & Worley, 2009).

According to Warren Bennis, Organization Development is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structures of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself (Pattanayak, 2005). OD is a planned effort to increase the organization's effectiveness and capability. Organizational development brings changes to the attitudes, values and beliefs of organization, so that people can adapt to new technologies and challenges of the business. OD includes both
inventions and innovations along with the involvement of major stakeholders and people in the organization in the process of growth and development. Organizational development is when two or more people function together to achieve a common goal.

Organizational development (OD) is the long range effort to solve the problems in the workplace. According to practical experience, OD can also be defined as the process of working together with organizations, organization leaders and organization groups in bringing systematic change to the root problems and hence increasing productivity and employee satisfaction. OD offers three things: what we do, how we do and the results we get. It can also be defined as the process in which the organization develops the capability and capacity of individual workers and managers most effectively and efficiently to provide mission work that can be sustained in the long term (Rasing, 2010).

OD is the process of growth and development for organization in terms of intervention and innovation of people in the organization. Organization development is a concept about a process of growth, improvement, development and transformation of organization. In order for the occurrence of the process, organization needs to exactly know how to evaluate the predicament facing them, the resources that they need, the niche that they have. However, the evaluation will not happen automatically. It can be only proceeding by qualified staffs, which means that these staffs have the knowledge and experience to analyze the situation that the organization is facing.

Organization Development’s primary emphasis is on relationship and process between and among individuals and groups. Its primary intervention is influence relationship of individuals and groups to affect an impact on the organization as a system (McLean, 2005).
Organization Development is a body of knowledge and practice that enhances organizational performance and individual development, viewing the organization as a complex system of systems that exist within a larger system, each of which has its own attributes and degrees of alignment. OD interventions in these systems are inclusive methodologies and approaches to strategic planning, organization design, leadership development, change management, performance management, coaching, diversity, and work/life balance. (http://managementhelp.org/org_chng/od-field/OD_defn.htm)

2.3. Change Management in organization

The environments are changing, and the organizations must also change to survive and prosper. Typically there are strong resistances to change. People are afraid of the unknown. Many people think things are already just fine and don't understand the need for change. Kurt Lewin, a famous psychologist and the father of social psychology once said that “If you want to truly understand something, try to change it”. Kurt Lewin proposed a three stage theory of change commonly referred to as Unfreezing, Change, and Refreeze. The Unfreezing stage is one of the more important stages to understand in the world of change today. This stage is about getting ready to change. It involves getting to a point of understanding that change is necessary and getting ready to move away from current comfort zone. Change is not an event, but rather a process or a transition.

Transition is the inner movement make in reaction to a change. Refreezing stage is about establishing stability once the changes have been made. When the changes are accepted, refreeze to become and maintain the new norm. People form new relationships and become comfortable with their routines. This model also allows people the flexibility to repeat the process all over again whenever needed. (http://www.change-management-coach.com/kurt_lewin.html)
The process of change and improvement within organization, work process and individuals is fairly universal. Organization change management is a planned process and the change starts with the individual or people in the organization because people are the instrument of change (Swanson & Holton III, 1999).

The goal of the organizational change is to reach a future state where performance is better than it had been in the current state. However, the organization only reaches its future state when individuals have reached their own personal future states. The success of the organizational effort is tied directly to how successfully each impacted employee makes their own transition. According to the Prosci’s change management theory, effective change management requires an individual change management model as its foundation. Jeff Hiatt, CEO of Prosci Change Management refers that successful organizational change occurs only when each person is able to transition successfully.

Hiatt (2006) proposed that ADKAR Model is as an individual change management model which focuses on five elements (see Table 2.3) and outcomes necessary for successful individual change, whether that change occurs at home, in the community or at work and therefore successful organizational change.
Organizational change is not a homogenous blob, although it is sometimes treated that way. It involves specific adjustments in behaviors, processes and workflows by individual employees. Each employee impacted by the change must make their own transition, from their own current state to their own future state. To move out of the current state, an individual needs Awareness of the need for change and Desire to participate, the willingness to support and engage in the change. Successfully moving through the transition state requires Knowledge on information, training and education necessary to know how to change and the Ability to implement the required skills and behaviors. In the future state, that Ability is utilized and Reinforcement is required internal and external factors to sustain in the change. (http://www.change-management.com/tutorial-adkar-overview-mod4.htm)
States of change

Prosci's ADKAR® Model

Figure 2.4 Prosci’s ADKAR Model of ‘Stage of Change’ (Source: www.changemanagement-coach.com)

Change management is a structured approach to transit individuals, teams, and organizations from a current state to a desired future state. The change management process is a key to the successful outcome of a project. The process ensures that each change introduced is properly defined, considered and approved before implementation. (http://www.projectsmart.co.uk/change-management.html)

2.4. Management Competence

In this study, management competence refers to the planning, organizing, leading capability of the educational staff in the refugees’ camp. For the development of the organization, the management competence is one of important part which the organization must have it. The organizational development may require the organization with an effective management structure, an effective management culture and an
effective management. In the organization, the lack of suitable manager affects the
management culture inside the organization. Management competence in the context
includes elements of emotional intelligence – particularly the ability to understand the
motivation of the people working for the organization.

Management competence is the ability to deliver performance by applying the
competencies in the current environment, with the resources available to engage in
meeting challenges and achieving the organization goal. Management capability is how
effectively management applies and practices its competencies to deal with external and
internal threats and opportunities, to develop and motivate employees to innovate and
achieve the highest levels of performance. (http://www.mim.org.my/MA1367.htm)

2.4.1. Planning and Organizing

Management is about getting things done through others and managers must be
able to tell others where to go as well as how to get there (Brown, 2010). This is where
the management skills of planning and organizing engaging to the workplace. Planning
always has a purpose; the purpose may be achievement of certain goals or targets. The
planning helps to achieve the goals or target by using the available time and resources.

Planning is almost always faster and easier if people know what they are planning.
More specifically, they have to know what they are trying to accomplish. So in
considering the task, think about the outcomes. What do they want to happen? What will
be the result? (http://www.pinetreeweb.com/leading-plan.htm)

A good plan starts with the proper organizing and organizing is an essential skill
to have in the workplace. A good organizing skill can transform people’s life in a short
period of time because they can apply them to all parts of daily routine. For example,
people can organize the work area, the files and other important documents, the computer, the briefcase, calendar, as well as projects, telephone calls, meetings, home, and car. One can improve virtually anything in his or her life by organizing it (Woods, 2004).

In designing a personal development program, one goes through a cycle of steps in response to a set of key questions as shown in the follow Table (2.5). At the first stage, it is concerning self evaluation with questioning of current situation. The second stage is setting the goal where people desire to be and the next stage is for planning the way how to achieve the goal. After planned, action and practice take place to demonstrate the planning of way of achievement. Final stage will reflect the outcome of performance, and then people will evaluate herself/himself for current situation to get a new step of personal development.

Figure 2.5 The Personal Development Planning Process Model (Source: http://www.worc.ac.uk/adpu/1017.htm)
2.4.2. **Time Management**

Time management is considered a very important business skill and it is essentially about spending the hours and minutes in the day as effectively as possible (Roberts, 1998).

Time is one thing that every creative individual and creative must have to achieve anything worthwhile. Time management is the discipline of controlling life through use of hours that are available to every week. Managing that time will force to be explicit about what value in professional and personal life and will help allocate efforts accordingly. Mastering time management will help balance the many pressures on time and achieve goals (Harvard Business School, 2005).

![The Model of Time Management Matrix](Covey, 2004)

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**Figure 2.6**  The Model of Time Management Matrix (Covey, 2004)
To being an effective person is to spend more time in Quadrant II (see Table 2.) and there are spending time on important activities that are not urgent such as prevention, relationship building, recognizing new opportunities, planning and recreation (Covey, 2004). People who are effective time managers avoid a great deal of stress. They know that getting it done really can be more fun (Knaus, 1998). In order to develop well-being, succeed, and enjoy the process, learning and using time management methods that work for people are essential (Hanna, 2000).

2.4.3. Leading

Leading refers the process of joining personal authority and individual competence throughout the performance of work. The individual person is leading him/herself in equal and mutual understanding with others through a shared conception of reality in the workplace. Everyone is a leader within their respective area of responsibility, and has the power to make individual decisions and to influence decisions concerning their respective field of work (Olsen, 2006).

![The Model of Leading-ship (Olsen, 2006)](image)

Figure 2.7 The Model of Leading-ship (Olsen, 2006)
Leading is concerned with vision, strategic issues, transformation, ends, people and doing the right things (Everard, Morris & Wilson, 2004). Leading acknowledges the people’s rights to self-direction within their respective field of work. It involves people using their will-power and work-power in contributing to common goals, whether alone or together with others. The participative character of leading establishes and maintains values of personal influence, involvement and engagement in motivating creativity, productivity and efficiency. Self-determination is the main outcome of leading through participation, with the individual making self-directed decisions within his or her own area of responsibility. Leading enforces a system whereby people are self-organized through a structure that acknowledges and grants individuals the right to work and function in a sovereign and autonomous manner. This self-organized structure will provide and ensure equal and mutual access to personal freedom and individual independence. Leadership is a process of influencing others to achieve a goal (Dickmann and Stanford Blair, 2002).

2.5 Personal Skills Development

For this study, personal skills development refers to the improvement of attitude, interpersonal skill and teamwork capability of the educational staff in the refugees’ camp. Personal skills development is a process of individual self-development and the development of others. At the level of the individual, personal skills development includes goals, plans or actions oriented towards one or more of the following aims: improving self-awareness, improving self-knowledge, building or renewing identity, developing strengths or talents, identifying or improving potential, building employability or human capital, enhancing lifestyle or the quality of life, fulfilling aspirations, and defining and executing personal development plans.

(http://en.wikipedia.org/wiki/Personal_development)
2.5.1. **Attitude**

Self-awareness is the ability to read the behavior of others, construct courses of action and deliver an effective performance. People who have a high level of self-awareness understand how their own values, beliefs and subjective theories influence what they see and do. This awareness offers them the possibility of taking account of known biases to reappraise first impressions and rehearse alternative ways of behaving (Hayes, 2002).

A person who does not have his own personal skills development plan is someone who has no single idea about what he wants in life and someone who is clueless on where he is going. This type of person usually ends up as nothing, said by Annette H. Hill (2009). People can improve their personal skills development by having self awareness, knowing what people want in life; managing time wisely, having self motivation and implementing own plans. A person who has a good attitude can influence own personal growth with these personal development skills.

![Motivation model](http://www.positive-thinking-for-you.com/self-motivation.html)
An attitude is someone’s disposition or beliefs to respond favorably or unfavorably to an object, person, institution, or event. People tend to have either positive or negative attitudes relating to things like work or relationships. In short it is how people handle situations and if they are positive or negative going into situations. Attitude is one of the most important aspects of an individuals’ personality. Having the right attitude makes it all the difference (Ajzen, 2005).

Being positive means that people look on the brighter side of events, that he/she are more “up” than “down”, and that usually feel responsible and in control of self. A positive attitude is highly desirable beyond the workplace as well. Positive individuals are better competitors and give up less easily; they try harder and use their mistakes to improve; they are enjoyable people, and interactions with them are more productive (Hanna, 2000).

Positive attitude empowers person with the inner strength to accomplish goals. It increases self-esteem and confidence and become optimistic about everything. Choosing to be positive is a decision to lead a happy and successful life. It impacts one perception of the world and has a positive effect on people around and people’s surroundings (Ravana, 2010).

If one takes a close look at the most successful people out there, one will see that the individuals in any career have positive attitudes, it is important to cultivate positive attitude towards life in order to achieve success in both professional and personal aspirations.

On the other hands, negative attitude can create low self-esteem and lack of confidence. Low self-esteem has several negative effects on interpersonal skills. Interpersonal skill is an association between two or more people that may range from
fleeting to enduring. Interpersonal skills take place in a great variety of contexts, such as family, friends, marriage, associates, work, clubs, neighborhoods and churches. (http://www.ask.com/wiki/Interpersonal_relationship)

People with low self-esteem have problems with trust and with feeling accepted and appreciated. They often worry about what others might think about them and so they avoid showing who they really are. Instead they adapt depending on the situation and on the people around them. People with low self-esteem not only find it difficult to deal with situations when they are treated in a positive way by others, they also find it difficult to deal with the negative situations.

2.5.2. Interpersonal Skills

Interpersonal skills are all about working with other people, being able to support and encourage others, being able to give and receive constructive criticism as well as being able to negotiate. Interpersonal skills are sometimes also referred to as communication skills or people/human skills and/or soft skills. Interpersonal skills are easily developed, a little time and effort spent working and practicing people interpersonal skills will pay huge rewards in professional and personal lives. To succeed in management people need to have good interpersonal skills and need to understand how to deal with other people. People with good interpersonal skills have learnt to identify which are the best ways of interacting with others in different situations. (http://www.volstudy.ac.uk/Interpersonal_Skills.html)

Interpersonal skills also where people listen to and value other’s opinions, and is able to convey the points to a group. Interpersonal skills in the business sense is essentially the art of communication, the collective of all human nature interaction skills and business expertise for the express purpose of actively interacting to encourage parties
to be persuaded by argument. Interpersonal skills actually refer to emotional intelligence of solving problems and conflicts with people in workplace as well as ability to build effective relationships with supervisors and reporting staff. People with the good interpersonal skills are able to get along well with others in the workplace, polite, pleasant and good listener. People can benefit from improving interpersonal skills. (http://www.communication-skills-4confidence.com/interpersonal-communication.html)

![Interpersonal Skills Model](http://sydney.edu.au/science/uniserve_science/projects/skills/jantrial/interpersonal/interpersonal.htm)

According to the Table (2.9), people are able to develop the interpersonal skills with their main abilities, Leadership, Cooperation and Networking. The skill of leadership includes mentoring, decision making, delegation and motivating others.
Cooperation involves the skills of mentoring, group-work, collaboration, delegation and networking requires self-confidence, networking building and effective communication.

2.5.3. Teamwork

Teamwork is defined as a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group. This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal. Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Most organization realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce or create, and a better product or service will result when a team approach is taken.

Figure 2.10  Teamwork is many individuals work together for a common goal.
Teamwork is a concerted effort of many diverse ability and skills to accomplish a task that cannot be accomplished alone. The ability to accomplish a teamwork task calls for the individual to be dedicated to the unified effort. Greater things can be accomplished when the many become one (Roach, 2009).

Fink (1992) also defined teamwork as the ability of a group of individuals to recognize, appreciate, and reinforce each other’s contributions to the group objectives, to act cooperatively, to establish norms that support both task and maintenance goals, and to be willing to allow group priorities to take precedence over individual priorities.

Employees are hired to do a job but always bring the social and personal needs with them at the workplace. Moreover, they spend much of the time on interacting to others, one on one and in groups. Both individual satisfaction and organizational effectiveness depend deeply on the quality of interpersonal skills. More and more organizations are recognizing that group effectiveness depends heavily on members’ ability to understand what is happening and contribute effectively. Such skills as listening, communicating, managing conflict, and building consensus are critical building blocks in a high performing group (Bolman & Deal, 2003). An organization is a group of people and people in the organization typically spend over 75% of their time in an interpersonal situation; therefore at the root of a large number of organizational problems is poor communication. Communication is the ‘lifeblood’ of every organization.

Geraldine Kibride (2010) refers that communication is as an interpersonal process of sending and receiving symbols with meanings attached to them. In the organization people are communicating in order to exchange information (internally with staff and externally to clients, shareholders and the wider society). Therefore, the effective
communication is an essential component of organizational success whether it is at the interpersonal, organizational, or external levels.

2.6. Conceptual Framework

Based on the observation and understanding the current situation of the KRCEE, the researcher terminates the relevant variables to be assessed in the organization. The variables structure the conceptual framework of action research and divide it into three stages as shown in Table 2.11.

The conceptual framework 2.11 is designed based on three phases namely the Pre-Organizational Development Intervention (Pre-ODI), the propose Organizational Development Intervention (propose ODI) and the Expected Results. This study focuses on the Management Competence in terms of planning, organizing and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational staff in the refugees’ camp.

The Pre-ODI stage is concerning the current situation of the organization, there is shortage in the Management Competence in terms of planning, organizing, time management and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork as the staffs are less-experiences and low self-esteem in works. The propose ODI provide with workshops and trainings to address the problems of the organization in terms of management competence and personal skills development of the educational workers to get more experiences for improving their capabilities in works. Although this study will not implement the propose organization development intervention, the expected results of ODI if it is implemented in the future, are present as the last stage of the action research.
Pre OD Intervention

In this stage the researcher presents the initial assessment of the organization regarding the management competence and personal skills development of the educational workers.

Management Competence

In the organization, it has seemed that workers are weak in planning, organizing, lack of time management and no one assume for leadership. Most of the time, the activities are implemented without planning ahead, the records of the organization are not properly maintained, reports are not submitted on time and nobody has confidence and ability in leading.

Personal Skills Development

Since most of the staffs do not finish the high education level, inexperience and not well trained in working process, the personal skills development of the workers are needed to develop. For attitude, workers have low self-esteem, low self-motivation and lack of commitment to the organization. Workers are not confidence to communicate with the outsider such as donors via low interpersonal skill and weak in teamwork with others in workplace.

Proposed OD Intervention

To respond to the problems existing in the stage one pre OD Intervention, the researcher want to propose OD Interventions in the form of workshops mainly according to the variables with other activities such as practice to setting own planning, time schedules, organizing records, attending the external meetings and arrange outdoor
activities for the workers. The foundation of the propose OD Intervention is the following:

Workshops are proposed to increase knowledge and educate the management capabilities needed for the work. When workers know and understand the process of planning, organizing things and scheduling weekly and monthly timetable, workers will have ability to plan the activities in advance, manage their own time and work properly on the schedule.

Outdoor activities are suggested to improve the relationship among the workers, build the teamwork at the workplace and increase more interaction among different groups. Attending the monthly meeting is proposed to develop the self-confidence to talk in public, improve the communication skills and increase the idea sharing among the workers.

Expected Results

The proposed OD Intervention in terms of workshops with other activities such as practice to setting own planning, time schedules, organizing records, attending the external meetings and arrange outdoor activities for the workers are expected to relent the following results.

Workshops and outdoor activities are designed to deal with lack of knowledge and inexperience by increasing Management Competence in terms of planning, organizing and leading-ship; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational staff.
Table 2.1 Conceptual Framework

<table>
<thead>
<tr>
<th>PRE ODI</th>
<th>Propose ODI</th>
<th>Expected Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Management Competence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Organizing</strong></td>
<td>- Organize Planning workshop</td>
<td>- Plans have done</td>
</tr>
<tr>
<td>- Weak in planning – activities are implemented without planning ahead.</td>
<td>- Assign them to practice in setting up their own schedule/time table weekly and monthly</td>
<td>- Staff has ability to plan the activities in advance</td>
</tr>
<tr>
<td>- Records are not properly maintained</td>
<td>- Provide workshop on Records management</td>
<td>- The activities are properly planned</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>- Provide a Time management workshop</td>
<td>- All the records and activities information are properly recorded and maintained</td>
</tr>
<tr>
<td>- Staff are lack of time management</td>
<td></td>
<td>- Data can be easily accessed and retrieved</td>
</tr>
<tr>
<td><strong>Leading</strong></td>
<td>- Identify a person who will assume leadership and develop leadership skills</td>
<td>- To have the ability of managing their own time and work properly on their own schedule</td>
</tr>
<tr>
<td>- Nobody assumes leadership</td>
<td>- Organize training and workshop for leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Empower and encourage in making decision on their works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Appoint them to attend to the external meetings</td>
<td></td>
</tr>
<tr>
<td><strong>2. Personal Skills Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Organize workshop using Appreciative Inquiry Approach</td>
<td>Staff gain confidence to express themselves</td>
</tr>
<tr>
<td>- Low self esteem</td>
<td>- Recognize and reward their achievement</td>
<td></td>
</tr>
<tr>
<td>- Low self motivation</td>
<td>- Monthly visit to the people by Management team</td>
<td></td>
</tr>
<tr>
<td>- Lack of commitment to the organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal skill</strong></td>
<td>- Provide workshops to build the confidence among the staff</td>
<td>Staff have more confidence to talk to the outsiders/donors</td>
</tr>
<tr>
<td>- Staff lack communication skills and have less confidence to talk to outsiders</td>
<td>- Provide workshop on communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Arrange the annual staff retreat</td>
<td>- Staff actively participate in the meetings</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>- Organize staff outdoor activities (e.g. sport competitions)</td>
<td>- Staff are able to relate well to each other</td>
</tr>
<tr>
<td>- Weak in communication skill and no cooperation with others</td>
<td>- Arrange the monthly meetings between departments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Conduct teambuilding sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- There is better collaboration and cooperation among the staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- More interaction among different groups</td>
</tr>
</tbody>
</table>
According to the Table 2.12, it describes that the focus of this study is about educational workers which the researcher want to explore and develop in the areas of management competence and personal skills development with sub variables such as planning and organizing, time management, leading, attitude, interpersonal skills and teamwork.
CHAPTER THREE

Methodology

This chapter presents the method that the researcher will deploy in the field, which includes research design, the respondents, research instrument, data collection techniques, data collection procedure and data analysis.

3.1. Research Design

In this research study, the researcher has studied the area of management competence and personal skills development for refugee educational workers. The research has been designed step by step to ensure that the researcher follows the proper process of doing the research and to make this study be conducted more efficiently. The steps that researcher had done into this research are described into there stages which are pre-Organization Development Intervention (pre-ODI) as diagnosis stage, propose Organization Development Intervention (propose ODI) as propose implementing and development state and expected result stage.

3.1.1. Stage One: Diagnosis (Pre-ODI).

In this stage the researcher diagnose the research to specify the study organization and the target group to identify the current situation of the organization. The researcher uses for both primary and secondary data to carry out the data collection for this research. For primary data collection, the researcher will use the questionnaires and observation check list and the researcher used secondary data collection by searching for the information from the internet, collected data from the organization’s orientation leaflets as well.
3.1.2. Stage Two: Propose Implementing and Development (Propose ODI).

This stage will be done after the diagnosis stage and analyzing the data from stage one to design the best-fit organization development intervention for the variables. In this stage the researcher will design the training or workshop outlines for the organization to conduct the propose organization development intervention implementation. The stage includes the following activities:

- ODI alternative proposal, after collecting and analyzing the data from stage one and propose the organization development interventions to discuss with management team to make decision.
- Propose ODI implementation will take place by training and workshop for the education staffs.

3.1.3. Stage Three: Expected Result.

The expected result will be the outcome of the recommendation for the propose organization development intervention which needed to provide the improvement to the area of the Management Competence and Personal Skills Development of educational staffs within the organization.
3.2. The Respondents

The researcher examined the respondents of the twenty education NGOs staff, the twenty of KRCEE staff, the eight of OCEE staff in Mae La refugee camp, the twenty nine secondary head teachers and fifty secondary school teachers as shown in the table (3.1). For analyzing the topic, Management Competence and Personal Skills Development, the researcher distributes the questionnaires to the respondents to know the perception of the educational staff regarding the capability.

Table 3.1 Numbers of Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education NGOs staff</td>
<td>20</td>
</tr>
<tr>
<td>KRCEE staff</td>
<td>20</td>
</tr>
<tr>
<td>OCEE staff</td>
<td>8</td>
</tr>
<tr>
<td>Secondary Head Teachers</td>
<td>29</td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

3.3. The Instruments (tools)

The researcher will use observation checklist, interview guide line and questionnaires for the data collection. The researcher did note taking from everything by observation.
**Questionnaires:** There are English, Burmese and Karen languages will be used for the questionnaires. The questionnaires will be developed by the researcher and distributed to the twenty education NGOs staff, the twenty of KRCEE staff, the eight of OCEE staff in Mae La refugee camp, the twenty nine secondary head teachers and the fifty secondary school teachers.

The questionnaires will be divided into two parts. The first part is about demographic data and the questions are relative to the criteria of the research population such as gender, age, education background and years of service in the organization. The second part is about questions to collect data on the area of the Management Competence in terms of planning and organizing, time management and leading; and Personal Skills Development in terms of attitude, interpersonal skills and teamwork of educational staff.

The researcher will do the pilot-test for the questionnaires in the similar organization before distributing the questionnaires. The pilot-test will be on a group of twenty who will not get involved with the capability development plan in the study. The select pilot-test group will be the educational staff from NGOs staff and school teachers from the other refugees’ camp.

**Observation checklist:** One of the instruments that the researcher will use for this study is observation checklist which is the researcher need to note down what is need to be observed. An observation guide will be prepared by the researcher to collect additional data about the organization and the respondents.

**Interview guideline:** The interview will be conducted with both the management level and staffs by making the appointments with them. The researcher will use both interview guide line and questions to the respondents.
### Table 3.2 Content of Questionnaires to the Staffs and School Teachers

<table>
<thead>
<tr>
<th>Part</th>
<th>Content</th>
<th>Question Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Demographic</td>
<td>1-6 Questions</td>
<td>6</td>
</tr>
<tr>
<td>II – a</td>
<td>Management Competence: Planning and Organizing</td>
<td>1-8 Questions</td>
<td>8</td>
</tr>
<tr>
<td>II – b</td>
<td>Management Competence: Time management</td>
<td>9-12 Questions</td>
<td>4</td>
</tr>
<tr>
<td>II – c</td>
<td>Management Competence: Leading</td>
<td>13-17 Questions</td>
<td>5</td>
</tr>
<tr>
<td>II – d</td>
<td>Personal Skills Development: Attitude</td>
<td>18-23 Questions</td>
<td>6</td>
</tr>
<tr>
<td>II – e</td>
<td>Personal Skills Development: Interpersonal Skills</td>
<td>24-29 Questions</td>
<td>6</td>
</tr>
<tr>
<td>II – f</td>
<td>Personal Skills Development: Teamwork</td>
<td>30-35 Questions</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Questions 41

### 3.4. Data Collection Techniques

For this study the researcher will use data collection techniques by interviewing, distributing questions, observations and informal meeting.

The main categories of interview guidelines are background history, refugee experiences, current education in the camp with regard to curriculum, school materials and buildings, teaching methods, quality of education, value of education, work opportunities within the camp, personal aims for studying and working, major problems faced by refugees.

The observations will cover KRCEE office, 2 high schools, and (OCEE office) camp education center in Mae La Camp. This study will observe the educational working system, quality of the education, the school building and facilities, teaching methods,
curriculum, school management and education monitoring. Informal meeting with the staffs will be done in the organization while the researcher is collecting the data.

3.5. Data Collection Procedure

After get the approval from the Management for doing research the researcher will travel to refugee camp and will ask for the appointment with individuals for holding the interview. The researcher will interview three staff of Education NGOs, four staff of KRCEE, four staff of OCEE, two school teachers. At the same time, the researcher will do the observation for data collection.

After the questionnaires and observations check list has been completed, the researcher will distribute the questionnaires to similar the educational staff for pilot-test from other refugees' camp before performing the actual survey with the educational staff in Mae La Camp. The questionnaires will be distributed to all 127 respondents of the educational staff and after that they will be collected and analyzed.

3.6. Data Analysis

Data analysis will be organized and it will examine the information which the researcher will collect from the survey questionnaires to develop the action plan and organization development intervention for the management competence and personal skills development of educational workers. The researcher will use both qualitative and quantitative approach as the data analysis technique.
Quantitative Approach

The researcher will collect data from the survey by using the questionnaires for quantitative analysis. The data will be analyzed and interpreted with quantitative analysis method determined by statistical analysis; Statistical Package for Social Sciences (SPSS). Frequency and percentage will be used to measure the demographic profile, while Average Mean will be used to measure the Likert’s scale questionnaires. The Mean Score of each variable are as follows;

Table 3.3: The Mean Score

<table>
<thead>
<tr>
<th>Descriptive rating</th>
<th>Level of Agreement</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Strongly Agree</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
<td>2.51 – 3.25</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>1.00 – 1.75</td>
</tr>
</tbody>
</table>

Qualitative Approach

Data and information obtained from the respondents during interviews will be analyzed and the result will be used to support the data gathered using the qualitative approach.
CHAPTER FOUR

Research finding and Analysis of Data

This chapter presents the major findings of the survey results, data analysis, and interpretation of data as part of the action research process. The data were collected from the questionnaires and interviews. This chapter is divided into two major parts: (1) descriptive statistics in the form of frequency tables and (2) discussion of the results from the formal interview and focus group interview for the pre OD intervention and the recommended OD intervention.

The first part is the presentation of the demographic profiles of the respondents and the questions to assess the current situation concerning educational workers’ management competence and personal skills development in the educational workers’ points of view. The second part of data presentation the findings from the interviews with the same objective.

Part I: Quantitative Analysis

For the study of Management Competence and Personal Skills Development of the educational worker for refugees, researcher conducted questionnaires survey for quantitative research approach and designed questionnaires with six sub group variables, Planning and Organizing, Time Management and Leading are under Management Competence variable and; Attitude, Interpersonal Skills and Teamwork are under Personal Skills Development variable.
4.1. **Demographic Profile of the Respondents**

The researcher made use of the questionnaire survey to collect the respondents’ demographic data such as gender, age, marital status, current position, education attainment and length of service with current organization. The analysis of the result is shown in frequencies and percentage. The following tables present the frequency and percentage description of respondents’ demographic variables.

**Gender**

As shown in the table 4.1, the majority of the respondents were male. Out of 127 total participated respondents, 71 (55.9%) were male respondents and 56 (44.1%) were female respondents. The researcher also shows pie chart of different proportion of male and female respondents in the following table.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>71</td>
<td>55.9</td>
<td>55.9</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>56</td>
<td>44.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1: Percentage distribution for gender
**Age**

The age range of respondent is as shown in table 4.2, the questionnaires find that 23 respondents are between 24 years old or below; 46 respondents are between 25-32 years old; 31 respondents are between 33-40 years old; 12 respondents are between 41-48 years old; and 15 respondents are between 49 years old and above.

Table 4.2: Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 years or below</td>
<td>23</td>
<td>18.1</td>
<td>18.1</td>
<td>18.1</td>
</tr>
<tr>
<td>25-32 years old</td>
<td>46</td>
<td>36.2</td>
<td>73.2</td>
<td>54.3</td>
</tr>
<tr>
<td>33-40 years old</td>
<td>31</td>
<td>24.4</td>
<td>78.7</td>
<td></td>
</tr>
<tr>
<td>41-48 years old</td>
<td>12</td>
<td>9.4</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>49 years old and above</td>
<td>15</td>
<td>11.8</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2: Percentage distribution for age
Marital status

In the table 4.3, the researcher has shown marital status of research respondents in frequency and percentage measurement. According to the data collected from the questionnaires, 64 respondents (50.4%) are single and 63 respondents (49.6%) are married.

Table 4.3: Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>64</td>
<td>50.4</td>
<td>50.4</td>
<td>50.4</td>
</tr>
<tr>
<td>Married</td>
<td>63</td>
<td>49.6</td>
<td>49.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.3: Percentage distribution for marital status
**Education Attainment**

In the education area, the result shows in table 4.4 that most of the respondents’ educations are in high school level. 47 respondents (37%) are high school level, 24 respondents (18.9%) are post-high school level, 11 respondents (8.7%) are some universities/college level, 37 respondents (29.1%) are bachelor degree, and eight respondents (6.3%) are master degree or higher level.

Table 4.4: Education Attainment

<table>
<thead>
<tr>
<th>Education Attainment</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>47</td>
<td>37.0</td>
<td>37.0</td>
<td>37.0</td>
</tr>
<tr>
<td>Post-high school</td>
<td>24</td>
<td>18.9</td>
<td>18.9</td>
<td>55.9</td>
</tr>
<tr>
<td>Some Universities/College</td>
<td>11</td>
<td>8.7</td>
<td>8.7</td>
<td>64.6</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>37</td>
<td>29.1</td>
<td>29.1</td>
<td>93.7</td>
</tr>
<tr>
<td>Master’s degree or higher</td>
<td>8</td>
<td>6.3</td>
<td>6.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.4: Percentage distribution for education attainment
Current Position

The position where the educational workers are working is divided into three levels: Director/School Heads, Program Coordinator/Manager, and Staff. As table 4.5 shows that out of 127 total respondents, 13.4 percent of them work as Director/School Heads level, 9.4 percent work as Program Coordinator/Manager level, and 77.2 percent work as Staff level.

Table 4.5: Current Position

<table>
<thead>
<tr>
<th>Current Position</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Director/ School Heads</td>
<td>17</td>
<td>13.4%</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Program Coordinator/Manager</td>
<td>12</td>
<td>9.4%</td>
<td>9.4</td>
<td>22.8</td>
</tr>
<tr>
<td>Staff</td>
<td>98</td>
<td>77.2%</td>
<td>77.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0%</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1.5: Percentage distribution for current position
Length of Service

According to the survey, table 4.6 shows that the majority of the respondents had been working for three years and one month to four years. 16.5% respondents had been working for one to 12 months, 11.8% respondents had been working for 13 months to two years, 23.6% respondents had been working for three years and one month to four years, 9.4% respondents had been working for four years and one month to five years, 4.7% respondents had been working for five years and one month to six years and 18.9% respondents had been working for six years one month and above.

Table 4.6: Length of Service

<table>
<thead>
<tr>
<th>Length of Service</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12 months</td>
<td>21</td>
<td>16.5</td>
<td>16.5</td>
<td>16.5</td>
</tr>
<tr>
<td>13 months - 2 yrs.</td>
<td>15</td>
<td>11.8</td>
<td>11.8</td>
<td>28.3</td>
</tr>
<tr>
<td>2 yrs. and 1 month - 3 yrs.</td>
<td>19</td>
<td>15.0</td>
<td>15.0</td>
<td>43.3</td>
</tr>
<tr>
<td>3 yrs. and 1 month - 4 yrs.</td>
<td>30</td>
<td>23.6</td>
<td>23.6</td>
<td>66.9</td>
</tr>
<tr>
<td>4 yrs. and 1 month - 5 yrs.</td>
<td>12</td>
<td>9.4</td>
<td>9.4</td>
<td>76.4</td>
</tr>
<tr>
<td>5 yrs. and 1 month - 6 yrs.</td>
<td>6</td>
<td>4.7</td>
<td>4.7</td>
<td>81.1</td>
</tr>
<tr>
<td>6 yrs. and 1 month - above</td>
<td>24</td>
<td>18.9</td>
<td>18.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>100.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.6: Percentage distribution for Length of Service
4.2. Mean Score Results of Educational Workers’ Management Competence and Personal Skills Development

In this section, the 127 respondents’ perception on Management Competence and Personal Skills Development was surveyed using 35 close-ended questions. The close-ended questions used the Likert-scale question. The scale is 1 – 4: Strongly Disagree (1), Disagree, Agree (2), Agree (3) and Strongly Agree (4). The researcher uses descriptive analysis method to find out each individual mean score and sub group average mean score to compare with a standard mean to decide for descriptive ranking as shown in table 3.2.

Based on the conceptual framework, there are two main variables; Management Competence and Personal Skills Development the in this study. Under Management Competence there are three sub group variables; Planning and Organizing, Time Management and Leading. Under Personal Skills Development there are three sub group variables; Attitude, Interpersonal Skills and Teamwork. The researcher will discuss survey results from sub group variables and compare them with descriptive ranking score to interpret the outcome.

4.2.1 The Perception Level of Participative Respondents on Management Competence in Terms of Planning and Organizing, Time Management and Leading

Under Management Competence variable, there are three sub group variables Planning and Organizing, Time Management and Leading.
**Planning and Organizing**

Table 4.7: Perception of respondents on Planning and Organizing

<table>
<thead>
<tr>
<th>Planning and Organizing</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prepare my own timetable for my weekly and daily tasks.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1890</td>
<td>.61376</td>
<td>Agree</td>
</tr>
<tr>
<td>2. I am a consistent in following activities as planned.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1890</td>
<td>.61376</td>
<td>Agree</td>
</tr>
<tr>
<td>3. I organized tasks, things and people to get things done as planned.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1417</td>
<td>.55954</td>
<td>Agree</td>
</tr>
<tr>
<td>4. I understand the importance of planning before work.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.5984</td>
<td>.56708</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>5. I am an organized person.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.9213</td>
<td>.67385</td>
<td>Agree</td>
</tr>
<tr>
<td>6. I have my goals and direction in life.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.4882</td>
<td>.60246</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>7. My work surroundings are organized and clean.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.0394</td>
<td>.65950</td>
<td>Agree</td>
</tr>
<tr>
<td>8. I keep documents and things systematically, so I can retreat them easily.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1260</td>
<td>.65456</td>
<td>Agree</td>
</tr>
</tbody>
</table>

From table 4.7 shown above are the eight indicators for Planning and Organizing in the form of mean and standard deviation. The mean score of individual variable statement that acquired the lowest mean 2.9213 and standard deviation 0.67385 is statement number 5 “I am an organized person” and it means that most of the respondents perceived that they are not really organized persons. The most two highest mean scores 3.5984 and 3.4882, which are the statements number 4, “I understand the
importance of planning before work” and number 6, “I have my goals and direction in life”. The respondents are strongly agreed that they understand the importance of planning before work and they have goals and direction in their lives. In the planning and organizing sub group variable, the result of average mean score is 3.2116 and its equivalent to rating mean of agree level. As a result, educational workers for refugees generally are considered as well planning and organizing for their tasks.

**Time Management**

Table 4.8: Perception of respondents on Time Management

<table>
<thead>
<tr>
<th>Time Management</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I always finish my work on time.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.2126</td>
<td>.63783</td>
<td>Agree</td>
</tr>
<tr>
<td>10. I am able to determine which tasks are important or unimportant.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1890</td>
<td>.62659</td>
<td>Agree</td>
</tr>
<tr>
<td>11. I always do first thing first.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1890</td>
<td>.75311</td>
<td>Agree</td>
</tr>
<tr>
<td>12. I am proactive to the problem rather than reactive.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1654</td>
<td>.71006</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td>3.189</td>
<td></td>
<td><strong>Agree</strong></td>
</tr>
</tbody>
</table>

According to descriptive result of Time Management sub group variable as shown in table 4.8, average mean score is 3.189 and rating mean level of time management sub group variable is in agree level. It means that most of educational workers are always finish their works on time, do first thing first and able to determine which tasks are
important or unimportant. The mean score of each individual variable is quite similar and all are in the agree level.

**Leading**

Table 4.9: Perception of respondents on Leading

<table>
<thead>
<tr>
<th>Leading</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I like to lead and inspire people to same direction.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.9134</td>
<td>.86395</td>
<td>Agree</td>
</tr>
<tr>
<td>14. I am able to help and coach staff/co-workers in what they cannot do.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.0866</td>
<td>.63024</td>
<td>Agree</td>
</tr>
<tr>
<td>15. I am always ready to share/answer if someone wants to know.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.2835</td>
<td>.68889</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>16. I always give my co-worker positive feedback.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1102</td>
<td>.59400</td>
<td>Agree</td>
</tr>
<tr>
<td>17. I take initiative in doing new things or tasks.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.8346</td>
<td>.67570</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td>3.0457</td>
<td></td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 4.9 shows that the response from the respondents regarding statement number 13 “I like to lead and inspire people to same direction” resulted in the mean of 2.9134 and the Standard Deviation is .86395; and the statement number 17 “I take initiative in doing new things or tasks” resulted in the mean of 2.8346 and the Standard Deviation is .67570, which ranked the lowest of all. This means minority of the respondents did not agree with the statement. However, it was still perceived that the majority of the respondents did not find it unacceptable. The highest mean score is 3.2835 which is the statement number 15, “I am always ready to share/answer if
someone wants to know”. It is in the strongly agree level and it means that most of educational workers are willing to share to others with the knowledge that they have if someone what to know. Overall of mean score is in agreeing level for the leading sub group variable.

Table 4.10: Attitude of respondents on Management Competence

<table>
<thead>
<tr>
<th>Management Competence</th>
<th>Mean</th>
<th>Rating Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Organizing</td>
<td>3.2116</td>
<td>Agree</td>
</tr>
<tr>
<td>Time Management</td>
<td>3.189</td>
<td>Agree</td>
</tr>
<tr>
<td>Leading</td>
<td>3.0457</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>3.149</td>
<td>Agree</td>
</tr>
</tbody>
</table>

After analyzing the descriptive statistics shown in table 4.10, planning and organizing with average mean score 3.22116 in agree level, time management with average mean score 3.189 in agree level and leading with average mean score 3.0457 in agree level. When comparing the three means, the sub variable “Leading” has the lowest mean. In the whole consideration, Management Competence area is at the agree level for the educational worker with the average mean score 3.1575.
4.2.2 The Perception Level of Participative Respondents on Personal Skills Development in Terms of Attitude, Interpersonal Skill and Teamwork

Under Personal Skills Development variable, there are three sub group variables Attitude, Interpersonal Skill and Teamwork.

**Attitude**

Table 4.11: Perception of respondents on Attitude

<table>
<thead>
<tr>
<th>Attitude</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. I work for the benefit of the organization, not just my own.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.4016</td>
<td>.65780</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>19. I see myself working in higher level in next 5 years.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.8740</td>
<td>.84508</td>
<td>Agree</td>
</tr>
<tr>
<td>20. I will recommend my friends to work here.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.9213</td>
<td>.73037</td>
<td>Agree</td>
</tr>
<tr>
<td>21. I am a part of the development of my organization.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.2362</td>
<td>.63567</td>
<td>Agree</td>
</tr>
<tr>
<td>22. I believe that ‘Learning’ is for life time.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.5433</td>
<td>.58765</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>23. I am happy with my current salary.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.6375</td>
<td>.93154</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td>3.1024</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the descriptive analysis under the heading of Attitude in table 4.11, the average mean score 3.0457 is at the agree level. As a result, it shows that educational workers understand the importance of having positive attitude for individual is required for personal skills development. Among them, the highest mean score 3.5433 is at the statement number 22, “I believe that ‘Learning’ is for life time”. It indicated that the educational workers are strongly agreed and willingly accept for their improvement of learning is needed for their future. The second highest means score 3.4016 which is
statement number 18, “I work for the benefit of the organization, not just my own”. The educational workers of refugees are strongly agreed that they are working for the benefit and development of their community even though they do not get paid much as usual.

The lowest mean score 2.6378 is at the statement number 23, “I am happy with my current salary” meant that minority of respondents did not agree with the statement. However, it was still perceived the majority of the respondents did not find it unacceptable. Looking at the rest of the questions, the range of the mean score is at the agree level showed that the characteristics of attitude which will improve the individual personality can be found in the educational workers but still need to be improved and make stronger for the organization.

**Interpersonal Skills**

Table 4.12: Perception of respondents on Interpersonal Skills

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. I try to listen to others first.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.2047</td>
<td>.62155</td>
<td>Agree</td>
</tr>
<tr>
<td>25. I can explain my works to others well.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1732</td>
<td>.67957</td>
<td>Agree</td>
</tr>
<tr>
<td>26. I understand the needs of others.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.0787</td>
<td>.71942</td>
<td>Agree</td>
</tr>
<tr>
<td>27. I feel confident when I am in front of other people.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.0079</td>
<td>.68425</td>
<td>Agree</td>
</tr>
<tr>
<td>28. I have an ability to communicate clearly to my co-workers and organization’s partners.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>2.8819</td>
<td>.71950</td>
<td>Agree</td>
</tr>
<tr>
<td>29. I can relate well to others regardless of age, gender, races.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.3307</td>
<td>.63063</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.1128</strong></td>
<td></td>
<td><strong>Agree</strong></td>
</tr>
</tbody>
</table>
In table 4.12 of interpersonal skills sub group variable, the highest mean score 3.3307 is the statement number 29, “I can relate well to others regardless of age, gender, races” and it means that the educational workers of refugee are not considering of age, gender, races and able to work with others well. The lowest mean score 2.8819 which is the statement number 28, “I have an ability to communicate clearly to my co-workers” pointed out that the clear communication ability of educational workers are still needed to be improve. From the interpersonal skills sub group variable, the result of average mean score is 3.1128 and rating men level of interpersonal skills sub group variable is in agree level. It means that most of educational workers are listen to others first, able to explain their works to others well, understand the needs of others and feel confidence when have to be in front of other people.

**Teamwork**

Table 4.13: Perception of respondents on Teamwork

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Teamwork is important for me.</td>
<td>127</td>
<td>2</td>
<td>4</td>
<td>3.5669</td>
<td>.54322</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>31. I like to work as a team in my work place.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.4173</td>
<td>.60998</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>32. I like to give my opinions to others when I work in a team.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1575</td>
<td>.67171</td>
<td>Agree</td>
</tr>
<tr>
<td>33. I like to share my idea with my co-workers.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.2126</td>
<td>.63783</td>
<td>Agree</td>
</tr>
<tr>
<td>34. I need other co-workers support to finish the project works.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.5197</td>
<td>.58892</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>35. I always help my co-work to achieve their goals.</td>
<td>127</td>
<td>1</td>
<td>4</td>
<td>3.1811</td>
<td>.62256</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td>3.3425</td>
<td></td>
<td>Agree</td>
</tr>
</tbody>
</table>
According to the table 4.13 showed below, the average mean score is 3.3425 and rating mean level of teamwork sub group variable is in agree level. The highest mean score is 3.5669; strongly agree at the statement number 30, “Teamwork is important for me” and second highest mean score is 3.5197; strongly agree at the statement number 34, “I need other co-workers support to finish the project works” meant that the educational workers understand how important teamwork is and it needed within the organization to achieve the goal. The last highest mean score is 3.4173 which is the state number 31, “I like to work as a team in my work place”. It means the educational workers are strongly agreed that they like to work as a team. For the rest of each individual variable mean score in the teamwork sub group table is quite similar and all are in the agree level.

Table 4.14: Attitude of respondents on Personal Skills Development

<table>
<thead>
<tr>
<th>Personal Skills Development</th>
<th>Mean</th>
<th>Rating Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>3.1024</td>
<td>Agree</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>3.1128</td>
<td>Agree</td>
</tr>
<tr>
<td>Teamwork</td>
<td>3.3425</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>3.1859</td>
<td>Agree</td>
</tr>
</tbody>
</table>

At the table 4.14 explains that the result of educational workers’ Personal Skills Development within KRCEE is agreeable level. Within educational workers’ Personal Skills Development area, attitude is in agree level with average mean score 3.1024, interpersonal skill is in agree level with average mean score 3.1128 and teamwork is in agree level else well with average mean score 3.3425. In sum, Personal Skills Development among the educational workers is in the satisfactory status within the organization.
Part II: Qualitative Analysis

In this research study the researcher prepared qualitative survey approach to get more accurate information for analysis. For the qualitative survey the researcher arranged interview questions related to research topics and conducted interviews with targeted interview respondents. The researcher selected three staff of Education NGOs, four staff of KRCEE, four staff of OCEE and two school teachers, and grouping staff into two levels; management level staff and general officer level staff for interview. For management level staff; one coordinator from Education NGOs, two from KRCEE and two from OCEE, and for general officer level staff; two officer from Education NGOs, two officer from KRCEE, four officer (two logistic, one admin, one data officer) from OCEE and two school teachers. In the interviews, the researcher explores each individual’s opinion to organizational development at the last question for recommendation.

4.3 Interview Question

For the qualitative approach, the researcher designed questions to ask interviewees with open ended question. The researcher designed questions regarding research topic; Management Competence and Personal Skills Development. The researcher’s interview questions are shown in appendix A.
4.3.1. Interview Results by Management Level Staff

The researcher conducted three interview sessions with the management level staff who are giving education services for the refugees in the camps. The researcher spent around 30 minutes in each conversation with management level staff. The researcher collected all information from interview of the management level staff that are coordinators from Education NOGs, KRCEE and OCEE.

According to the interview question, the researcher had interviewed two male and one female of management level staff. Their highest education background was master degree level and the lowest education was post-high school level. The total average age of interviewees was 31 years old and the year working experience is under five years.

Their job responsibilities are managing programs, budgeting, Monitoring, writing proposal and reports, monthly meetings, planning, coordinating and field visits.

Based on the interview, the respondents replied that the skills of the respondents of management level staff are not match with their job responsibilities. The respondents said that “The position that they take the responsibility is required the ability more than what they have now. For example, the education level and experience of education coordinator of the refugees’ camp has many responsibilities and tasks to coordinate with all organizations which implement the education services in the refugees’ camp, are needed to be higher in the master degree level”. One of interviewees said “I satisfied with the job description for 70% and the rest of 30% has challenges due to the overload of activities to monitor, not having enough time to completing works and need more knowledge which concern directly about works” and another one agree with that statement. The respondents want to promote themselves in upgrading their ability in management knowledge which is related to the works.
All of the respondents satisfied with their performances that they provided for education and they are willing to work even though they get paid less. The interviewees said "If we compare our salary to the teachers’ salary in the refugee camp, we get more than them, so we are happy with our current small salary and we satisfied with the works that we are doing now". According to the needs of knowledge which concern to the work, the educational workers want to have training in project management including proposal writing, financial management, report writing and management and coordination skills. All of the interviewees responded that the training could help deliver more effective education services for their community and young generations.

4.3.2. Interview Results by General Officer Level Staff

The researcher interviewed nine general officer level staff including two from Education NGOs, three from KRCEE, two from OCEE and two school teachers. The interview took four places for each office and the researcher spent time 30 minutes for each of interviewees to interview.

The researcher interviewed five male and four female of general office level staff for this study. The total average age of interviewees was 29 years old and majority are single. The highest education level was bachelor degree and the lowest education level was in high school. The working experiences are approximately under three years.

Relating to the job responsibilities, most of the general officer level staff responded that they are not match with their skills due to the background education, experience and job description. Especially the one, who has to provide service in teaching English, did not have education background in teaching English. For example,
in non-formal education program, the ESL (English as a Second Language) training is given by the staff that does not have ability in teaching. One of the respondents said “A part of my job is giving the teaching in English but my level of education and ability is not enough to give teaching in English language” For trainers or teachers, they needed upgrading teachers’ skills in teaching knowledge. The administrative officer are needed training in the administration works. The majority of staff are not familiar with using computer due to the limited of computers in the office especially in OCEE office, there is one computer for five staff in ratio and staff needed computer training related to their work. One of OCEE staff, data collection officer said “my work is to collect the statistic of school buildings, equipments, teachers, students and others in this refugees’ camp. I do not know how to use Microsoft office well enough to fulfill all my tasks effectively and I would like to learn more about the computer which may help my works for future”.

The organization has limited budget and is not able to provide more human resources to implement all the activities. During December each department create the implementation plans for each of staff. According to the organization procedure, staff have yearly implementation plans and follow up with monthly plans for activities. The majority of respondents are able to follow their plans on time but some of them are not able to catch up the plan due to the workload. It means that the appropriate time management and whole working processes are needed for the staff to finish the tasks on time.

According to the results from the interview, the researchers found out that although staff are get paid in a small amount (as low as 500 Bath per month for teaching), but they are seems happy and energetically for their work. But some of them mentioned that if they have more opportunities they want to resettle to the third country
for better lives because they do not see their future for staying in the refugee camp. Concerning for personal development skills, all of respondents are willing to have more training which related to their work for more productively such as basic computer training, administrative works, report writing, public speech training and English speaking training.

For communication issue, the interviewees responded that the communication within the organization was fine and they had no problem whatsoever in communicating with their fellow workers or other departments. The interviewees work as a team because the interviewees help and collaborate with each other as much as possible. However the interviewees are not confident to communicate with outsider who is non-Karen or non-Burmese speaker, especially foreigners.

4.4 Observation Outcome

The researcher observed the KRCEE’s working places both internal and external environment around the office during visited for prepare interview appointment and questionnaires distribution. The researcher visited four times to KRCEE, two times to ZOA, two times to Mae La refugee camp throughout the process.

KRCEE office is located in Thai community and since KRCEE is not legally registered, there is no any signboard or logo of the organization. The office building has two floors; some staff stay in the second floor and ground floor is as the working office. Concerning the security for staff and organization, the working place does not looks like as an office. However, as the organization is running several projects in the office; it is too crowded and has limited space for staff. Regarding the office equipments are not enough to run the project and keeping office files is not well organized in the office.
For the staff personality, the researcher noticed that most of them are quite friendly and willing to support to others. During working time, they do not have office uniform and they prefer to wear free style clothes for field visits most of the time. Although they have to work in the condition of limited space and get paid less, they are committed themselves to work for their community and they look happy with smiling faces. However most of staff are not confident to talk with outsiders unless they get familiar with outsiders.

Figure 4.7   Pictures of KRCEE Office
4.5 **Action Plans for Proposed OD Intervention**

After analyzing the research outcome the researcher design to propose implement action for the organization long term development.

The objective of conducting organization development intervention (ODI) is to open the opportunity for the researcher to assist the organization in detecting the cause of problems and searching for practicable approaches to deal with them. Stage one – Pre OD intervention has shown the process of identifying factors relevant to the research and approaches to get a better understanding about the organization and the problems. The process can help the organization to discover the current situation concerning the educational workers.

Stage two – Proposed OD intervention intend to propose achievable approaches to address the current problems, the details of each approach and present the expected outcomes. The action plans of proposed ODI as show in table 4.15 is based on the conceptual framework that was presented in the chapter two.

According to the current situation in the diagnosis stage, there are two main variables: Management Competence and low in Personal Skills Development which need to be improved.
4.5.1 Action Plans for Proposed ODI on Management Competence

Table 4.15 presents three main topics which the researcher would like to propose for action plan: Planning and Organizing, Time Management and Leading.

Planning and Organizing Section:

The researcher would like to propose some work related training programs such as planning and organizing course, computer training and administrative course for long term development with the current practices that are being carried out by the educational workers. The objectives of attending work related training programs are to be able plan and follow the activities effectively, to be able well organize for office administrative works effectively and to be able access and retrieve data easily. These courses are recommended to be complete with 72 hours for each course and assign the trainees to practice in their workplace about what they have learn from the courses. For example, assign staff to setup their own schedule time table weekly and follow up the plans, clean up office and rearrange the office equipments to look better with a new look. The trainees are must be KRCEE staff, OCEE staff and school teachers in the refugee camp. The expected outcomes of this action plan are educational workers improved planning skills; working office will be well organized and increasing knowledge in computer skill.

Time Management Section:

For this section the researcher would like to propose time management course for educational workers. The objectives of this action plan are to know the concept of time
management, to be able to follow all activities to be done on time as planned and to have the ability of managing their own time and work properly on their own schedule. The course is recommended to be complete with 72 hours for each course and meanwhile assign the trainees to review their time table of monthly plan and to follow up their activities or plans. The trainees for this course are must be KRCEE staff, OCEE staff and school teachers. The expected outcomes of this action plan are educational workers improved submitting reports on time and increase ability on managing time as well as able to setup the effective schedule.

**Leading Section:**

The researcher would like to propose leadership and management course for staff of KRCEE and OCEE. The objectives of this action plan are to build up the leadership skills and to gain more confident in leading. The staff will take one month to complete the course and after that the organization will appoint them to attend the external meeting to have more experiences. The expected outcomes are staff have gain knowledge of leadership skill and increase confident with ability in leading.
Table 4.15 Action Plan for Proposed ODI on Management Competence

<table>
<thead>
<tr>
<th>Topic Sections</th>
<th>Objective</th>
<th>Current Practice</th>
<th>Actual Assessment</th>
<th>Duration</th>
<th>Participates</th>
<th>Expected outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>- To be able plan and follow the activities effectively</td>
<td>- Assign them to practice in setting up their own schedule/time table weekly and monthly</td>
<td>Training Programs</td>
<td>72 hours/course</td>
<td>KRCEE staff, OCEE staff and school teacher</td>
<td>• Improve planning skill</td>
</tr>
<tr>
<td>and Organizing</td>
<td>- To be able well organize for office administrative works effectively</td>
<td>- Get staff clean up office, rearrange the equipment again</td>
<td>Planning and Organizing Course</td>
<td></td>
<td></td>
<td>• Well organize office administrative works</td>
</tr>
<tr>
<td></td>
<td>- To be able access and retrieve data easily</td>
<td>- Review the time table of monthly plan</td>
<td>Computer Training</td>
<td></td>
<td></td>
<td>• Knowledge in computer skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assign staff to follow up the activities/plans</td>
<td>Administration Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To know the concept of Time management</td>
<td>Time Management Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To be able to follow all activities to be done on time as planned</td>
<td>Monthly planning</td>
<td>72 hours/course</td>
<td>KRCEE staff, OCEE staff and school teacher</td>
<td>• Improve submit reports on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To have the ability of managing their own time and work properly on their own schedule</td>
<td>Month plan for planning</td>
<td></td>
<td></td>
<td>• Increase ability on managing time/set up effective schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To build up the leadership skills</td>
<td>Leadership and Management course</td>
<td>1month</td>
<td>KRCEE staff and OCEE staff</td>
<td>• Staff have knowledge of leadership skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To gain more confident in leading</td>
<td></td>
<td></td>
<td></td>
<td>• Staff have more confident and ability in leading</td>
</tr>
</tbody>
</table>


4.5.2 Action Plans for Proposed ODI on Personal Skills Development

Table 4.15 presents three main topics which the researcher would like to propose for action plan: Attitude, Interpersonal Skills and Teamwork.

**Attitude Section:**

The researcher would like to propose the action plan for ODI on attitude by organizing workshop using Appreciative Inquiry Approach course with two day course for the educational workers. The objectives of this action plan are to build up the positive attitude skills, staff to be able to gain confident to express about themselves and to be able to have more positive outlook about themselves and lives in the refugees camp. For current practice, the organization need to recognize and reward staff achievement such as having completion in which department are able to give report on time or earlier and post staff names and pictures on the office notice board for their achievement. In this way, staff will feel that the organization care of them and it will create positive outlook about themselves. These kind of recognize and reward staff achievement need to arrange for every quarterly for educational workers. The expected outcomes are staff increased positive attitude and outlook about themselves, and gain confident to express themselves.

**Interpersonal Skills Section:**

The researcher would like to propose the action plan for the organization to provide English speaking class or communication workshop for the educational workers. The objectives of this plan are to develop the English Language proficiency, to increase
self-confident to talk to the outsiders or donors and to become an effective staff to participate in the meetings. The researcher recommended the trainees to take 72 hours to complete the course. The organization need to arrange the annual staff retreat and organize the New Year event or Christmas events one a year for the staff. These events will encourage better communication with coworkers and improve one’s communication skills for the staff. The expected outcomes from having English Language course are staff improved English Language for communication skill and increase self-confident to talk with outsiders.

**Teamwork Section:**

For this section, the researcher would like to propose the action plan for ODI by organizing the outdoor activities for staff. The objectives of having outdoor activities are staff to be able to relate well to each other, to share their opinions and to have better collaboration and cooperation among staff. This outdoor activity is recommended to have twice a year and conduct teambuilding session for the educational workers, for example sport competition event. The teambuilding activities will provide them with opportunity to know each other more when teaming up in groups and working together. The expected outcomes from these activities are staff improved teamwork and cooperation, and staff are more interaction among different groups.
<table>
<thead>
<tr>
<th>Topic Sections</th>
<th>Objective</th>
<th>Current Practice</th>
<th>Actual Assessment</th>
<th>Duration</th>
<th>Participates</th>
<th>Expected outcomes</th>
</tr>
</thead>
</table>
| **Attitude**  | • To build up the positive attitude skills  
• Staff to be able to gain confidence to express themselves  
• Staff to be able to have more positive outlook about themselves and lives in the refugees camp | Recognize and reward their achievement such as having competition in which team are able to give report earlier. | Organize workshop using Appreciative Inquiry Approach Course | 2 days  
2 course  
Monthly  
and  
quarterly for activity | KRCEE staff, OCEE staff and school teacher | • Improve positive attitude  
• Gain confidence to express themselves  
• Increase positive outlook about themselves |
| **Interpersonal Skills** | • To develop the English Language proficiency  
• To increase self-confident to talk to the outsiders/donors  
• To become an effective Staff to participate in the meetings | • Arrange the annual staff retreat  
• Organize the events (new year/Christmas) | • Provide English speaking class  
• Provide workshop on communication to build self confident | 72 hours  
72 course  
Monthly  
and  
quarterly for activity | KRCEE staff, OCEE staff and school teacher | • Improve English Language for communication skills  
• Increase self-confident to talk with outsiders |
| **Teamwork** | • Staff are able to relate well to each other  
• To share their opinions  
• To have better collaboration and cooperation among staff | Conduct teambuilding sessions  
Organize staff outdoor activities (e.g., sport competitions) | | Twice a year  
KRCEE staff and OCEE staff | • Improve teamwork and cooperation  
• Staff are more interaction among different groups |
CHAPTER FIVE

Summary of Findings, Conclusion and Recommendations

In this chapter the researcher included the summary of the findings from the whole research both on quantitative and qualitative study, conclusion and recommendations for the better outcome regarding to management competence in terms of planning and organizing, time management and leading; and personal skills development in terms of attitude, interpersonal skill and teamwork for the educational workers. For the future development of the organization, the researcher proposed OD intervention and recommended future study at the end.

5.1 Summary of Findings

The objective of this study is to determine the current situation of the organization by means of diagnosing educational workers management competence in terms of planning and organizing, time management and leading; and personal skills development in terms of attitude, interpersonal skill and teamwork within the organization. In order to determine the current situation the researcher conducted quantitative research for the whole organization and qualitative research at the KRCEP office, the education NGOs office and OCEE office in the Mae La Refugee Camp. The following are summary of findings after the researcher conducted the research study.

5.1.1 Demographic Profiles

Demographic profile questionnaires for respondents have six questions for the 127 educational workers in terms of gender, age, marital status, current position, education attainment and length of service.
In gender, 55.9% (71 respondents) are male and 44.1% (56 respondents) are female.

The age ranges of respondents are 18.1% (23 respondents) between 24 years old or below; 36.2% (46 respondents) between 25-32 years old; 24.4% (31 respondents) between 33-40 years old; 9.4% (12 respondents) between 41-48 years old; and 11.8% (15 respondents) between 49 years old and above.

The marital statuses of research respondents are 50.4% (64 respondents) single and 49.6% (63 respondents) married.

In the education area, the respondents are 37% (47 respondents) high school level, 18.9% (24 respondents) post-high school level, 8.7% (11 respondents) some universities/college level, 29.1% (37 respondents) bachelor degree level, 6.3% (8 respondents) master degree or higher level.

When looking at the current position status, 13.4% (17 respondents) work as Director/School Heads level, 9.4% (12 respondents) work as Program Coordinator/Manager level, and 77.2% (98 respondents) work as Staff level.

For the number of working service years, 16.5% (21 respondents) had been working for one to 12 months, 11.8% (15 respondents) had been working for 13 months to two years, 15% (19 respondents) had been working for two years and one month to three years, 23.6% (30 respondents) had been working for three years and one month to four years, 9.4% (12 respondents) had been working for four years and one month to five years, 4.7% (6 respondents) had been working for five years and one month to six years and 18.9% (24 respondents) had been working for six years one month and above.
5.1.2 Descriptive Analysis

In this study there are two main variables; Management Competence and Personals Skills Development.

Management Competence

In the Management Competence sub group, there are consisting of three variables; Planning and Organizing, Time Management and Leading. After analyzing the descriptive statistics, planning and organizing with average mean score 3.22116 in agree level, time management with average mean score 3.189 in agree level and leading with average mean score 3.0457 in agree level. In the whole consideration, Management Competence area is at the agree level for the educational worker with the average mean score 3.1575.

Personal Skills Development

For the Personal Skills Development sub group, there are consisting of three variables; Attitude, Interpersonal Skills and Teamwork. The result of analyzing in educational workers’ Personal Skills Development within KRCEE is agreeable level. Within educational workers’ Personal Skills Development area, attitude is in agree level with average mean score 3.1024, interpersonal skill is in agree level with average mean score 3.1128 and teamwork is in agree level else well with average mean score 3.3425. In sum, Personal Skills Development among the educational workers is in the satisfactory status within the organization.
5.2 Conclusion

In this research study, the researcher focused on two main areas; Management Competence and Personal Skills Development among the staff within KRCEE. The researcher conducted action research by using both quantitative and qualitative approaches in this research. After analyzing the current situation, all of management competence and personal skills development among the staff within KRCEE are in the level of satisfactory. Overall the researcher can conclude that the area of organization’s management competence and personal skills development among the educational workers are in satisfactory level and certain interventions are needed for future development.

5.2.1 Management Competence

Regarding to the management competence, the educational workers are happy with their current salary, committed to work with the organization and satisfy with working condition but the ability and responsibilities are not match for them to work effectively. The staff needed job related training to improve their capacity building in the workplace because they believe that the training could help deliver more effective education services for their community and young generations.

5.2.2 Personal Skills Development

Regarding to the personal skills development, staff are willing to help and collaborate each other as much as possible. Due to the staff are not confident to communicate with outsiders and need to increase self-motivation for future improvement, the organization need to support and organize the training programs for self-development and skills-development for them to be able apply for individual growth and work area.
5.3 Recommendations for Proposed ODI

The following recommendation will inform all stakeholders who work for the education of Karen refugees along Thai-Myanmar border. At the same time, it is hoped that the information of this research will be useful for further researchers who interest on the educational workers of Karen refugees.

Table 5.1: Design plans for proposed ODI on Management Competence Development

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Proposed ODI</th>
<th>Expected Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Organizing</strong> (no. 1, 2)</td>
<td>1. Training programs</td>
<td><strong>Planning and Organizing</strong></td>
</tr>
<tr>
<td>- Staff need skills to follow up all activities to be done on time as planned</td>
<td>- Capacity building</td>
<td>- Staff increase skills and able to follow up all activities to be done on time as planned</td>
</tr>
<tr>
<td>- Staff need to improve ability to plan the activities in advance and follow the plans effectively</td>
<td>- Technical training (skill development and self-development activities)</td>
<td>- Staff have ability to plan the activities in advance and follow the plans effectively</td>
</tr>
<tr>
<td>2. Review for management task</td>
<td></td>
<td>- All the records and activities information are properly recorded and maintained</td>
</tr>
<tr>
<td>- Performance check</td>
<td></td>
<td>- Data can be easily accessed and retrieved</td>
</tr>
<tr>
<td>- Monitoring the activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sharing information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Management</strong> (no. 1, 2)</td>
<td>3. Teamwork activities</td>
<td><strong>Time Management</strong></td>
</tr>
<tr>
<td>- Staff need knowledge of appropriate time management</td>
<td>- Outdoor activities</td>
<td>- Staff gain knowledge of appropriate time management</td>
</tr>
<tr>
<td>- Staff have the ability of managing their own time and work properly on their own schedule</td>
<td>- Retreat trip</td>
<td></td>
</tr>
<tr>
<td><strong>Leading</strong> (no. 1, 2, 3, 4)</td>
<td>4. Reward programs/activities</td>
<td><strong>Leading</strong></td>
</tr>
<tr>
<td>- Staff are needed to be promote and support to become future qualified leaders</td>
<td>- Organize the events</td>
<td>- Staff have knowledge of leading skill</td>
</tr>
<tr>
<td></td>
<td>- Allow to participate in training program with other partner organizations</td>
<td>- Staff are willing to take lead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Staff have more confident and ability in leading</td>
</tr>
</tbody>
</table>
5.3.1. Proposed OD Intervention for Management Competence

According to the finding, the researcher design plans for the proposed ODI to better outcome of the educational workers within the organization. There are four main proposed ODI for Management Competence.

*Planning and Organizing:* The researcher proposed OD intervention for planning and organizing finding with the design of reviewing management task and training programs. The researcher found out that the educational workers need to improve their ability to plan the activities in advance and follow the plans effectively. For proposed ODI, the educational workers are needed to provide the training such as planning course, administrative office course, report writing course and computer course to increase their capabilities. Regarding to review for management tasks, the organization and staff can conduct regular monitoring on the activities, sharing information and check performance of staff. The researcher expected that the educational workers will increase planning skills and able to follow up all activities to be done effectively as planned. Concerning to the administrative office works, the staff will gain knowledge on the technical skills which is related to the works.

*Time Management:* According to the finding, the researcher design the proposed ODI for the organization which the educational workers are needed to provide Time Management training and evaluate the activities by timely basis. The researcher expected that the educational workers will able to follow all activities to be done on time as planned, have ability of managing their own time and work properly on their own schedule and reports are submitted on time.
Leading: To build up the staff capacity on leading, the researcher design with four topics of proposed ODI: training program, review for management task, teamwork activities and reward program. The educational workers are needed to be promoted and supported to participate in leadership training with other partner organizations to learn the experiences from others. Participating teamwork activities, staff are becoming aware of their leading skills among the team.

Table 5.2: Design plans for proposed ODI on Personal Skills Development
5.3.2. Proposed OD Intervention for Personal Skills Development

Regarding the finding of Personal Skills Development, the researcher designs plans for the proposed ODI to better outcome of the educational workers within the organization and there are four main plans of proposed ODI for Personal Skills Development.

*Attitude:* The researcher found out that the educational workers need to increase self-motivation and self-development to value themselves and to maintain their commitments to the organization and work effectively. Appreciative Inquiry Approach training may help the staff to build up the positive attitude skills and staff to be able to have more positive outlook about themselves and lives in the refugees' camp. The organization needs to organize the monthly competition to each department on completion of sending reports or activity plans. Then reward the one who achieved the objective of completion tasks in front of other staff as a good example staff and keep the name of winner on the quarterly reward board. The researcher expected staff are encouraged and improved positive attitude for living in the refugee camps.

*Interpersonal Skills:* The researcher found out that the educational workers are highly needed English proficiency courses. The course can be two classes per week for three hours per class. In class, there will always be assignments for writing of one topic each class and conversations and discussing topics in class. Afterward, English language will be used to communicate with outsiders and the staff will have more self-confident while they are working with the organization. According to the finding, the educational workers require and willing to have more training program which related to their works and for future development.
Teamwork: The researcher found out that working as a team, staff are needed to well relate each other and sharing their opinions in meetings. The organization need to arrange the annual staff retreat to make staff feel that they are inclusive to the organization. Staff gains knowledge in the concept of teamwork by supporting staff to participate in the teambuilding activities. Organize the sports competition during New Year or Christmas can be effectiveness of creating teamwork and the spirit of working together. The researcher expected the educational workers have more interaction within organization and improve better collaboration and coordination among staff.

In the case of KRCEE, there are few opportunities for educational workers to develop their capability and to be qualified as Thai standard. If KRCEE can generate more skillful educational workers include teachers in the refugees’ camp, the Karen refugee’s education level will be higher and the opportunity for having educated Karen youth will be increased.

According to this research, the educational workers should have the job related training as soon as possible to maintain the quality of implementation program. Even though the educational workers are happy with their current salaries, there is a need to consider their welfare and increase the salaries included school teachers’ subsidies.
5.3.3. Recommendation for Further Research

This study can only be done with a better understanding of the situation and the needs of the capacity building for educational workers in the refugees’ camp. More information, opportunity and need for educational workers will be best achieved through further research. Some recommendations for further research would include:

I. A study on the job motivation, Job Satisfaction and Employee performance.

II. A study on the relationship of organizational culture and empowerment.
EPILOGUE

Organization Development MMOD program is not only learning for a big group of people and process of working system within the organization. The program is designed to learn our self and cover the way on how to apply our knowledge to the others and the organization to survive in a current changing situation. Besides, the program shows that human capital is the first fundamental need for organizations to achieve objectives.

Throughout the study of MMOD program I had gained a lot of experience from professors, friends and other supporters from graduate office. Finally I have arrived to final finishing line to step ahead towards a challenging world with the valuable experiences that I obtained from many individuals. Real case study, self learning program, team work activities, diagnosing session, reflection class, observation and consulting courses make me realize that the program is not only for theory learning. This study program is designed to learn theory through practicing real case work along the way.

The MMOD program’s real case study approach has opened opportunities for students to get in touch with actual incidents and allows practicing diagnosing techniques in real situation. Furthermore, the program had proven that reflection and consulting skills are significant needs of practitioners for organization development. As a result MMOD program is very suitable for the current rapidly changing world and the students who want to grab opportunities that arise in a development field.
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Appendix A: Questionnaire

Part I/ ဝမ်းကြောင်း/အတွက်ခြင်း ကို အကြောင်းပြပါ ကို အနေဖြင့်အပြီးသားပါ ကို အကြောင်းပြပါ

Demographic Questionnaires
(ကိုက်ညီအိမ်ဖွင့်မှုအလေးများ သိရှိချက်မှု/စိတ်ကူးကူညီချက်)

(For Staff of NGOs, KRCEE, OCEE, School Heads and Teachers to answer)
(NGOs, KRCEE, OCEE သည် နိုင်ငံအခြေခံ စိန်စွမ်းပွဲများတွင် အလုပ်ဆောင်လျက်ရှိသော သူ့အမှတ်)

Please mark (X) for your answer. အားပေးချက်ကို (X) နေရာတွင် မှန်ကန်မှုပြုပါမည်

1. Gender (လမ်း) (စိတ်ဇာတ်)
   - □ Male (စိတ်ဇာတ်) (မိုး)  
   - □ Female (စိတ်ဇာတ်) (နိုး)

2. Age (ရှေ့ခေါ်) (ကြာချင်)
   - □ 24 yrs. and below (၂ခုရှိ) (၂၄၌တန်း)  
   - □ 25 – 32 yrs. (၃ယောင်) (၂၅ – ၃၂)  
   - □ 33 – 40 yrs. (၄ယောင်) (၃၃ – ၄၀)  
   - □ 41 – 48 yrs. (၅ယောင်) (၄၁ – ၄၈)  
   - □ 49 yrs. and above (၆ယောင်) (၄၉အပါယောင်)  

3. Marital Status (လွတ်လပ်ခြင်းအရေး) (လူဦးရေး)
   - □ Single (လူဦးရေး) (သီးခြား)  
   - □ Married (လူဦးရေး) (စီးပွား)

4. Current position (လူဦးရေးလုပ်ငန်း) (လူဦးရေးလုပ်ငန်း)
   - □ Director/School Heads (လူဦးရေးလုပ်ငန်း) (သီးခြား/စီးပွား)  
   - □ Program Coordinator/Manager (လူဦးရေးလုပ်ငန်း) (စီးပွား/လူဦးရေး)  
   - □ Staff (လူဦးရေး) (စီးပွား)
5. **Education Attainment** (မြန်မာစိုးစံသောအချက်)

- High school (အထက်တန်းအဆင့်) (မြန်မာစံ)
- Post-high school (အထက်တန်းအဆင့်ကြား) (မြန်မာစံ)
- Some Universities/College (နည်းလမ်းကြိုးစ္စာက်/ပညာရှင်) (မြန်မာစံ)
- Bachelor's degree (အထွေထွေအောက်တန်း) (မြန်မာစံ)
- Master’s degree or higher (ထိုဆုံပါးငယ်ရာ) (မြန်မာစံ)

6. **Length of Service** (လိုင်ငူတိုက်အကြာ)

- 1 – 12 months (၁-၁၂မိနစ်) (မြန်မာစံ)
- 13 months – 2 yrs. (၁၃-၂ပါလီ) (မြန်မာစံ)
- 2 yrs. and 1 month – 3 yrs. (၂-၃ပါလီ) (မြန်မာစံ)
- 3 yrs. and 1 month – 4 yrs. (၃-၄ပါလီ) (မြန်မာစံ)
- 4 yrs. and 1 month – 5 yrs. (၄-၅ပါလီ) (မြန်မာစံ)
- 5 yrs. and 1 month – 6 yrs. (၅-၆ပါလီ) (မြန်မာစံ)
- 6 yrs. and 1 month – above (၆-၇ပါလီ) (မြန်မာစံ)
**Part II**  /  ကျပ်လက်  /  ဇော်လိုင်

**Management Capability & Personal Development Questionnaires**

(For Staff of NGOs, KRCEE, OCEE, School Heads and Teachers to answer)

(NGOs, KRCEE, OCEE ဗြိတိသျှင် အလုပ်လုပ်သူများအတွက်)

(NGOs, KRCEE, OCEE ဗြိတိသျှင် အလုပ်လုပ်သူများအတွက်)

Please answer the questions by using the following scale and the mark (X) in the box you require.

1 – *Strongly Disagree* (အရှေ့ပြောင်းလဲချင်းအခြေခံ)
2 – *Disagree*resubmit
3 – *Agree* (အရှေ့ပြောင်းလဲချင်း)
4 – *Strongly Agree* (အရှေ့ပြောင်းလဲချင်း)

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I prepare my own timetable for my weekly and daily tasks.</td>
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<td>2</td>
<td>I am a consistent in following activities as planned.</td>
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<td>3</td>
<td>I organized tasks, things and people to get things done as planned.</td>
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<td>4</td>
<td>I understand the importance of planning before work.</td>
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<td>No.</td>
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<td>5.</td>
<td>I am an organized person.</td>
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<td>6.</td>
<td>I have my goals and direction in life.</td>
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<td>7.</td>
<td>My work surroundings are organized and clean.</td>
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<td>8.</td>
<td>I keep documents and things systematically, so I can retreat them easily.</td>
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<td>9.</td>
<td>I always finish my work on time.</td>
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<td>10.</td>
<td>I am able to determine which tasks are important or unimportant.</td>
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<td>11.</td>
<td>I always do first thing first.</td>
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<td>No.</td>
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<td>12</td>
<td>I am proactive to the problem rather than reactive.</td>
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<td></td>
<td>I am proactive to the problem rather than reactive.</td>
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<td>13</td>
<td>I like to lead and inspire people to same direction.</td>
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<td>I like to lead and inspire people to same direction.</td>
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<td>14</td>
<td>I am able to help and coach coworker/colleague in what they cannot do.</td>
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<td></td>
<td>I am able to help and coach coworker/colleague in what they cannot do.</td>
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<td>15</td>
<td>I am always ready to share if someone wants to know.</td>
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<td></td>
<td>I am always ready to share if someone wants to know.</td>
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<td>16</td>
<td>I always give my co-worker positive feedback.</td>
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<td></td>
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<td>17</td>
<td>I take initiative in doing new things or tasks.</td>
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<td>18.</td>
<td>I work for the benefit of the organization, not just my own.</td>
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<td>19.</td>
<td>I see myself working in higher level in next 5 years.</td>
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<td>20.</td>
<td>I will recommend my friends to work here.</td>
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<td>21.</td>
<td>I am a part of the development of my organization.</td>
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<td>22.</td>
<td>I believe that 'Learning' is for life time.</td>
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<td>23.</td>
<td>I am happy with my current salary.</td>
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<td>24.</td>
<td>I try to listen to others first.</td>
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<td>25.</td>
<td>I can explain my works to others well.</td>
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<td>26.</td>
<td>I understand the needs of others.</td>
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<td>27.</td>
<td>I feel confident when I am in front of other people.</td>
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<td>28.</td>
<td>I have an ability to communicate clearly to my co-workers and organization’s partners.</td>
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<td>29.</td>
<td>I can relate well to others regardless of age, gender, races.</td>
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<td>30.</td>
<td>Teamwork is important for me.</td>
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<td>31.</td>
<td>I like to work as a team in my work place.</td>
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<td>32.</td>
<td>I like to give my opinions to others when I work in a team.</td>
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<td>33.</td>
<td>I like to share my idea with my co-workers.</td>
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<td>34.</td>
<td>I need other co-workers support to finish the project works.</td>
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<td>35.</td>
<td>I always help my co-work to achieve their goals.</td>
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</table>
Appendix B: Interview Guild (For Interview Session)

1. Asking for demographic profile. (Gender, Age, Marital Status, Current Position, Education background, Length of Service)

2. What are your responsibilities in the organization?

3. Do you think you are match with your responsibilities?

4. In what part would you like to promote yourself?

5. What kinds of training programs are needed for you to do the work more productively?

6. Are you satisfied with your performance/service provided?

7. Are you satisfied with your salary?

8. What do you expect from the job?