

CHAPTER FOUR

OBJECTIVE ANALYSIS

Included in the data collected on Teachers and Alms of Merit, was a significant amount of information which was not conceptual in nature. This information is assumed to be typical of teachers in Bangkok and of statistical value to those studying issues related to the field of education. It is included and discussed in this research because of its relationship with teacher motivation. It should be noted that, for personal reasons, some people were reluctant to answer various questions. In such cases, a specific response was not demanded and "no answer" was entered in the tabulation. As a result, in some categories, the N/A response is fairly large.

4.1 AGE AND EXPERIENCE

Of the 124 people interviewed, 95% were classroom teachers by profession, while the remainder worked in the field of education as administrators and teacher assistants. Most of these people were under forty years of age and less than 14% were over fifty.

Table 4.1: Age

20 - 29 years	36	(29%)
30 - 39 years	36	(29%)
40 - 49 years	34	(27.4%)
50 - 59 years	17	(13.8%)
N/A	1	(0.8%)
Total	124	(100%)

Closely related was the matter of experience which was expressed by the number of years spent teaching in the classroom. There appears to be a very obvious drop in the aggregate following the first five years in front of the students.

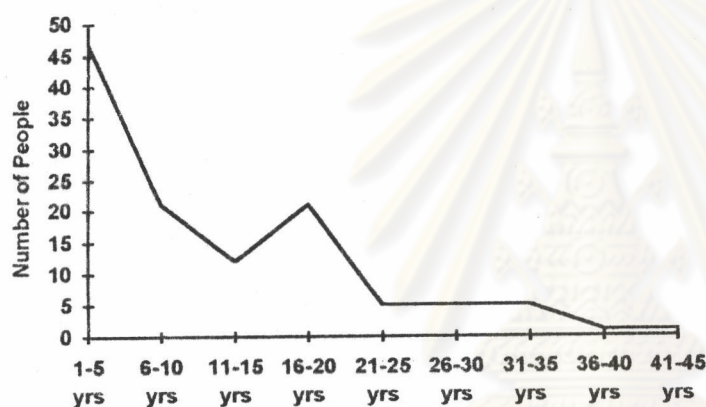


Chart 4.1: Years of Teaching Experience

There are several reasons why such an age and experience imbalance should exist, given the dynamics of population growth and the increasing emphasis being placed on education in modern society, but the figures support the claims that teachers are leaving the profession before the age of mandatory retirement. Although this research did not deal specifically with the reasons for their leaving, suffice it to say that there is a real disparity between the number of teachers under the age of forty and those over that age.

4.2 SEX

The sexual make-up of those interviewed was of interest as there were twice as many females as males. Although there was no sexual bias built into the interview process, it is likely that men would feel less threatened by a request for interview and thus cause an inflated male influence. The dominance of women in this survey, however, appears to be consistent with what is seen in many local institutions. A random survey of six major schools in the Bangkok metropolitan area revealed that the ratio of female to male teachers varied from a low of 4:1 at the Rong Rian Bang Khen to a high of 33:1 at Rong Rian Tiwanon Suksa. Even the Rong Rian Don Muang Tahan Akart Bamrung, which has close ties to the male-dominated Royal Thai Air Force, reported five times more women teachers than men.

Table 4.2 Sex

Female	81	(65.3%)
Male	43	(34.7%)
Total	124	(100%)

One interviewee provided a personal account which might be of assistance in understanding the statistics of age and sex. As young students aspiring to become teachers, this couple fell in love and got married. Following graduation, they both secured teaching positions which they maintained for a few short years. When the family began to grow and financial obligations increased, the husband decided to leave the

field of education for a higher salary in the private sector. The wife remained in teaching, further diluting the percentage of male participation.

Related comments were also registered indicating that while teacher retirement packages were attractive and welcome, there was no guarantee that the recipient would be around to collect the benefits at age sixty. That being the case, many decided to accept the higher salary offered by the business community to support their family well now, while forsaking the security of a pension plan which would only be available later in life.

4.3 RELIGIOUS BACKGROUND

The matter of religious background was considered during the collection of data. The comments of teachers who were Christians and responded according to the Christian concept of salvation by Grace, were specifically discarded in this study. There were five Christians and two people with other religious backgrounds, whose responses were typically Buddhist in nature and were thus included in the totals.

Table 4.3: Religion

Buddhist	117	(94.4%)
Christian	5	(4%)
Other	2	(1.6%)
Total	124	(100%)

It is interesting to note that while more than 94% of the responding teachers are Buddhist, less than 17% of them responded positively to having attended Buddhist Sunday school.

4.4 PARENTAL OCCUPATION

Another category which deserves consideration at this point involves the occupations held by the parents of current teachers. A full 36% of those interviewed came from homes that were involved with various types of businesses and 22% of the parents were government officials. Children of teachers who also wanted to become teachers registered only 7% of the total.

Table 4.4: Parent's Occupation

Business	45	(36.3%)
Government Official	27	(21.8%)
Agriculture	15	(12.1%)
Labor	10	(8.1%)
Teacher	9	(7.3%)
Medical	2	(1.5%)
N/A	16	(12.9%)
Total	124	(100%)

On the other hand, the fact that 20% of the teachers came from labor intensive families (agriculture and labor), 27% from parents who were government officials or teachers, and 36% from families in private enterprise, indicates the varied backgrounds of teachers today. This diverse base provides multiple sources from which future teachers might be recruited. The field of education is full of opportunities for people from every level of society, from the most successful business-families to those of the poorest farmer, all can apply themselves to the necessary training regimen with the hope of being a teacher. This variation should help

provide a well-rounded education for future students as they will be taught by people with experience in all walks of life. The key element necessary to maintain such choices will be the ability to find appropriate motivation to attract and hold educators from each of the assorted backgrounds.

4.5 MARITAL STATUS

Another category to be noted is the marital status of teachers interviewed. Almost half of the teachers were single, leaving less than 55% who were married. These percentages are not surprising, given the factor of age discussed above. Among younger teachers, it would be expected to find more of those who are not yet married.

Table 4.5: Marital Status

Married	68	(54.8%)
Single	52	(41.9%)
Divorced	3	(2.5%)
Widowed	1	(0.8%)
Total	124	(100%)

4.6 EDUCATIONAL BACKGROUND

As could be expected of a group of teachers, the educational level of those interviewed was exceptionally high. Less than 4% of those interviewed reported having only a high school diploma, while over 94% had earned a Bachelor's degree. This high level of education is consistent with the improved standards found in the recently up-graded *Rachapat* Institutes. These institutions, formerly known as Teacher's Colleges, were



previously only able to issue general certificates at graduation. Now, the new schools are providing full university-level diplomas to their graduates. This improved education could prove to be of significant assistance in learning about the value system of Bangkok teachers. Each interviewee was articulate, intelligent, and understood the conceptual nature of the exercise much quicker than the average person with whom this research was discussed. Teachers were more likely to be precise and clear in their answers, which was a great help in the collection of accurate data.*

Table 4.6 Educational Background

Less than Bachelor's	5	(4%)
Bachelor's	86	(69.4%)
Above Bachelor's	33	(26.6%)
Total	124	(100%)

4.7 PUBLIC VS. PRIVATE SCHOOLS

Teachers were interviewed from both public and private institutions. Although there was an attempt to include participants from both types of schools, it would not be possible to draw accurate deductions as to the total number of public school teachers versus the number of private school teachers currently working in Bangkok from this data.

* This ability to grasp concepts and articulate responses was not typical of the students interviewed, and was a factor in the decision not to include them in the totals for analysis.

Table 4.7: Type of School Where Teaching

Public School	84	(67.7%)
Private School	39	(31.5%)
N/A	1	(0.8%)
Total	124	(100%)

The dilemma over short-term benefit vs. long-term security tends to separate teachers in private schools from teachers in public institutions. Among the private-school teachers, the median ages were younger and starting salaries higher than that of teachers in government schools. It was suggested that private school teachers are more likely to branch out into other jobs early in life, while those who want to remain in education

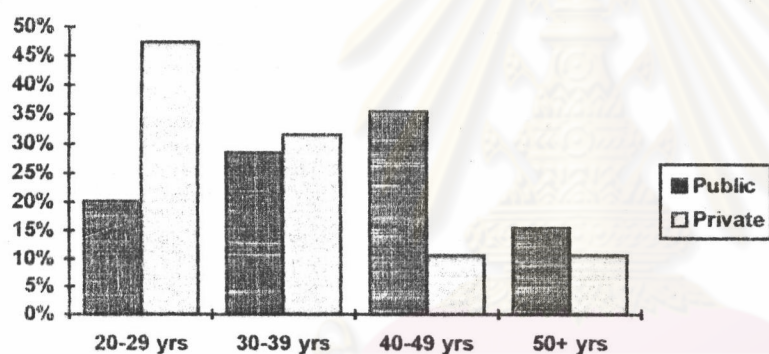


Chart 4.2: School type vs. Age of Teacher

are likely to apply for positions in government schools by the time they approach the age of thirty. Although this research did not deal specifically with the issue of occupational change among teachers, the statistics gathered in the course of this study tend to support this concept, as the public school teachers interviewed are older than the private school teachers.

With the objective foundation of interviewed teachers having been examined above, let us now turn to more subjective issues which deal with motivation in the classroom.



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