

# A COMPARATIVE STUDY OF TEACHERS' PERCEPTION TOWARDS VALUES EDUCATION MANAGEMENT ACCORDING TO THEIR DEMOGRAPHICS AT BANGKOK CHRISTIAN INTERNATIONAL SCHOOL, THAILAND

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**Abstract:** The primary purpose of this research was to determine teachers' perceptions towards values education management according to their demographics in Bangkok Christian International School in Thailand. The study surveyed all 45 teachers in Pre-school, Elementary school, and High school department at Bangkok Christian International School in Thailand during the academic year 2016-2017. The research used the questionnaire adopted from Ye's (2006) study, based on the Ministerial Council on Education in Australian (2002). The research found that teachers' perception towards values education management at BCIS in Bangkok, Thailand was regarded as much practice, and there were no significant differences in the teachers' perception towards values education management according to their demographics, including gender, nationality, educational background, and teaching experience at Bangkok Christian International School in Thailand. For the school improvement regarding values education management, administrators and teachers at the school were recommended to develop the channel of conversation and cooperation with parents, create projects to promote the fundamental values of Christian values, and improve the effective planning and management for enhancing Christian values development.

**Keywords:** Teachers, Perceptions, Values Education Management, Demographics, Bangkok Christian International School.

## Introduction

A school is the microcosm of a society. In other words, the school environment has variety and unity. Specifically, the international school environment has variety regarding culture, race, beliefs, values, etc. Each different group of people has their world view. Hoffecker and Smith (1988) suggested that all people have their world view, including certain beliefs, presuppositions, or first convictions, by which they look at things and understand and interpret them. Given the variety, the school seeks unity through human values. So, values education is important for all individuals.

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Human values or moral values are the principles, standards, and beliefs as people's guidelines of what is right or wrong in their daily activities. Professional ethics, laws, and legislation are built on human values. Individuals choose to practice human values in doing what is right or what is expected of moral values by society. By moral values, people make good and right decisions and improve their interactions with other people. When people live and work in an environment of their ethical standards, which are an element of human values, feel comfortable. Educators approach values teaching in five different ways such as inculcation, analysis, action learning, moral development, and values clarification. Through these approaches, the learners of values education develop awareness for values and integrate them within their everyday attitude. Values education helps young people improve their behavior, instill respect, and enhance the relationship with others.

Bangkok Christian International School as a Christian school introduces students to the core values of Christian values. There are the expected core values of Christian values at the school, including unconditional love or sacrificial love, peace, forgiveness, reconciliation with God and others, respect for each other, generosity, honesty, faithfulness, responsibility, and self-discipline. These Christian values are derived from the Bible which is the Word of God. So, students can learn these Christian values at Bangkok Christian International School. In this study, the primary concerns are how to plan, implement, and evaluate values education at the school. Therefore, this study focused on teacher's perception towards values education management. It is necessary and important to find a good way for all students to approach and motivate to the curriculum of Christian values education through conversation and cooperation between the school leaders and parents. The researcher firmly believes that learners could effectively learn from their instructors when the school leaders and parents cooperate closely for the students' education. For this goal, the school leaders first need to evaluate teachers' perception toward values education management through the teachers' feedback on the curriculum of Christian values education at the school. There should also be conversation and cooperation between the school leaders and stakeholders so that they could find a better way to help those learners who are not familiar with Christian values efficiently and smoothly approach and motivate to the curriculum of Christian values education. Without this kind of efforts from the school administrators and teachers, the learners might waste their time in the class and rarely learn human values.

Therefore, through this study, this researcher hoped that the school administrators and instructors would have the opportunity to reflect on the current curriculum of Christian values education through teachers' perceptions on the curriculum and values education management, and to develop and improve values education management.

### **Research Objectives:**

There were three research objectives:

1. To identify the teachers' demographics including their gender, nationality, education background, and teaching experience at Bangkok Christian International School, Thailand, and other schools.

2. To determine the level of the teachers' perception towards values education management at Bangkok Christian International School, Thailand.
3. To compare the level of the teachers' perception towards values education management according to their demographics including gender, nationality, education background, and teaching experience at Bangkok Christian International School, Thailand.

## **Literature Review**

### *Human Values*

Values are beliefs, attitudes, and feelings which people are proud of or publicly recognize. Halstead and Taylor (1996) defined values as principles, convictions, concepts, and standards of life with which people evaluate their behaviors, decisions, and beliefs.

### *Values in Education*

Halstead and Taylor (1996) explained that education could not be value-free. There should be common universal values in the essence of the school's educational and counseling policy. The school's shared values should be accepted and recognized by parents and the local community through the school's efforts. Regarding values education, the purpose of the school is to help and encourage individual student to develop reasoned attitudes and beliefs so that they would respect each other, yield and understand others, and develop essential personal qualities regarding the harmonious relationship in a multicultural society.

### *Education in Values*

As National Framework for Values Education in Australian Schools (2005) described that the role of schools should be value-concerned rather than value-free, schools should undertake a more specific role in the teaching of social values and instill values through directive instruction in the curriculum. Schools have a positive effect on the development of student values. For instance, Bangkok Christian International School as a Christian school introduces students to the core values of Christian values. There are the expected core values of Christian values at the school, including unconditional love or sacrificial love, peace, forgiveness, reconciliation with God and others, respect for each other, generosity, honesty, faithfulness, responsibility, and self-discipline. These Christian values are derived from the Bible which is the Word of God. So, students can learn these Christian values at Bangkok Christian International School.

### *Saylor's Managerial Theory*

The leading theory on values education management in this study is followed by Saylor's managerial model (1991). It is one of management programs and the managerial approach based on curriculum development and practice. The managerial approach considers the school as a social system. So, the regulatory programs should be the process of planning, implementing, and evaluating.

### *Values Education Management in Planning*

For values education management in planning, Australian Ministry of Education (2007) made a report on values education in Australian schools regarding the relevant standards and principles of a set of values education curriculum in school's planning. The report pointed out a few items of planning such as a consent within the school community about the values, doing values education through a whole school approach, and the development of values education management performing professional learning of all teachers.

### *Values Education Management in Implementation*

Regarding values education management in implementation, The Values Education Good Practice School Project (2006) presented 166 schools' implementing the National Framework for Values Education in Australian Schools. The project showed the connection between the vision for schools and values education, exemplary good practice in values education, and what type of outcomes of such method generates in schools.

### *Values Education Management in Evaluation*

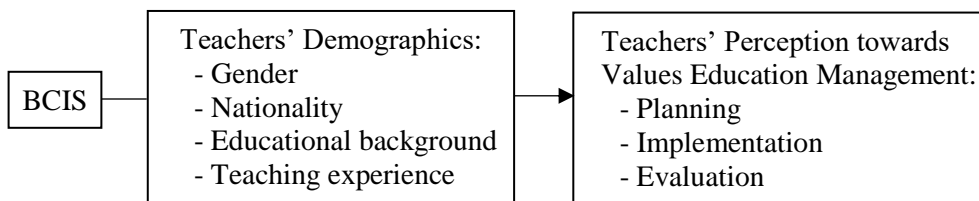
Australian Ministry of Education (2006) described in the report some points of evaluating values education management of schools. For examples, the schools need to reinforce the relationship between home and school, support real community concerns and needs to meet through values education management of the school, and help students improve their skills in effective communication, problem-solving, decision-making, and positive listening.

### *The Perception of the Instructions on Values Education Management*

Ye (2006) reported in her study that the perceptions of the instructions on actual values education management implementation at Soochow University in China were much practice, and at Assumption University in Bangkok, Thailand were medium practice. Ye (2006) also pointed out that the perceptions of the instructions on actual values education management evaluation at Soochow University in China were medium practice, and at Assumption University in Bangkok, Thailand were also medium practice. Ye's study (2006) showed significant differences between the two universities about the perceptions of actual values education management existed.

## **Conceptual Framework**

Figure 1 is the conceptual framework of this study based on the theory that presented above.



**Figure 1: Conceptual Framework of This Study**

### Research Instrument

The purpose of this study was to determine the level of teachers' perception towards values education management, and compare the standard of the teachers' understanding towards values education management according to their demographics, including gender, nationality, educational background, and teaching experience at Bangkok Christian International School in Thailand in the academic year of 2016-17.

This research was designed as a quantitative and comparative study. The researcher adopted the questionnaires from Ye's (2006) study, which was developed by the Ministerial Council on Education in Australian (2002) the Commonwealth commissioned a National Values Education Study and Lunenburg & Ornstein (1998) Educational Administration: Concepts and Practices. The questionnaires were adapted to investigate the teachers' perception towards values education management at Bangkok Christian International School in Thailand as the principal research instrument for data collection. The questionnaires were divided into three parts: Part 1 the values education management in planning process; Part 2 the values education management in implementation process; and Part 3 the values education management in evaluating values education. The researcher used quantitative and comparative research in this study.

### Population

The population of this survey was all the 45 teachers from Pre-school, Elementary school, and High school department at Bangkok Christian International School in Thailand in the academic year 2016-17.

### Findings

The findings of this study based on three primary objectives.

#### *Research Objective One*

Table 1 showed that the percentage of male and female respondents from BCIS was slightly different. The proportion of women respondents was 51.10%. Meanwhile, the percentage of male respondents was 48.90%.

**Table 1: Gender of the Teachers at BCIS**

Gender	Number	Percentage
Male	22	48.9
Female	23	51.1
Total	45	100.0

Table 2 showed that the percentage of teachers at BCIS who were Thai was 35.6%. Meanwhile, the percentage of teachers who were Non-Thai was 64.4%.

**Table 2: Nationality of the Teachers at BCIS**

Nationality	Number	Percentage
Thai	16	35.6
Non-Thai	29	64.4
Total	45	100.0

Table 3 showed that the percentage of teachers who had bachelor degree was 56.6%. The percentage of teachers who had higher than bachelor degree was 44.4%. Therefore, the majority of teachers at BCIS had the bachelor degree.

**Table 3: Educational Background of the Teachers at BCIS**

Educational Background	Number	Percentage
Bachelor	25	56.6
Higher than bachelor	20	44.4
Total	45	100.0

Table 4 showed that the percentage of teachers who taught less than one year was 17.8%. The percentage of teachers who taught 1 – 3 years was 15.6%. The percentage of teachers who showed 3+ ~ 5 years was 8.9%. Finally, the proportion of teachers who taught five years+ was 57.8%. The majority of teachers at BCIS taught five years+ (57.8%), whereas the minority of teachers taught 3+ ~ 5 years (8.9%).

**Table 4: Teaching Experience of the Teachers at BCIS**

Teaching experience	Number	Percentage
Less than one year	8	17.8
1 - 3 years	7	15.6
3+ ~ 5 years	4	8.9
Five years+	26	57.8
Total	45	100.0

#### *Research Objective Two*

As shown in Table 5, it was indicated that the total mean score of teachers' perceptions towards values education management at BCIS was 4.12. It is in the scale of 3.51 – 4.50. According to the interpretation of scale, it meant that teachers' perception towards values education management at BCIS in Bangkok, Thailand was regarded as much practice.

The highest average score of teachers' perceptions towards values education management implementation was 4.27. It is in the scale of 3.51 – 4.50. According to the interpretation of scale, it meant that the average rating of teachers' perception towards values education management implementation was regarded as much practice.

The lowest average rating of teachers' perception towards values education management planning was 4.03, in the scale of 3.51 – 4.50. According to the interpretation of scale, it meant the average score of teachers' perceptions towards values education management planning was also much practice.

**Table 5: Summary of Overall of the Teachers' Perception towards Values Education Management at BCIS**

Teachers' perception towards values education management at BCIS	N	Mean	S.D.	Interpretation
Values education management planning	45	4.03	.55	Much practice

**Table 5: Summary of Overall of the Teachers' Perception towards Values Education Management at BCIS**

Teachers' perception towards values education management at BCIS	N	Mean	S.D.	Interpretation
Values education management implementation	45	4.27	.60	Much practice
Values education management evaluation	45	4.07	.57	Much practice
Overall	45	4.12	.53	Much practice

*Research Objective Three*

Table 6 indicated the comparison of the teachers' perception towards values education management according to gender at Bangkok Christian International School in Thailand. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There was a significant difference between teachers' perceptions towards values education management according to their gender at Bangkok Christian International School in Thailand at the significance of .05 level."

The analysis from Table 6 showed that the probability significance of .106 for teachers' perception which was more than .05, so the research hypothesis was rejected, thus, there was no significant difference in the teachers' perception towards values education management according to their gender at Bangkok Christian International School in Thailand.

**Table 6: Comparison of the Teachers' Perception towards Values Education Management according to Gender at BCIS (t-test result for gender)**

Gender	N	Mean	S.D.	t	Sig. (2-tailed)
Male	22	3.99	.56	1.651	.106
Female	23	4.25	.48		

Table 7 indicated the comparison of the teachers' perception towards values education management according to their nationality at BCIS in Bangkok, Thailand. The analysis from Table 7 showed that the probability significance of .332 for teachers' perception which was more than .05, so the research hypothesis was rejected, and there was no significant difference in the teachers' perception towards values education management according to their nationality at Bangkok Christian International School in Thailand.

**Table 7: Comparison of the Teachers' Perception towards Values Education Management according to Nationality at BCIS (T-test Result for Nationality)**

Nationality	N	Mean	S.D.	t	Sig. (2-tailed)
Thai	16	4.22	.44	.981	.332
Non-Thai	29	4.06	.57		

Table 8 indicated the comparison of the teachers' perception towards values education management according to their educational background at Bangkok Christian International School in Thailand. The analysis from Table 8 showed that

the probability significance of .198 for teachers' perception which was more than .05, so the research hypothesis was rejected, which also implied there was no significant difference in the teachers' perception towards values education management according to their educational background at Bangkok Christian International School in Thailand.

**Table 8: Comparison of the Teachers' Perception towards Values Education Management according to the Educational Background at BCIS (T-test Result for Educational Background)**

Edu. Back.	N	Mean	S.D.	t	Sig. (2-tailed)
Bachelor	24	4.22	.53	1.308	.198
Higher Than Bachelor	20	4.06	.52		

Table 9 showed the comparison of the teachers' perception towards values education management according to their teaching experience at Bangkok Christian International School in Thailand. The analysis from Table 9 showed that the probability significance of .700 for teachers' perception which was more than .05, so the research hypothesis was rejected, which also indicated there was no significant difference in the teachers' perception towards values education management according to their teaching experience at Bangkok Christian International School in Thailand.

**Table 9: Comparison of the Teachers' Perception towards Values Education Management according to Teaching Experience at BCIS (the Results of One-Way ANOVA with Teaching Experience)**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.422	3	.141	.477	.700
Within Groups	12.097	41	.295		
Total	12.519	44			

## Discussion

From the research findings of demographic factors, the number of female teachers and male teachers was nearly equal at Bangkok Christian International School in Bangkok, Thailand. This fact illustrated that the teaching job did not affect much on the gender of the respondents. Specifically, both female and male teachers had the same interest in the job of instruction at the school. Nationality demographics indicated there were 29 Non-Thai teachers out of 45 respondents. This finding was because Bangkok Christian International School has used an American curriculum, and the primary language of instructions is English.

One thing the researcher would point out regarding teaching experience was that the perception towards values education management of those teachers who had less than one-year teaching experience at Bangkok Christian International School, in Bangkok, Thailand needed to be confirmed. It seemed that those teachers as respondents of the research questionnaire were not sure to answer some questions in the survey since they have not yet concisely been aware of the school's culture and



ethos, etc. Consequently, it was apparent that the researcher should have confirmed the views of the teachers, and that the school had a high turnover of staff.

The questions of the values education management mainly focused on how much the participants practiced values education planning, implementation, and evaluation at Bangkok Christian International School in Bangkok, Thailand. The study results showed that the teachers' perception towards values education management was regarded as much practice. In other words, the level of the teachers' practice of values education planning, implementation, and evaluation was high. Therefore, this could be assumed that the teachers at the school had a grave concern for Christian values education for students and practiced values education through various channels. However, the school administrators and educators should continue to develop projects and effective teaching methods of Christian values education considering those students who are not familiar with Christian values in particular.

Previous researcher, Ye (2006) reported in her study that the perceptions of the instructions on actual values education management implementation at Soochow University in China were much practice, and at Assumption University in Bangkok, Thailand were medium practice. In her study, Ye (2006) also pointed out that the perceptions of the instructions on actual values education management evaluation at Soochow University in China were medium practice, and at Assumption University in Bangkok, Thailand were also medium practice.

From the result of testing the research hypothesis, it revealed that the probability of significant scores of comparing the teachers' perception towards values education management according to their demographics was greater than .05. Therefore, the research hypothesis was rejected. It meant that there were no significant differences in the teachers' perception towards values education management according to their demographics at Bangkok Christian International School in Bangkok, Thailand. Having said that, the researcher would point out that teachers should have the clear understanding of the core values of Christian values from the Scriptures. Furthermore, teachers are to live their lives with the values. They become good models of the valuable living for students who are looking at teaching staff's behaviors and attitudes. Therefore, students could follow teachers' lives as well as their teachings of the values. It can be a way of enhancing the development of values education management.

Yin (2017) indicated that the finding of any differences of the students' satisfaction towards service quality according to their demographics including gender, age, and grade level was no significant difference. Ye (2006) showed that the comparison of the perceptions of the actual values education management in Assumption University in Bangkok, Thailand and Soochow University in China was the significant different as the probability values were less than the alpha value ( $p < .05$ ). Therefore, there were significant differences between the two universities about the perceptions of actual values education management.

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