

**THE RELATIONSHIP OF TEACHERS' PERCEPTIONS TOWARDS  
SCHOOL CLIMATE AND THEIR COMPETENCIES  
AT PHETTHANOM SCHOOL IN BANGKOK, THAILAND**

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**Abstract:** This study aimed to explore the relationship between teachers' perceptions of school climate and their competence at Phetthanom School in Bangkok, Thailand.

The objectives of the study were: (1) to identify the teachers' perceptions towards school climate, (2) to identify the level of teachers' perceptions towards their competencies, and (3) to determine the relationship between teachers' perceptions towards school climate and their competencies at Phetthanom School in Bangkok, Thailand. A response rate of 100% was achieved.

This finding showed that teachers' perceptions of school climate were high at Phetthanom School, and the level of teachers' perceptions of teachers' competencies was high at Phetthanom School. Therefore, the hypothesis was accepted as the study discovered a positive relationship between teachers' perceptions of school climate and their competencies at Phetthanom School in Bangkok, Thailand.

Using frequency, percentage, mean, standard deviation, and Pearson product-moment correlation coefficient, the research found that Pearson correlation  $r$  is .655 and Sig. is .001, which is smaller than .05. Pearson correlation  $r$  is .655, which means that the relationship between school climate and teachers' competencies is strongly positive. Therefore, the researcher rejected the null hypothesis and accepted the research hypothesis: "There is a significant relationship between teachers' perception towards school climate and their teachers' competencies at Phetthanom School in Bangkok, Thailand."

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**Keywords:** School climate; Teachers' competencies; Thailand

### **Introduction**

Seventy full-time teachers from Phetthanom School were surveyed for this study. These teachers are Thai teachers who teach primary and secondary grades. A positive school climate is always considered a significant goal for school leaders to develop and strengthen. Its emphasis is on safety and care for the school's physical environment and the experts and professors in the school. A positive school climate can also promote the teachers' cooperation and development, which is good for teachers' growth, and would finally influence the students' progress. So this invisible school climate is very important as it is also closely related to teaching and learning in every school.

Teachers' competencies are also a crucial focus of school leaders. Teachers' Competencies is a theme that has been studied as long as there has been students' learning. Teachers' competencies in this regard are usually defined as how teachers could try their best to guide, promote and support students to achieve certain academic goals, such as achievement and satisfaction (Garsky & Blau, 2009). Becenti (2009) believed teacher competencies were the teachers' ability to use research practices and implement courses to improve and maintain student achievement. Similarly, Kirchner (2009) supported and commented that teachers' competencies were teachers' ability to influence students to learn and measure students' learning gains by special goals or results.

OECD/UNESCO (2016) noted that Thailand had become an upper-middle-income society in less than a generation, which used to be a mostly agrarian country. To adapt to global changes and sustained economic growth, significant investment has been distributed to education. Compared to some countries, Thailand performs relatively well, participation rates in the school system are rather high, especially at the primary levels, and lots of students continue to higher professional education. Thai students are happy and have a good relationship with their teachers, contributing to the learning-friendly school climate. (OECD 2013) mentioned that nearly 94 percent of Thai students said they felt happy at school.

However, not many studies have been conducted in Thailand, especially in terms of the teachers' perspective on school climate and their competencies. The researchers believe that some school problems in Thailand can be solved by fostering a healthy school climate. As mentioned above, many studies have shown that school climate is one of the major factors affecting teachers' competencies (Samdal, Nubean & Kannas, 1998). Thus, this researcher felt it

is necessary and interesting to conduct more research on the teachers' perspective of the school climate and their competencies in Thai schools. Therefore, the researcher decided to conduct a study on a relationship between teachers' perceptions of school climate and their competencies at Phetthanom School in Bangkok, Thailand.

### **Research Objectives**

The research objectives are following the research questions of the study are listed below:

1. To identify the level of teachers' perceptions towards school climate at Phetthanom School in Bangkok, Thailand.
2. To identify the level of teachers' perceptions towards their competencies at Phetthanom School in Bangkok, Thailand.
3. To identify the level of teachers' perceptions towards their competencies at Phetthanom School in Bangkok, Thailand.

### **Significance of the Study**

This study can help teachers understand and recognize teachers' competencies and apply them to the classroom.

The study can facilitate their consideration of what professional development activities and training are obliged to be provided to their teachers to improve the quality of the teaching Competencies and help them enhance a better school climate.

This study would make benefit students when their teachers improve their competencies.

There was no previous study done related to school climate and teacher competencies at Phetthanom School. Therefore, the result of this study would be beneficial for the Principal and administrators, teachers, students, and future researchers of other government schools to understand the relationship between school climate and teachers' competencies.

The study would help further researchers conduct further research in other public schools to determine teachers' competencies. It would also be valuable for university students in education administration major, and they need to study the relationship between teachers' perceptions of school climate and their competencies.

### Literature Review

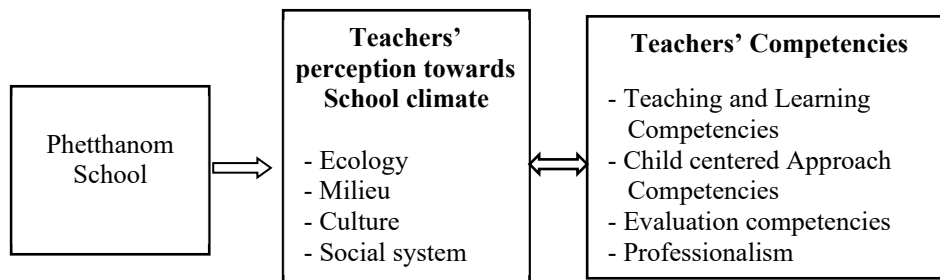
The literature review includes four parts (A, B, C, and D). Part A contains the School climate concepts and theories, part B contains teachers' competencies concepts and theories, part C contains previous studies related to school climate and teachers' competencies, and part D involves the background of Phetthanom School and a summary of related literature. Therefore, in this chapter, those theories, relevant concepts, related research findings, and results are discussed and presented through the following topics:

- A. School climate concepts and theories (Taguiri, 1968)
- B. Teachers' competencies concepts and theories (Medley, 1977)
- C. Previous studies related to school climate and teachers' competencies (Smith, 2009; Zulig, Huebner and Patton, 2011; Collie, Shapka, and Perry, 2012; Selamat, Samsu and Kamalu, 2013; Huyen, 2003; Achwarin, 2009; Zhou, 2018)
- D. Background of Phetthanom School and summary of related literature.

### Conceptual Framework

This study aimed to investigate the relationship between teachers' perceptions towards school climate and their competencies at Phetthanom School in Bangkok, Thailand. Figure 1 below shows the conceptual framework of this study. It shows the hypothesized relationship between school climate and teachers' Competencies. Theory 1 is teachers' perceptions of school climate, composed of Ecology, Milieu, Culture, and Social system. And theory 2 is teachers' competencies composed of Teaching and Learning Competencies, Child-centered Approach Competencies, Evaluation Competencies, and professionalism.

The conceptual framework is illustrated below, which shows this study's main variables and process (See Figure 1).



**Figure 1: Conceptual Framework**

## Research Methodology

This study was designed to investigate the teachers' perceptions of school climate and their competencies and determine the relationship between teachers' perceptions towards school climate and their competencies at Phetthanom School in Bangkok, Thailand.

The research was designed as quantitative research, and the researcher utilized a statistic software program to analyze the data according to the selected variables. *Mean and Standard Deviation* were used to identify the level of school climate and teachers' competencies, while *Pearson Correlation r* was used to determine the significant relationship between teachers' perceptions of school climate and teachers' competencies. Therefore, the researcher applied the survey method and descriptive, inferential statistics to accomplish the research objectives.

The reason why the researcher chose Phetthanom School is that no previous research has been reported. The researcher is interested in studying the relationship between teachers' perceptions of school climate and their competencies in this school. The researcher conducted this study during the academic year 2019-2020 based on the perception of 70 full-time teachers at Phetthanom School in Bangkok. This study only surveyed Thai teachers, so the foreign teachers and other staff were not included in this study.

## Findings

### *Research Objective One*

Research Objective One was to identify the teachers' perceptions towards the school climate at Phetthanom School in Bangkok, Thailand.

Table 1. *The Summary of Means and Standard Deviations of Teachers' Perceptions towards School Climate (N=70)*

<b>School Climate</b>	<b>M</b>	<b>SD</b>	<b>Interpretation</b>
Ecology	4.04	.522	High
Milieu	4.12	.555	High
Culture	4.20	.582	High
Social system	4.25	.514	High
Total	4.15	.543	High

The overall mean score was 34.15 in the range scale of 3.51-4.50. It meant that the level of teachers' perceptions towards the school climate at Phetthanom School in Bangkok, Thailand, was "high," as Table 1 showed. The research finding revealed that every total SD score and mean score of school climate:

the SD score of Ecology was .522 and the mean score of Ecology was 4.04, the SD score of Milieu was .555, and the mean score of Milieu was 4.12, the SD score of Culture was .582, and the mean score of Culture was 4.20, the SD score of Social system was .514, and the mean score of Social system was 4.25. Based on the interpretation criteria, teachers' perceptions towards School Climate in the four components were deemed high. It can be seen that teachers believed that the social system was important for the school climate. In contrast, teachers do not perceive Ecology as a less important factor in school climate.

#### *Research Objective Two*

Research Objective Two was to identify the teachers' perceptions of their competencies at Phetthanom School in Bangkok, Thailand.

Table 2. *The Summary of Means and Standard Deviations of Teachers' Perceptions towards Their Competencies (N=70)*

Teachers' Competencies	M	SD	Interpretation
Teaching and Learning Competency	4.38	.469	High
Child-centered Approach Competency	4.50	.425	High
Evaluation Competency	4.47	.462	High
Professionalism	4.40	.430	High
Total	4.44	.447	High

The above table showed that the overall total SD score is .447, and the mean score of teachers' competencies was 4.44 and in the range of 3.51-4.50. According to the criteria of the interpretation, the level of teachers' perceptions towards their competencies at Phetthanom School in Bangkok, Thailand, was high. The item Child-centered Approach Competency that received the highest mean responses indicated that teachers believed that child-centered approach competency was important for the students' achievement and development. In contrast, the lowest mean was the teachers perceived as less important about Teaching and Learning Competency results in teachers' competencies.

#### *Research Objective Three*

Research Objective Three was to determine the relationship between teachers' perceptions towards school climate and their competencies at Phetthanom School in Bangkok, Thailand.

Table 23. Pearson Correlation between Teachers' Perceptions towards School Climate and Their Competencies (N=70)

		Teachers' Competencies	Conclusion
Teachers' perceptions towards School Climate	Pearson Correlation Coefficient	.655**	There is a significant relationship
		Sig. (2-tailed)	.001

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In table 3, since Pearson correlation  $r$  is .655 and Sig. is .001, which is smaller than .05. Pearson correlation  $r$  is .655, which means that the relationship between school climate and teachers' competencies is strongly positive. It showed a significant relationship between teachers' perceptions of school climate and teachers' competencies. Therefore, the researcher rejected the null hypothesis and accepted the research hypothesis: "There is a significant relationship between teachers' perception towards school climate and their teachers' competencies at Phetthanom School in Bangkok, Thailand."

### Conclusions

In this section, the researcher concluded according to the findings and results of statistical analysis of the data obtained from 70 respondents. Based on findings and statistical analysis presented in chapter four, the researcher has drawn the following conclusions regarding teachers' perceptions of school climate and their competencies at Phetthanom School in Bangkok, Thailand.

The total results of the teachers' perceptions on four dimensions of school climate got a high level at a mean score of 4.15. So it means that Teachers' perceptions of the school climate at Phetthanom School in Bangkok, Thailand were high. Furthermore, there were different higher-level occurrences based on three professional development components: Ecology, Milieu, Culture, and Social system. According to the findings of the research, all the four dimensions got high mean scores which are arranged in the highest to the lowest mean score: *Social system (4.25)*, *Culture (4.20)*, *Milieu (4.12)*, and *Ecology (4.04)*. The different high levels occurred based on four dimensions of school climate. Teachers' perceptions of four dimensions, Social system got the highest mean score, and Ecology got the lowest mean score.

The total results of the teachers' perceptions on four dimensions of teachers' competencies showed a high level at the mean score of 4.44. So it means that

Teachers' perceptions towards their competencies at Phetthanom School in Bangkok, Thailand were high. However, there are different high mean scores. According to the findings of the research, the highest level of teachers' perceptions was *Child-centered Approach Competency* (4.50); the second-highest level was *Evaluation Competency* (4.47); the third-highest level was *Professionalism* (4.40); the lowest level was *Teaching and Learning Competency* (4.38). The different high levels occurred based on four dimensions of teachers' competencies.

At the .05 level of significance, the findings on the relationship between teachers' perceptions towards school climate and teachers' competencies, the significant value was 0.01, which was less than .05 significant levels, so it accepted the research hypothesis (H1). Therefore, there was a significant relationship between teachers' perceptions towards school climate and their competencies at Phetthanom School in Bangkok, Thailand. Pearson correlation  $r$  was .655, which meant the relationship between school climate and teachers' competencies were strongly positive.

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