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Best Regards

MERT BASTAS, PhD.

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Development of Preschool Children's Communication Skills Assessment Scale - Educator Form

Aydan Aydın [1]*

[1] Marmara University, Atatürk Education Faculty, Special Education Department, 34722 Göztepe, Kadıköy, Istanbul, TURKEY
*Corresponding Author: aydanaydin@marmara.edu.tr

ABSTRACT

The communication between the teacher and student is important in the educational process because it strengthens the interaction between them and helps students to better adapt to the educational environment. During the communication process, teachers' communication skills can be as effective as children's communication skills. This study aims to develop the teacher form of a scale that will be used to assess pre-school children's communication skills. Teachers assessing a total of 503 children took part in the study. In the process of developing the scale, principal components analysis was used in factor analysis. The common factor loads of the items of the scale and the loads they take from the factors they were in were calculated separately for each age group. It was found that the scales have sub-dimensions for all age groups, each item highly contributed to the common variance of the scales and the loads of factors in which each item was included were also high. The results of the Internal Consistency, Discrimination and Item Analysis for all modules showed that Cronbach's alpha internal consistency coefficients for all modules were high, the items included in the modules were highly related to the total scores of the module and the items in all the modules were distinctive for high and low groups.

Keywords: teacher form, communication scale, school scale

INTRODUCTION

Communication is of the most effective ways through which individuals can express themselves and establish mutual interaction in their daily lives. During the school years, establishing relationships both with each other and with their teachers is also important for students for their adaptation to the school. Particularly, maintaining a mutual relationship between students and their teachers will pave the way for students to feel themselves more secure and provide with them the ability to effectively cope with possible problems. In some research studies, the importance of student-teacher communication is emphasized for the adaptation process of the children to the school (Pianta, Steinberg & Rollins 1995) and for their development of problem solution skills (Ocak, 2010). It was indicated that a positive teacher-student relationship also has positive influences on children's adaptation, development of social skills and on the relationships with their peers (Birch & Ladd, 1997; Hamre & Pianta, 2001; Battistich, Schaps, & Wilson, 2004; Hughes & Kwok, 2007). As can be realized from the findings of these research studies, the communication between teachers and students is important in students' school years.

However, this communication process should be mutual rather than a one-way process.

In this mutual process, it is thought that in addition to the importance of having communication skills for teachers, it is similarly important for students to have communication skills complying with their developmental period. According to the results of some studies, children with emotional disorders or mental retardation have mostly negative relationships with their teachers (Murray & Greenberg, 2001) and children with problematic behaviors have less intimate relationships with them (Birch & Ladd, 1998; Murray & Murray, 2004). There might be various reasons why preschool children have negative relationships with their teachers. Some of these reasons may be related to the psychological-emotional differences or disabilities of the teachers and students or to the communication skills of the children in this period. During the pre-school period, children are for the first time taught in a structured environment in which they perform their first experience of learning about life, and it is crucial for these children to able to express themselves because they adapt to the social life and participate in learning experiences by means of establishing

communication skills. Besides, it is considered that these initial learning experiences of the children in a structured environment might have effects on their attitudes towards school and learning in general. On the contrary, in case of differences or inadequacies in the way children establish communication, their communication with their teachers and peers becomes more difficult. Moreover, if pre-school children cannot establish mutual and positive relationship with their teachers and peers or cannot express themselves, it is not very likely for them to get academic or adaptive benefits from the pre-school education. As defined by Dökmen (2005), communication is the exchange of information in its simple form and it is one of the most vital phenomena of life. It would be fair to state that children with lack of or delayed communication skills will be deprived of the information exchange process and will have difficulty in performing certain behaviors or skills appropriate to their age. When children cannot benefit sufficiently from the pre-school education, in which the basics of learning takes place, their learning experiences in their future life may be negatively influenced. Therefore, it is necessary to know what pre-school children's communication skills should be and in which aspects of these skills should be supported. Furthermore, it is thought that there is a need for an instrument through which students' different communication skills can be detected and the delay as well as the deficiencies of their communication skills can be assessed. For that reason, the need to develop an instrument that will enable teachers to be able to assess pre-school children's communication skills was focused in the present study. Thus, the aim of the current research study is to develop the teacher form of the scale intended to identify pre-school children's communication skills.

METHOD

This study is a scale development study. The stages followed to develop the "The Scale for the Identification of Pre-school Children's Communication Skills" and the participants of the study are explained below.

Participants

In this research study, the participating pre-schools providing education to children with normal development were determined via random sampling among the pre-schools of the National Ministry of Education in 11 different districts of the Istanbul province, and the participants of the study include parents of 427 children enrolled at 27 different pre-schools. On the other hand, parents of 76 autistic children chosen among six rehabilitation centers were selected via convenience sampling. Thus, the total number of participants was 503 parents. According to Ross (2005), convenience sampling is a type of sampling method based on the accessibility and suitability of the groups for the researcher making a decision about the sample in the whole population.

Data Collection Instruments

Ankara Developmental Screening Inventory (ADSI): This inventory assessing 0-6-year-old children's developmental levels and skills in line with the information obtained from their mothers includes 154 items. The questions in the inventory were formulated in such a way that they represent interrelated developmental areas (i.e., Language-Cognitive, Fine Motor, Gross Motor, Social Skills-Self-Care). The internal consistency of the inventory and the sub-tests (L-C, FM, GM, SS-SC) for the three age groups (0-12, 13-44 and 45-72

months) were determined by calculating their Cronbach Alpha Coefficients. The coefficients for Language-Cognitive are as follows: .93 for 0-12-monts, .97 for 13-44 months, .88 for 45-72 months; the coefficients for Fine Motor are: .93 for 0-12 months, .95 for 13-44 months, .84 for 45-72 months; the coefficients for Gross Motor are: .91 for 0-12 months, .80 for 13-44 months, .19 for 45-72 months; the coefficients for Social Skills-Self-Care are: .92 for 0-12 months, .85 for 14-44 months, .37 for 45-72 months (Savaşır, Sezgin, Erol 1994).

The Development of the Scale for the Identification of Pre-school Children's Communication Skills: The scale developed by the researcher is comprised of two parts, one of which is for parents while the other is for teachers. The items in both parts are exactly the same; however, the parents form was filled out by only parents while the teacher form was only responded by teachers. Initially containing 86 items, the scale was sent out to 17 referees in the field. Upon receiving the referees' views and evaluation, the number of referees making the comment that the item was "necessary" for each item was divided by half of the total number of referees making comments related to the item so that the rate of content validity (RCV) of the scale was calculated (RCV=3,58/67=0,795). The scale has 9 items for 0-1-year-old children, 12 items for 1-2-year-old children, 13 items for 2-3-year-old children, 13 items for 3-4-year-old children, 8 items for 4-5-year-old children and 11 items for 5-6-year-old children. The instrument aiming to help teachers assess children's communication skills is a Likert type assessment tool. The five-point Likert type scale (i.e., "never", "rarely", "sometimes", "often", "always") also contains demographic variables about teachers and students.

Data Collection and Analysis

The developed scale was distributed to the identified organizations and the teachers were informed about how to fill it out. The forms were collected after the teachers fill them out. Among 1020 forms distributed in the process of data collection, 652 returned. 427 of the returned forms were taken into consideration for the study as the remaining forms were not filled out thoroughly by the participants. On the other hand, as a part of data collection, 250 scale forms were distributed to parents of autistic children and out of 250, 76 were taken into account for the study. In the analysis, the obtained data were subjected to Kaiser-Meyer-Olkin (KMO) to reveal the data's sampling adequacy and to Bartlett sphericity values to find its normality. Then, principal components analysis of factor analysis was applied. After calculating the common factor loads for the items separately for each age group and the loads they took from the factors they are in; the item total and the item remaining correlations were calculated for each item of the scale. In addition, Cronbach's Alpha internal consistency values for factors and comparative analysis were made to reveal scale discrimination. The relationship between all the items in all the modules and the total scores of the module were calculated by means of the Pearson product moment correlation coefficient analysis. Moreover, Pearson correlation analysis was applied to identify whether there was a significant relationship between the teacher form scores in all modules and the sub-dimension scores in ADSI, and the independent sample t test was used to determine whether there was a significant difference in the arithmetic means of autistic and normal children.

Table 1. Factor values and justified total variance table

Module	KMO	Bart. X^2/p	Fac.	(Initial Eigen Values)			Total Factor Loads		
				Tot.	Var.%	Cum.%	Tot.	Var.%	Cum.%
0-1	.918	2422.14*	1	5.62	62.43	**62.43**	5.62	62.43	62.43
			2	1.01	11.21	73.64	1.01	11.21	73.64
			3	.60	6.70	80.33			
1-2	.944	7349.26*	1	10.03	83.61	**83.61**	10.03	83.61	83.61
			2	.45	3.74	87.35			
2-3	.943	6299.33*	1	9.93	76.40	**76.40**	9.93	76.40	76.40
			2	.80	6.18	82.58			
3-4	.955	7278.64*	1	10.92	84.02	**84.02**	10.92	84.02	84.02
			2	.63	4.81	88.83			
4-5	.942	2465.05*	1	6.45	80.59	**80.59**	6.45	80.59	80.59
			2	.41	5.16	85.75			
5-6	.940	2744.87*	1	8.693	79.023	**79.02**	8.693	79.023	79.023
			2	.753	6.842	85.87			

* p < .001

Table 2. Communalities of items for age groups and unrotated factor loads

Item	Module 0-1		Module 1-2		Module 2-3		Module 3-4		Module 4-5		Module 5-6	
	Common Load	Fac. Load	Common Load	Fac. Load	Common Load	Fac. Load	Common Load	Fac. Load	Common Load	Fac. Load	Common Load	Fac. Load
Item 1	.628	.676	.868	.932	.671	.819	.797	.893	.786	.886	.751	.867
Item 2	.792	.855	.843	.918	.423	.650	.878	.937	.790	.889	.855	.925
Item 3	.821	.905	.832	.912	.781	.884	.789	.888	.692	.832	.872	.934
Item 4	.838	.504	.802	.896	.779	.883	.890	.944	.848	.921	.843	.918
Item 5	.747	.821	.809	.899	.848	.921	.845	.919	.744	.862	.806	.898
Item 6	.743	.851	.917	.957	.835	.914	.920	.959	.887	.942	.894	.945
Item 7	.592	.704	.889	.943	.828	.910	.751	.866	.846	.920	.867	.931
Item 8	.729	.854	.815	.903	.806	.898	.885	.941	.855	.924	.782	.884
Item 9	.738	.856	.871	.933	.833	.912	.895	.946	-	-	.696	.834
Item 10	-	-	.881	.939	.677	.823	.829	.911	-	-	.578	.760
Item 11	-	-	.751	.867	.799	.894	.814	.902	-	-	.748	.865
Item 12	-	-	.756	.869	.878	.937	.826	.909	-	-	-	-
Item 13	-	-	-	-	.773	.879	.806	.898	-	-	-	-

FINDINGS

Some statistical requirements are expected so that factor analysis could be applied in statistical research as the current one. The most frequently used values are Kaiser-Meyer-Olkin to reveal the sampling adequacy and Bartlett sphericity values to find its normality. Tavşancıl (2010) states that when the KMO value is or above ,90, the sample size is considered to be excellent, and when the Bartlett value is significant, it means that the data comes from multivariate normal distribution; on the other hand, Sharma (1996) and Büyüköztürk (2008) indicate that for the data to be subjected to factor analysis, the KMO value should be above .60 and the Barlett sphericity test should be found significant. Therefore, the items included in the modules prepared for each age group were separately analyzed and the obtained data were presented in **Table 1**.

As can be realized in **Table 1**, in all the factor analysis, the KMO values were found to be higher than .90 (KMO_{max} = .955; KMO_{min} = .918) and the Barlett values were found significant (p < .001). These values mean that the data is suitable for factor analysis. Following these results, the factor analysis was applied. Principal components analysis of the factor analysis was used and the eigen value was taken as 1. Tavşancıl (2010) states that the easiest method to determine the eigen value is to regard this value as 1 within the Kaiser normalization process. It was found that apart from the 0-1-year-old group, the items

had a single-factor structure for all the other age groups. Related to the items in the 0-1-year-old group, the eigen value above 1 had a two-factor structure but the differences between the first and the second factor were found to be very high (51%). Çokluk, Şekercioğlu and Büyüköztürk (2010, p.221) point out that when the contribution of the factors to the total factor decreases, the factor number can be considered as 1. As a result, the items in this group were also taken as one-factor for this study. In other words, all the items for each age group gathered in a one-factor factorial structure. Seçer (2013) emphasizes that it would be sufficient for the justified variance in one-factor designs to be 30% and above. The total loads factors justify (justified total variance percentage) were found to be at the lowest 62.43% (0-1 module) and at the highest 84.02% (3-4 module). Following these statistical procedures, the common factor loads of the factors for each age group and the loads they took from the factors they were in were calculated and presented in **Table 2**.

As illustrated in **Table 2**, the common factor loads of the items were calculated separately for each group and the loads they took from the factors they were in were found. According to Büyüköztürk (2008), it is important for an item not to take a load factor of less than 30% of the factor they are in. As a result of all the statistical procedures, it was found that the lowest factor load was found to be approximately 50%. Similarly, the lowest communality values were found to be around 59%. In other words, it was found that the scales had a sub-dimension for all age groups and each item highly contributed to the common variance

Table 3. Results of internal consistency, discrimination and item analysis for all modules

Module (Age)	M. Number	x	ss	C.Alpha	$r_{total\,(min)}$	$r_{total\,(Max)}$	t_{min}	t_{max}
0-1	9	41.45	6.49	.91	.58*	.90*	-8.44*	-14.89*
1-2	12	53.54	13.05	.98	.87*	.96*	-9.75*	-18.79*
2-3	13	54.23	15.64	.97	.65*	.93*	-14.06*	-31.23*
3-4	13	53.23	17.21	.98	.87*	.96*	-13.65*	.34.72*
4-5	8	31.57	9.79	.97	.56*	.64*	-8.21*	-11.63*
5-6	11	36.42	16.60	.97	.45*	.94*	-6.29*	-43.44*

* $p < .001$

Table 4. Results of internal consistency, distinctiveness and item analysis for all modules

Modules	N	r	p
Module 0-1 Parents-Teacher	375	.46	.000
Module 1-2 Parents-Teacher	370	.63	.000
Module 2-3 Parents-Teacher	358	.64	.000
Module 3-4 Parents-Teacher	315	.75	.000
Module 4-5 Parents-Teacher	300	1.00	.000
Module 5-6 Parents-Teacher	201	.387	.000

Table 5. Results of relationship analysis between teacher form scores of all modules and ADSI sub-dimension scores

Modules		Linguistic	Fine motor	Gross motor	Social self-care	General Development
Module 0-1	r	.589*	.585*	.622*	.618*	.629*
	N	377	377	377	377	377
Module 1-2	r	.766*	.693*	.694*	.774*	.782*
	N	377	377	377	377	377
Module 2-3	r	.782*	.745*	.622*	.730*	.773*
	N	368	368	368	368	368
Module 3-4	r	.819*	.743*	.639*	.752*	.806*
	N	330	330	330	330	330
Module 4-5	r	.628*	.535*	.424*	.518*	.596*
	N	298	298	298	298	298
Module 5-6	r	.430*	.438*	.304*	.295*	.404*
	N	220	220	220	220	220

* $p < .001$

of the scales; in addition, the loads of the factors where each item was included were high. Following this finding, Cronbach's Alpha internal consistency values were found and comparative analysis for scale distinctiveness were calculated. After these procedures, total item and item remaining correlations were calculated for each scale. Tavşancıl (2010) maintains that as a test's reliability coefficient gets closer to 1.00, the scale becomes more reliable, and Büyüköztürk (2008) asserts that a calculated alpha value of .70 or above is sufficient for the reliability of the test scores in general. Another criterion of the effectiveness of the items and the total scale scores in the measurement of what is intended is their discrimination feature. According to Tavşancıl (2010), this statistical procedure is applied by considering the total scores obtained from the scale and by comparing the scores means of the high and low groups for each item after ranking the groups from highest score to the lowest. Büyüköztürk (2008) points out that following the ranking of the comparison operations, the differences in the arithmetic means of the high and low 27 groups in each item can be calculated by means of the independent sample t test; also, finding the high groups in favor of the high group ($p < .05$) can be regarded as an indication of the scale's internal consistency. On the other hand, the Pearson product moment correlation coefficient was used to reveal the relationship between the items in the modules and the total scores of the module. Özgüven (2007) indicates that items with a value of $r > .30$ are suitable items.

As can be realized in **Table 3**, the Cronbach's alpha internal consistency coefficient was found to be high for all the modules ($\alpha_{min} = $

.91; $\alpha_{max} = .98$). This means that all the modules had high levels of reliability. On the other hand, the items included in all the modules were highly related to the total score of the module ($r_{min} = .45$; $r_{max} = .96$; $p < .001$). This finding shows that all the items in the modules contributed to the feature measured by the module. Finally, the items in all the modules were found to be distinctive for low and high groups ($t_{min} = -6.29$; $t_{max} = -43.44$; $p < .001$). This means that all the items in the modules could significantly discriminate between high and low groups in terms of the features they measure. Then, the Pearson correlation and comparative analysis were carried out to determine the consistency between different observers (teacher-parents). The results are illustrated in **Table 4**.

As presented in **Table 4**, as a result of the Pearson correlation applied to determine the consistency between different observers (teacher-parents), it was found that the relationship values for all the scores were positively significant ($r_{min} = .39$; $r_{max} = 1.00$; $p < .001$). These values mean that the measurement values were consistent. Following this statistical procedure, Pearson correlation and comparative analysis were used to identify the relationship between the scores of different observers (teacher-parents) and ADSI sub-dimension scores. The results are given separately below for parents and teachers' scoring.

As presented in **Table 5**, as a result of the Pearson correlation analysis used to find whether there was a significant relationship between the teacher form scores of all modules and ADSI sub-dimension scores, it was realized that there are positively significant

Table 6. Results of comparative analysis of the teacher form scores of all modules for autistic and normal children

Module	Groups	N	$\bar{x}$	ss	$Sh_{\bar{x}}$	t Test		
						t	Sd	p
Module 0-1	Normal	315	42.23	5.531	.312	5.37	377	.000
	Autistic	64	37.61	9.084	1.136			
Module 1-2	Normal	315	55.63	10.657	.600	7.40	377	.000
	Autistic	64	43.25	18.050	2.256			
Module 2-3	Normal	311	56.90	13.585	.770	8.19	368	.000
	Autistic	59	40.15	18.177	2.366			
Module 3-4	Normal	288	56.42	14.598	.860	9.81	330	.000
	Autistic	44	32.34	18.528	2.793			
Module 4-5	Normal	270	33.15	8.177	.498	6.24	298	.000
	Autistic	30	22.93	11.142	2.034			
Module 5-6	Normal	188	38.54	16.039	1.170	4.68	220	.000
	Autistic	34	24.71	14.821	2.542			

relationships between all the scores (r_{min} = .30; r_{max} = .82; p < .001). These values show that the teacher form scores of the scale are highly effective in terms of similar scale reliability. Following these statistical procedures, the independent sample t test was applied to reveal whether the differences in the scores in all the modules for parents and teacher forms were significant for normal and autistic children's means. The results of this test are illustrated separately below for parents and teachers' sores.

As can be seen in **Table 6**, as a result of the independent sample t test applied to reveal whether there was a significant difference between arithmetic means of the teacher form scores for autistic and normal children, the difference between the means of all modules was found significant (t_{min} = 4.68; p < .001). These differences were found to be in favor of the normal children. These results show that all the modules of the teacher form could be used to differentiate between normal and autistic groups.

RESULTS AND DISCUSSIONS

In this research study aiming to develop the teacher form of a scale that will be used to assess pre-school children's communication skills, the analysis of the data revealed that in all the factor analysis, the KMO values were above .90 (KMO_{max} = .955; KMO_{min} = .918) and the Bartlett values were found to be de significant (p < .001). These values mean that the data could be subjected to factor analysis. Except for the 0-1-year-old group, the items had a single-factor structure. As for the items in the 0-1-year-old group, it was found that the eigen value above 1 had a two-factor structure but the differences between the first and the second factor were found to be very high (51%). The total loads justified by the factors (the justified total variance percentage) were calculated as 62.43% as the lowest (0-1 module) and the highest 84.02% (3-4 module). Following this analysis, the common factor loads of the items were separately calculated for each age group and the lowest factor load was found to be around 50% while the communality was approximately 59% at the lowest. Thus, it was revealed that the scales had sub-dimensions for all age groups and each item highly contributed to the common variance of the scale; moreover, the loads of the factors in which each item was included were found to be high. Following this statistical procedure, the item total and the item remaining correlations were applied for each scale item; the Cronbach's Alpha internal consistency values were used for the factors and comparative analysis were made for the scale discrimination. As a result of the analysis, it would be true

to state that all the modules have higher level of reliability because the Cronbach's Alpha internal consistency coefficients (α_{min} = .91; α_{max} = .98) were found to be high for all the modules. On the other hand, the items all the modules were highly related to the total score of the module (r_{min} = .45; r_{max} = .96; p < .001). This finding means that all the items in the modules contributed to the feature measured by the module. In addition, the items in all the modules were found to have discrimination value for high and low level groups (t_{min} = -6.29; t_{max} = -43.44; p < .001). These results show that all the items in the modules could significantly discriminate the high and the low ones in terms of the features they measure. Then, the Pearson correlation and relationship analysis were applied to reveal the consistently between the scores of different observers (teacher-student) and the relationship values were found to be positively significantly for all the scores (r_{min} = .39; r_{max} = 1.00; p < .001). These values indicate that the measurement values were consistent. After this procedure, the Pearson correlation and relationship analysis were made to identify the relationship between the scores of different observers (teacher-student) and the ADSI sub-dimension scores. Positively significant relationships were found between the teacher form scores in all the modules and the ADSI sub-dimension scores (r_{min} = .30; r_{max} = .82; p < .001). These values mean that the teacher form scores were effective in terms of similar scale validity. Finally, unrelated samples t-test was applied in order to reveal whether the differences in the arithmetic means of the scores taken from all the modules by normal and autistic children were significant and the difference in the arithmetic means in all the modules was found to be significant (t_{min} = 4.68; p < .001). This difference was found to be in favor of the normal children. These findings show that all the modules of the teacher could be used to differentiate between normal and autistic groups.

As a result, it would be fair to conclude that the scale developed as a result of this study can be used by the teachers for the assessment of communication skills in the pre-school period. It is common knowledge that communication is one of the basic tools used for the continuation of human life (Cüceloğlu, 2005), and social life is based on communication. Therefore, there is a need for effective communication and conditions leading to it (Doğuş, 2011). As a structured environment, school enables children's development of communication skills by providing them with conditions suitable for their ages. According to Yavuzer (2001), a positive classroom environment is mostly dependent on the quality of the rapport teachers establish with their students. It can be suggested that teachers establishing good communication with their students can contribute a lot to their

students in all aspects. Many studies have proved the importance of communication in the interaction process between students and teachers (Ergün and Özdaş, 1999; Ergin and Birol, 2000; Poyraz & Dere, 2001; Hamre & Pianta, 2001; Battistich, Schaps, & Wilson, 2004; Hughes & Kwok, 2007). Through the scale, which communication skills normal children have and do not have can be observed; on the other hand, in case of communication problems such as autism, the inadequacies of the pre-school children in terms of certain communication areas can be identified and necessary precautions can be taken. Thus, potential problems that may negatively affect communication in the school/classroom environment can be searched for through the scale. Besides, instead of feeling themselves incompetent, teachers who cannot establish proper communication with their students having communication-related difficulties should devise programs and methods addressing to their students' needs rather feeling themselves incompetent. For future studies, it can be recommended that the scale should be administered to a larger sample group and to children with various developmental features.

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A Design for Graduate Students of Ceit Department Using Community of Practice Framework

Hamza Polat [1]*, Ömer Delialioğlu [1]

[1] Middle East Technical University (METU), Ankara 06000, TURKEY
*Corresponding Author: phamza@metu.edu.tr

ABSTRACT

Many of the faculty members in Turkey dedicate their working time on teaching, doing research, and counseling graduate students. Although teaching activities appear to be the main workload, conducting research seems to be the most important factor for academic promotions. Therefore, knowledge, skills and experience of faculty has a strong effect on higher education. On the other hand, most of the freshmen-graduate students in academic world don't have experience design, run and report scientific research by making use of the existing literature, research design and methods.

This study focuses on the possibility for new learning environments where graduate students doing their Master of Science or Doctoral degrees could work as efficient as an experienced researcher. The graduate students in the Department of Instructional Technology at a public university in Ankara were observed to figure out the research requirements of young researchers. Community of Practice Theory (CoP) was used as a theoretical framework in doing a course design the requirement addressed in the analysis results. As a result, a new design based on the CoP was proposed, so as to increase the productivity in academic studies.

Keywords: research agents, research groups, community of practice

Received: 15 Jul. 2019 ◆ Revised: 22 Oct. 2019 ◆ Accepted: 15 Nov. 2019

INTRODUCTION

The main purpose of this study is to provide a community of practice design for doctoral candidates to improve their research skills in academia. Academic staffs mainly concern with their undergraduate students' education. They attempt to provide a better learning setting in which students could be able to improve their skills. That forces them to focus on teaching activities and disregard their academic progress in universities. However, teaching activities are not the only way of academic promotion. Besides such kind of activities, it is a requirement for an academic staffs to be capable of conducting research own their own. That requires adequate knowledge, certain skills and prior experience to manage the process in an efficient and effective way.

Graduate students begin their career with an enthusiasm. However, this process is long and requires self-regulation and motivation. In addition, they need certain skills to struggle with the challenges of academic research. In this regard, participation in a research group would be a possible solution for them to get used to research environment. Such kind of groups can be arranged around collaborative learning (Jonson, Jonson & Smith, 1991) and community of practice (CoP) (Wenger, 1999; Wenger, McDermott & Snyder, 2002) theoretical orientations. A community takes its root from the sociological term "gemeinschaft" (Tönnies, 2001) therefore community of practice is a learning environment in which a group of people interacts on a certain task by sharing a common sense (Wenger, McDermott & Snyder, 2002).

In literature there are many successful implementations of CoP designs (Guerin, Xafis, Doda & Gillam, 2013; Li & Vandermensbrugghe, 2011; Salas-lopez, Deitrick, Mahady, Moser, Gertner & Sabino, 2011) addressing the different disciplines. Although the common point in such studies is about the organizing writing or research group to increase members' skills, different types of interests could be arranged around the CoP. Guerin at all. (2013), for example, set up a writing group consisting of PhD students who are from different countries and disciplines in a public healthy school. At the end of the project, they observed positive improvements on what behaviour members had deficiency at the beginning. Li & Vandermensbrugghe (2011), in one another study, provided support to the ongoing thesis of international doctoral students in scope of a community. To overcome the problems they faced, members were actively involved in: reading draft pages, commenting language issues, identifying unclear parts, suggesting alternative improvements, revising work-in-progress, and lastly supporting each other socially. Additionally, Salas-lopez at all. (2011), conducted a study based on a writing community developed by the colleagues from a hospital sharing same passion to take part in a publication process of academic writing. The study reports the success
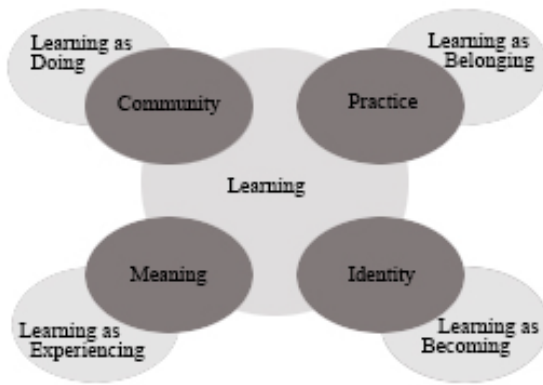
Figure 1. Components of social theory of learning: an initial inventory (Wenger, 1998, p.5).

of community since all members take care the requirements of their task and join group meetings regularly. All these studies, although, are good implementation of CoP, they did not provide a structural framework for the ones in academia. Furthermore, effectiveness of such kind of designs could different depending on the contextual, cultural issues. Therefore, in this study it is aimed to propose a CoP framework by which graduate students could be able to increase their research skills at the Department of Computer Education and Instructional Technology in Middle East Technical University (METU), Turkey.

CONTEXT

Community of practice includes the basic social learning structures (Wenger, 1999). The following figure illustrates the main four aspects of social learning. In the light of these four dimensions, requirement for a CoP design in the department of Computer Education and Instructional Technology (CEIT) at METU was summarized in **Figure 1**.

Wenger (1999) describes learning as an interaction between "social competence" and "personal experience." Let's consider two concepts in CEIT condition. Nearly each session newcomers participate the department. Probably most of them feel, as being inadequate in field since they will face many issues will be learned. The social environment around the newcomers shaped the members' competence. However, due to the cultural differences and personal characteristics of newcomers, they might perceive themselves out of the community. Normally, "competence pulls our experience", yet if the newcomers do not feel themselves as a core member of department, then it would be difficult to reach expected situation in terms of experience. Therefore, the first task we need to accomplish is that all the graduate students in department should feel themselves as valuable as the core members.

Community is a kind of " *social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence*" (Wenger, 1999). Thus, community consists of members participating learning activities and concerning about each other's. In this sense CEIT department could be described as a community including 11 faculty members: three of professor, an associate professor, three of assistance professor and the rest of instructor with PhD; and 37 research assistants, who are already master or PhD students, conducting their research under the control of their advisors; and many other

undergraduate, graduate and PhD students. Except from instructors, other faculty members are working with at least a PhD candidate. Generally, faculty members construct own research groups and it would be very difficult to be part of these research groups under a certain advisor for the graduate students due to the limitation of faculty members and lack of adequate faculties experienced in an expected field. Therefore there are many researchers in department carrying out their study in an uninterested topic. Moreover, although it is not clear which faculty interests to what topic, and graduate students sometimes have not opinion about their close roommates ongoing research. In other words, there is a gap regarding what graduate students are doing in department. As a result, to put the researchers together and to overcome the challenges about lack of expected faculty, it is a requirement to develop a community of practice design for CEIT at METU.

Being a member of community requires developing an *identity* about the community of practice. Individuals should feel themselves as part of the group in terms of learning style and so on. In our case, it would be beneficial to reduce the time of developing identity to increase productivity of members. However, since most of the students enrolling CEIT are coming from different cultures and even different educational backgrounds due to the different programs, reducing the orientation period would be difficult. Therefore, developing new communities including several members in department could be useful to reach an expected identity. Any member could learn many issues regarding department or university by interacting each other.

One other aspect of social learning and thereby community of practice is "practice". Practice requires "*mutual engagement in action*" (Wenger, 1999). Having considered the department, few researchers participate a mutual studies There are, of course, some groups conducting a research collaboratively. But, majority is out of the circle. We can say that there are few research groups comprised by naturally or authority, very few groups sharing some common senses, and many individual independent from each other. Majority of independent individuals are struggling lack of experience about research in field sine mainly they are newcomers. To make these researchers experienced, it would be helpful to comprise them into a research group. By means of these groups, newcomers could learn how to conduct a research, how to write a dissertation, proposal, and even how to publish a paper. However, the current condition of department is not capable of providing such opportunities.

"Practice" is the first and foremost part of social learning, by means of "practice" individuals' engagement increase toward to learning activities meaningfully (Wenger, 1998). Wenger (1999), describe the "meaning" aspect of learning as " *an ability to experience our life and the world as meaningful*" (Wenger, 1998). It can be noted that "meaning" component would be interrelated to the personal characteristics of community members. Thus, being an experienced researcher requires being part of many researches. By individually, it would be difficult to make meaning the world effectively since it might restrict individuals' point of view. One way of overcoming this problem is to benefit some other's experiences. Going back to the departments needs, everybody in department will need one other person who would be able to contribute his/her engagement and experience.
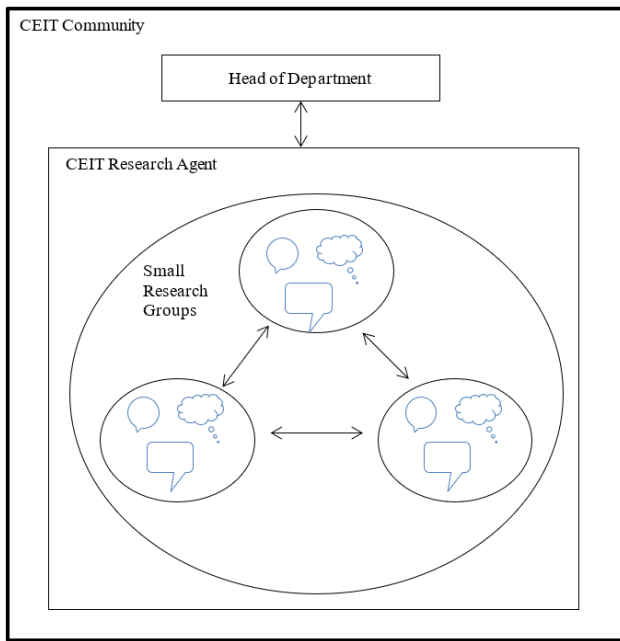
Figure 2. Dynamics of CEIT Agent

Figure 3. Degrees of CEIT research agent community participation

Figure 4. Figure on top of a page

DESIGNING A CoP FOR CEIT

Designing a CoP framework requires "inquiry", "design", "prototype", "lauch" and "grow" processes (Cambridge, Kaplan, & Suter, 2005). This study focuses on the "design stage" which defines the activities, technologies, group processes, and roles of members in CoP. It is provided several CoP dynamics for CEIT including administration, research agent, and members. As illustrated **Figure 2**, there are three component of design: head of department, CEIT research agent, and small research groups.

Head of Department: Every organization has a manager dealing with the authority issues. In this case, chief of department's role is to manage organization of Research Agent's activities. That is, instead of being an active member in community, the foremost responsibility of manager is to provide opportunities to CEIT Research Agent and contribute to the agents' activities.

CEIT Research Agent: The main workload about planning, designing, developing and implementation of community of practice occur in this unit. The main role of this agency is to manage the research activities. At the beginning of each session, this unit organizes a seminar to which the volunteered researchers attend. For this seminar, an announcement is made on the web site of department and faculty toward disciplinary and interdisciplinary fields since it is aimed to comprise the volunteer researchers under a community. Most of the decision regarding identifying members of small groups, research topics, arranging meeting times and schedule are clarified at first seminar. To observe the small research groups' progress, this comity organize meetings every moth. Before coming to presentation, each group sends their ongoing study in an appropriate format to other members of unit. All the members have to read such studies before coming to meeting. During these meetings small groups presents their study to the rest member of Agent. These groups take constructive feedbacks by means of such presentations, then with the light of those feedbacks they conduct their
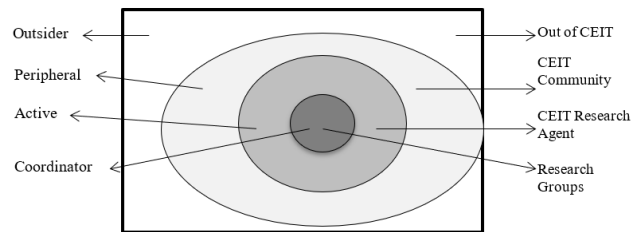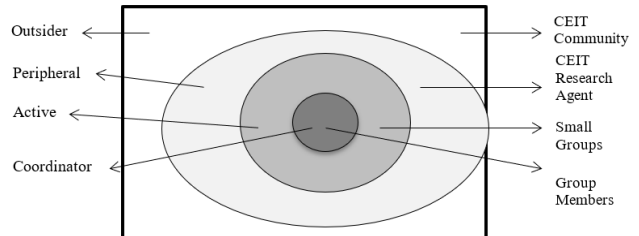
study till the second monthly meeting. This enables small groups to interact each other, so that they benefit the experiences of other groups.

CEIT research agency also communicates the outside of community of practice. To do so, a web site is created about the group and organizational activities. Not only small groups but also the external world follow the unit and group activities on this website. This makes groups to increase their motivation and to develop an identity. Further, it would be sometimes beneficial to invite guest researchers out of the community to the monthly meetings so that the groups gain a different perspective.

Consequences of an observed behavior are important issues while learning something new. Bandura (1986), thus, emphasizes the role of social reinforcement in learning setting. In this sense, it was planned to provide an award to the successful research groups by the research agency. Research unit identifies standards influencing take of award. The most essential factor is that researchers should publish ongoing study on a SCI or SSCI journal. By this way it is aimed to motivate the other groups as well.

Small Research Groups: These groups consist of certain members within the range of five to eight individuals, which are the core structure of CEIT Research Agent. The Agent identifies members of small groups at first session's seminar. While doing that the most important principle is to make such groups heterogenic. In other words, cultural, disciplinary and experience diversity are the main factors influencing structure of each groups (Guerin, at all, 2013; Salas-lopez, at all, 2011). In contrast to CEIT research agency, small research groups organize weekly meetings. At the first meeting an agreement is concluded among group members. This agreement includes group rules about meeting times, task sharing, and even penalties. Attendance is requirement for the members of such groups. In case of emergency, members notify the rest of group members in advance. During these meetings, group members discuss their ongoing study, and give feedback each other. To make differences on research new roles are identified for the next week's meeting.

Both **Figure 3** and **Figure 4** illustrate the participation community of practice. It can be understand from the figures that there are two types of community in this design. Each type possesses its dynamics with the members' roles, which are explained previously. As a result we

can state that three are two types of CoP integrated each other. We believe that providing opportunity for experienced and non-experienced researchers in conducting research as being a community increase the efficiency of academic culture.

DISCUSSION

The motivating factor for CEIT Research agent is that academic staffs are already aware of the promoted effect of academic research. In this regard the agency provides two type of facilitates for graduate students: collecting researchers around a common sense and combining educational and cultural dimensions of members into one dimension. Firstly, all members are gathering around a common sense. For example, preparing a conference paper could be an attractive point for graduate students to attend the community. According to our observation and informal interview results the starting point of agency is addressing nearly all-graduate students in department. From the beginning of the first meeting up to the next small group meetings, being a product-oriented community will be the most motivated issue, affecting members.

Secondly, in general there are certain individuals having different educational and cultural backgrounds in the universities around the world, so does in our department as well. Some of them, although, are capable of conducting research by themselves, they are not so much effective as expected level due to the cultural diversity. Additionally, the ones graduated from different universities, most of the time straggling with lack of experience regarding research or second language proficiency. Therefore, the design is also appealing to combine such kind of cultural and educational diversities.

The main structure of design is consisting of two dynamics: small groups and general structure including all participants even project managers. The role of CEIT Research Agency is to manage the process of research activities in department on behalf of department chief. On the other hand, small groups works autonomously and are the core of design. Small groups arrange their schedule by themselves, by this way the flexibility of relationship among group members will increase. In order to prevent the small groups as acting freely from the general structure, at the kick off meeting of agent a general agreement among members, small groups and the agent should be made. All the possible challenges like time management should be verbalized in these meetings in advance. To increase the identities of participants as a member of a research community, it is crucial to organize some other meetings addressing to all members. By means of such meeting they should present their current status and they should get some feedbacks about their study. Because, the first meeting is although making members more motivated than the small group meetings, many other general meetings should be organized monthly. There should be some dynamics within the community that can be able to control the workload issue of members. Because it is a requirement to accomplish the assigned tasks for the members in advance, there could be some solutions in case of emergency situations like workload.

Overall, we believe that the idea behind CEIT research agent is exiting for CEIT researchers. Especially, it is product oriented and this makes them motivated to do something. In this sense, we recommend some suggestions to increase effectiveness and sustainability of such a community. Followings are some suggestions:

- Such a community should be established at the beginning of semester. By this way members can find time to deal with their study in wide time interval.
- Communication between agent members should be increased. This could be for both general and small groups. To do so, many online tools should be provided to make announcements in community.
- A faculty staff should follow agent's activities by participating community actively to increase sustainability and seriousness of community.

Role lists should be provided in advance for both agent administration and small groups. Group leaders should be responsible for applying such rules.

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Research Article   OPEN ACCESS

A Study of New Trends of Welfare and Safety Arrangements for Teachers and Education Personnel

Kittipong Phumpuang [1]*, Patcharin Buranakorn [2]

[1] Naresuan University, 99/9 Muang, Phitsanulok 65000, THAILAND
[2] Huachiew Chalermprakiet University, 18/18 Bangplee, Samutprakarn 10250, THAILAND
*Corresponding Author: kittipongp@nu.ac.th

ABSTRACT

The purpose of this research is to study new trends and the system for the welfare and safety management of the Office of the Welfare Promotion Commission for Teachers and Education Personnel. The scope of the study is the teachers and education personnel in 5 provinces in lower northern academic area 1 covering Tak, Pitsanulok, Petchaboon, Sukhothai and Uttaradit. This study uses qualitative research methods.

The research found that with regard to new trends in welfare and safety management of the Office of the Welfare Promotion Commission for Teachers and Education Personnel, for welfare management, temporary accommodation should be provided according to the teacher's needs. Medical check-up services should cover life threatening diseases. The transportation allowance or reduction should include a variety of vehicles. Moreover, life insurance for teachers should be increased. For safety management, the interest rate on loans from the cremation fund for teachers and education personnel should be reduced and the loan application should be verified in order to meet the fund's objective. For honors and recognition, there should be scholarships for master's degrees and funding for research or academic performance. The categories and classes of the awards should be adjusted according to the teacher's accreditation. There should be a greater variety of awards for teachers.

With regard to the proposed system of welfare and safety management by the Office of the Welfare Promotion Commission for Teachers and Education Personnel, the welfare and safety management for teachers and education personnel should be arranged for their entire career as divided to three phases: before starting their career, during working, and after resignation or retirement by focusing on the care and development of teachers and educational personnel throughout their entire life, both physically and mentally. The promotion of accreditation for teachers and education personnel should be supported. In addition, the service should be changed from timely to integrated throughout the full cycle of the teacher and education personnel's life by changing from financial support to support to each person.

Keywords: welfare, safety, teachers and educational personnel, new trends

Received: 01 Jul. 2019 ◆ Revised: 25 Sep. 2019 ◆ Accepted: 21 Nov. 2019

INTRODUCTION

Teachers and other education personnel constitute important occupations under educational management, which is the basis of the society and the country's management. With reference to educational reform, the teaching profession is considered a noble profession. Teachers, therefore, must behave well in order to meet quality standards and must self-develop continuously. Being effective teachers and education personnel relies on several factors. One of the factors which affects a teacher's efficiency is his/her income. Teacher's income means the salary teachers earn monthly. In psychology, salary is a basic human need and meets the need of all kinds. But for Thai teachers, the problem is that when compared to other government officers, teachers are low-income government officers. They receive only a monthly salary without overtime and have no opportunity for other benefits. With the same cost of living, most teachers are rather poor and have financial problems (Kaewdaeng, 1997, p. 37-38).

Social welfare and safety for teachers and other education personnel have been provided continuously since before the establishment of the Office of the Welfare Promotion Commission for Teachers and Education Personnel in 2003 (Office of the Welfare Promotion Commission for Teachers and Education Personnel, 2009, p. 3). Thus, the researcher would like to find the answer to the question of how, with all the changes in the world today, teachers and education personnel want the Office of the Welfare Promotion Commission for Teachers and Education Personnel to manage new trends in their welfare and safety management. The researcher also wants to study the welfare and safety arrangement for teachers and education personnel: evaluation and new approach so the Office of the Welfare Promotion

Table 1. The sample groups

Province	Population						Sample group					
	OBEC	OLA/ Municipal	OPEC	VEC	NFE	Total	OBEC	OLA/ Municipal	OPEC	VEC	NFE	Total
Pitsanulok	8,815	346	825	469	143	10,598	10	2	1	1	1	15
Petchaboon	7,088	403	1,189	318	172	9,170	10	2	1	1	1	15
Tak	3,403	459	263	375	280	4,780	10	2	1	1	1	15
Sukhothai	4,934	708	211	354	127	6,334	10	2	1	1	1	15
Uttaradit	3,579	467	299	273	171	4,789	10	2	1	1	1	15
Total	27,819	2,383	2,787	1,789	893	35,671	50	10	5	5	5	75

Commission for Teachers and Education Personnel can use the findings as guidelines in improving welfare and safety arrangements for teachers and education personnel in accordance with the social changes taking place at the present time.

OBJECTIVE

1. To study the new trends of welfare and safety arrangements by Office of the Welfare Promotion Commission for Teachers and Education Personnel

2. To recommend trends of welfare and safety arrangements by Office of the Welfare Promotion Commission for Teachers and Education Personnel

RESEARCH METHODOLOGY

This research is qualitative research employing the following:

1. Structured in-depth interviews to find the new trends of welfare and safety arrangements for teachers and educational personnel in lower northern academic area 1 by identifying the sample group as follows:

Sample group of structured in-depth interviews includes teachers and educational personnel who are members of OTEP in 5 provinces in lower northern academic area 1: Pitsanulok, Petchaboon, Tak, Sukhothai, and Utttaradit. For the second objective, the sample group was identified from agency representatives in each province. The sample group is comprised of 75 people in total using stratified random sampling by province and agency. The sample group in each province and agency are listed in **Table 1**.

2. Group conversation: for recommendations regarding welfare and safety arrangements by the Office of the Welfare Promotion Commission for Teachers and Education Personnel, the following sample group was used:

a. Sample group of 5 experts selected from experts in fields related to welfare and safety management, such as university lecturers, lawyers, officers in OTEP, private organizations, and the Office of Education.

b. Sample group of 5 teachers and educational personnel: 1 person from each province selected by the Office of Education in the 5 provinces from teachers and education personnel who are interested and regularly study the welfare and safety arrangements for teachers and education personnel.

INSTRUMENTS

There were 2 types of instruments used in this research as follows:

1. Structured in-depth interviews to find new trends of welfare and safety arrangements of the Office of the Welfare Promotion Commission for Teachers and Education Personnel.

2. Five questions or talking points were used in the group conversations among teachers and education personnel and experts in order to brainstorm about new trends of welfare and safety arrangements of the Office of the Welfare Promotion Commission for Teachers and Education Personnel.

RESEARCH FINDINGS

Study of new trends of welfare and safety arrangements by the Office of the Welfare Promotion Commission for Teachers and Education Personnel

Teachers' opinions about new trends about knowledge development

Teachers and education personnel from 5 provinces commented that OTEP should provide scholarships for teachers and education personnel, such as short-term English study scholarships, domestic and international training, or visit and postgraduate scholarships, etc. This would meet the teachers' needs because these provide opportunities for teachers to enhance their knowledge so that they are able to improve their teaching and upgrade their level of education. Teachers would have a wide range of choices in career development. Short term English study meets their need as Thailand is entering AEC. Postgraduate scholarships also accord with teachers' needs since the scholarship for postgraduate study is rarely offered and its criteria do not meet their requirement such as study period. The criteria should be set to cover all requirements as to period of time and type which should cover both primary and secondary school teachers. Moreover, in postgraduate study, there is research on teaching which teachers would like to learn in order to apply in their class and improve the quality of their teaching. In addition, if the scholarship can be extended to the doctoral level, this will also meet teachers' needs.

New trends in welfare and safety arrangement

Welfare

- Temporary accommodation should be provided according to the teacher's needs. The number of rooms in the teacher's dormitory should be increased and its location should not only be in Bangkok but also in larger provinces of each area.

- Medical check-up services should be extended to cover more and should cover life threatening diseases without any charge, such as heart disease, colon cancer, breast cancer, cervical cancer, AIDS, etc.

- Teachers rarely use the discount for the train because it is not convenient. The discount should be extended to other modes of transportation, such as airplane, bus, van, etc.

- Group insurance should be added for teachers so that they can go to private hospitals.

- Low interest installments for electrical appliances should be available.

Safety

- Teachers seldom know about the safety service which is provided by OTEP. So, public relations should be increased to spread the information, and teachers can learn more about welfare and safety arranged by OTEP.

- Interest rates on loans from the cremation fund should be reduced.

- The loan application should be verified to meet the fund's objective, and the borrowers should be monitored to ensure that they use the money according to the loan's objective.

- There should be a fund in case their relative is sick because non-formal and informal education teachers earn very little.

Recognition

- Postgraduate scholarships should be provided.

- There should be a research fund for academic work.

- Academic training related to promotion should be promoted.

- Categories and awards each year should be adjusted according to their promotion.

Benefits of new trends to teacher and education personnel

The new trends above are beneficial to teachers as follows:

- Medical check-up services cover life threatening diseases. If such diseases are found, teachers will be treated promptly after finding the disease. If not found, they will be in good mental health. For elder teachers who are competent and have long time experience but are not healthy, their medical service is more important than at other ages.

- A discount for transportation fees is good for traveling to go for training and seminars for self-development.

- Reducing interest rates: teachers are able to reduce their debt faster.

- More variety of awards encourages teachers to grow in their career and is beneficial to their promotion.

- Scholarships are beneficial to their learning development and their self-development in order to improve their efficiency and encourage them to continue self-development. Scholarships reduce the burden in self-development. Sometimes, teachers would like to develop themselves, but they have a problem with expenses, such as course fee, transportation fee, accommodation fee, etc. Some teachers give up their own development.

- Award arrangements encourage teachers to attain a higher academic standing which can help them to reduce debt, costs, and increase their mental support. This helps to increase the teacher's welfare.

- Group life insurance helps teachers save time. Teachers are able to go to private hospitals after teaching hours.

- This is beneficial to all teachers, so they do not become a burden for society and their children. They are able to stand securely and proudly.

- This is beneficial to morale and supports the teachers' work and their life. Their life becomes better and happy.

In conclusion, the new trends as presented are beneficial to their morale, and they support their work and their life. The new trends above are good for teachers in every aspect. When teachers are well treated, the quality of teaching is improved and good for students.

Recommendations regarding the welfare and safety arrangement by OTEP

The welfare and safety arrangement for teachers and educational personnel should be arranged for their entire career which is divided into 3 periods as follows:

Before becoming a teacher and education personnel

This includes persons who passed the test and are waiting to join or who are just starting their career, during the first 3 years.

Welfare and safety management

Educating teachers and education personnel about financial planning, welfare, and safety services offered by OTEP.

Process of welfare and safety arrangement

1) Orientation for new teachers and education personnel related to saving money and salary management from day 1 of their career by dividing their salary in 4 funds: 65% for spending, 5% for parents, 15% for buying a home, and 15% for a provident fund. When elderly, these funds can be reallocated according to their needs but should be kept in these 4 main funds.

2) Providing training with regards to welfare and safety arranged by OTEP in order that they use the service since the start of work.

Benefits to the life of teachers and education personnel

1) Teachers and education personnel well organize their finances before becoming teachers.

2) Teachers know and understand their welfare and safety arranged by OTEP so that they have financial planning together with benefits from projects arranged by OTEP.

While working as teachers and education personnel: this means the entire life of teachers and education personnel.

Welfare and safety arrangements

1) Supervise and develop their entire life, both physically and mentally.

2) Support their promotion for academic standing

3) Change from one-time service to integrated continuing and full cycle service for their entire life by changing from financial support to support to individual persons

Process of welfare and safety arrangement

1) Providing more medical services both physical and psychological. Adding medical check-up services for life threatening diseases beyond basics, such as breast cancer, cervical cancer, prostate cancer, blood disease, AIDS, etc.

2) Raising funds for self-development to enhance their academic standing. This fund can either be a non-condition scholarship or an on-loan scholarship for use during training and doing research in order to get promoted or be a trainer who develops teachers in enhancing their academic standing.

3) Arranging academic seminars or exhibitions related to services of OTEP for nationwide teachers by rotating to each area yearly and regularly evaluating the service.

Benefits to teachers and education personnel

1) Benefits to their physical and psychological life-long health

2) Benefits to their career progress

3) Benefits to public relation of the service managed by OTEP and to use the service of teachers and education personnel

Post-teacher and education personnel career:

This means persons who teach until 60 years of age and retire and includes teachers and education personnel who work at least 20 years and resign.

Welfare and safety arrangements

1) Offer other career training before retirement or resignation

2) Offer medical service after retirement or resignation

3) Offer activities to promote health awareness and self-awareness for teachers and education personnel who retire or resign

Process of welfare and safety arrangements

1) Survey their wish to train and type of career in which they are interested 3-5 years before retirement or resignation

2) Medical institutes under OTEP organize the medical-check project for teachers and education personnel after retirement or resignation regularly 3-4 times a year and if life threatening diseases have been found, they should be transferred to a public hospital.

3) Organizing health activities or self-esteem workshops for teachers who retire or resign.

Benefits to the life of teachers and educational personnel

1) Teachers and education personnel have professional skills for alternative work after ending their career.

2) Teachers receive health care from personnel in expert medical institutes.

3) Teachers and education personnel know and understand how to take care of their health correctly and have self-esteem even though they do not work as teachers.

In conclusion, for the recommendations regarding the welfare and safety arrangements by OTEP, the welfare and safety for teachers and education personnel should be arranged for their entire career life by dividing into 3 phrases: before entering the career, during working, and after finishing the career by focusing on care and development for their entire life, both physical and mental. The promotion of accreditation for teachers and education personnel should be supported. In addition, the service should be changed from timely to integrated continuing and full cycle for the entire life of teachers and education personnel by changing from financial support to support to individual persons.

DISCUSSION OF THE FINDINGS

Welfare and safety arranged by the Office of the Welfare Promotion Commission for Teachers and Education Personnel should be provided to teachers and education personnel for their entire career life by dividing into 3 periods: before entering the career, during working, and after finishing the career by focusing on care and development for their entire life both physical and mental. The promotion of accreditation for teachers and education personnel should be supported. In addition, the service should be changed from timely to integrated continuing and full cycle for the entire life of teachers and education personnel by changing from financial support to support to individual persons, emphasizing integrated services for their entire life in order that teachers become personnel of the country who are both physically and mentally sound, so they are able to use their integrity to develop other learners. This result is in accordance with the result of Turner et al. (1986, p. 5-11) who found that strategic policy and salary motivation are related and directly influence a student's learning progress. Consequently, if a teacher has good welfare, efficiency in teaching will be improved and results in better learning development as well.

SUGGESTIONS

1. The research scope can be extended to all areas in order for OTEP to apply the result to improve and develop their welfare management to meet the needs of teachers nationwide with more efficiency.

2. The target group can be extended to Border Petrol Police Schools in wilderness areas where teacher's needs may be different from ones in urban areas so that OTEP is able to apply the result to improve and develop their welfare management in accordance with teachers needs in wilderness areas.

3. Research can be extended to a comparative study of welfare and safety arrangements for teachers and education personnel among ASEAN countries. OTEP can then apply the result to improve and develop our welfare to be a peer with other ASEAN countries.

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