

บรรยากาศทางจริยธรรมการมีส่วนร่วมของบุคลากร
และความพึงพอใจในการทำงานในโรงเรียน
สังกัดสังฆมณฑลนครสวรรค์ในประเทศไทย

Ethical Climate, Personnel Engagements
and Job Satisfaction in The Nakhonsawan
Diocesan Schools in Thailand.

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บทคัดย่อ

การวิจัยครั้งนี้ได้สำรวจถึงบรรยากาศทางจริยธรรมการมีส่วนร่วมของบุคลากร และระดับความพึงพอใจในการทำงานของผู้บริหาร ครู และเจ้าหน้าที่ในโรงเรียนสังกัดสังฆมณฑลนครสวรรค์ โดยมีวัตถุประสงค์เพื่อสร้างโปรแกรมแก้ไขปัญหาค่าใช้จ่ายที่ช่วยเพิ่มหรือคงไว้ซึ่งตัวแปรที่ถูกกล่าวถึงข้างต้น ในการวิจัยครั้งนี้มีผู้ตอบแบบสอบถามทั้งสิ้น 694 คน ประกอบด้วยบุคลากรในโรงเรียน 8 แห่งสังกัดสังฆมณฑลนครสวรรค์ ในการวิจัยนี้ได้ใช้การออกแบบเชิงพรรณนาและความสัมพันธ์เพื่อสำรวจความสัมพันธ์ระหว่างและในหมู่ผู้บริหาร ครู และเจ้าหน้าที่ เกี่ยวกับบรรยากาศทางจริยธรรม การมีส่วนร่วมของเจ้าหน้าที่ และระดับความพึงพอใจในงาน เครื่องมือที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน (SD) การวิเคราะห์ความแปรปรวนแบบทางเดียว (ANOVA) และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson Correlation Coefficient (r) ผลการวิจัยพบว่าระดับบรรยากาศทางจริยธรรม ความพึงพอใจในงาน ของผู้ตอบแบบสอบถามจากทุกโรงเรียน และการมีส่วนร่วมของเจ้าหน้าที่ อยู่ที่ระดับสูงแม้ว่าผลลัพธ์ของผู้ตอบแบบสอบถามจะมีความแตกต่างกันอย่างมีนัยสำคัญระหว่างขอบเขต สถานที่ และประเภทของผู้ตอบคำถาม อย่างไรก็ตาม ผู้ตอบคำถามได้เปิดเผยความกังวลและปัญหาที่เกี่ยวข้องกับตัวแปรของการศึกษาที่ได้กล่าวถึงข้างต้นด้วย ได้ออกแบบโปรแกรมแก้ไขเพื่อให้สามารถแก้ไขปัญหาด้านบรรยากาศทางจริยธรรม ความพึงพอใจในงาน และระดับความผูกพันในการทำงานของผู้ตอบคำถาม โดยหวังว่าจะช่วยให้ผู้บริหาร ครู และเจ้าหน้าที่ ทำงานอย่างมีประสิทธิภาพ มีความสัมพันธ์ที่ดี พึงพอใจและมีความสามารถในการทำงาน

คำสำคัญ: บรรยากาศทางจริยธรรม
 การมีส่วนร่วมของบุคลากร
 ความพึงพอใจในงาน
 โปรแกรมแก้ไขปัญหา

Ethical Climate, Personnel Engagements and Job Satisfaction in The Nakhonsawan Diocesan Schools in Thailand.

Abstract

This research delved into the ethical climate, personnel engagement, and job satisfaction levels of administrators, teachers, and non-teaching staff in the schools owned and managed by the Diocese of Nakhon Sawan. It aimed to produce an intervention program that will help increase if not sustain the above-mentioned variables. This study was administered to 694 respondents in eight (8) schools of the Diocese of Nakhon Sawan. It used descriptive/correlational design to examine the relationship between and among administrators, teachers, and non-teaching staff's ethical climate, employee engagement, and job satisfaction levels. The data were statistically analyzed using percentages, mean and SD, one-way ANOVA, and the Pearson Correlation Coefficient (r). The result shows that respondents across all schools exhibit high levels of ethical climate, job satisfaction, and employee engagement; although there is a significant difference in the result of respondents among domains, location, and respondents. The respondents also uncovered concerns related to the above-stated study variables. An intervention program was designed to address the concerns re ethical climate, job satisfaction, and personnel engagement levels of the respondents with the hope to yield productive, engaged, satisfied, and competent administrators, teachers, and non-teaching staff.

Keywords: Ethical climate; Intervention program
Job satisfaction; Personnel engagements

1. INTRODUCTION

The worldwide landscape is constantly changing due to globalization. Technical and scientific advancement is now one of the most renowned assets of every organization that kept abreast at competing in the worldwide enterprise. However, despite all the technological advancements, organizations still recognize that human resources are the most valuable resource every organization has (Mathis & Jackson, 2008). Being considered as one of the sources of capability and productivity, employees should be taken care of properly. Necessary efforts, strategic initiatives, and operative policies and practices should be employed by organizations to develop a long-lasting connection with dynamic employees (Kahn, 2013; Das, et.al, 2004).

In this highly competitive culture and society, sustaining qualified, engaged and satisfied employees is a struggle (Mclaurin, Smith & Smillie, 2009; Hausknecht, et.al. 2009; Jha, 2014). Experienced employees hop from one school to another leaving their current organization with a lesser amount of competent and qualified workforce, thus hindering their ability to remain competitive and productive. A few of the many concerns and issues the researcher collated from his consultation with his teachers from different levels regarding their work in school are jobs dissatisfaction, absence of clear and enforced rules and regulations, limited venue for self-actualization and professional development, absence of a comprehensive salary scaling and grading, and absence of comprehensive job responsibilities among others.

Employees stay for a long time in the workplace for various reasons. According to Sarapovadia & Patel (2016), the ethical climate is one of the vital elements that make employees committed to their company. When their rights are recognized, obligations are clearly defined, principles are well-founded, benefits are laid down, fairness and justice are observed, (Velasquez, et.al,

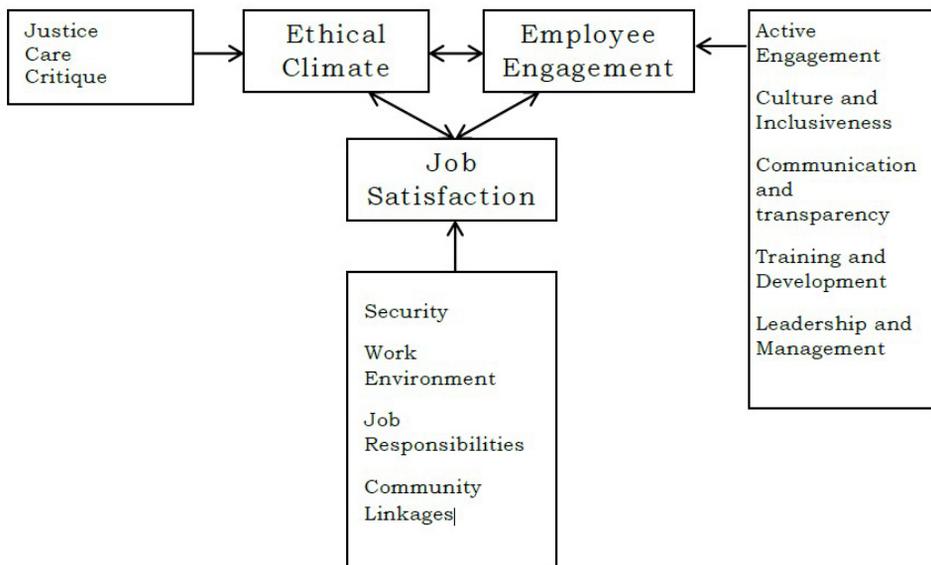
2010), and whatnot, employees remain until they will be superannuated from work. Another study claim that employees remain in their workplace for a long period because of job satisfaction (Rajathi & Pavithra, 2018). Employees' job satisfaction in the workplace includes the following factors: advancement opportunities, constituent attachments, rewards, flexible work arrangements, investments, job fulfillment, professional development alternatives, work location and non-work influence (Sinha & Sinha, 2012; Hausknecht, Rodda & Howard, 2009). Whereas several kinds of research have claimed that ethical practices of the profession, justice, care, and critique greatly influence employee retention (Mayende & Musenze, 2018). Another reason stressed by Knobloch (2018) why employees stay in school is personnel engagement as his study stressed that engagement plays a very important role in keeping qualified and productive employees. Employees who are highly engaged contribute more than what is expected of them and they are champions of their work, their profession, and the success of their organization and are likely to stay in the organization.

It is common knowledge that in schools, as in any organization, companies or business, failure to keep high-performing and competent employees poses a real threat (Mayende & Musenze, 2018). Having unethical, incompetent, dissatisfied, and disengaged employees are confirmed to be one of the most expensive losses for an organization because it greatly impacts the organization's competitiveness, productivity, and overall performance (Jha, 2014; Mayende & Musenze, 2018). Employees are considered to be the key players and great contributors to the attainment of the organization's objectives and goals, however, having ineffective and inefficient members of the workforce, turnover is a good opportunity to fill vacancies with competent ones (Nicotera, Pepper & Springer, 2017). Possessing unethical dissatisfied and disengaged employees to speak negatively a lot about the organization's productivity,

service quality, profitability, and sustainability (Kumar, 2011;). Studies confirmed that unethical, dissatisfied, and disengaged teachers caused lower student achievement and contributed to negative effects on school communities (Yeatts-Lonske, 2018).

The conceptual framework of this research which is designed at identifying the respondents’ level of ethical climate, employee engagements, and job satisfaction and examining any assumed relationship between the given variables is shown in Figure 1. Olayiwola’s (2016) diagram of examining the relationship of ethical climate and organizational commitment to turnover intentions of employees in his studies helped out in the formulation of this conceptual framework. Olayiwola (2016) associated the different aspects of ethical climate to job satisfaction and found out the relationship of both to turnover intentions; inquired the extent of employees' perception regarding which job satisfaction and ethical climate elements affected the most their work; and required respondents to rate their job satisfaction levels.

Figure 1: Conceptual Framework



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This study aimed to design an intervention program that will help increase administrators, teachers, and non-teaching staff's ethical climate, personnel engagement, and job satisfaction levels in schools. It must be noted that implementing strategies and programs without identifying the real cause of the problem might lead to a more serious dilemma (Westat, 2015). Proper and effective intervention programs, appropriate solutions, and involvement strategies that address the identified problems may hope to contribute positively to increase ethical, engagement, and satisfaction levels of administrators, teachers, and non-teaching personnel; lessen turnover of qualified and competent employees and increase retention level.

2. METHODS

Having recognized the importance of qualified and competent administrators and teachers in schools and what constitutes it, this study used descriptive/correlational design to examine the relationship between and among administrators, teachers, and non-teaching staff's ethical climate, employee engagement, and job satisfaction levels. This study was conducted in the Diocese of Nakhon Sawan in the North of Thailand. The diocese covers the provinces of Lopburi, Nakhon Sawan, Sukhothai, Tak, and Uttaradit, Phitsanulok, Phetchabun, Saraburi, Chainat, Kamphaeng Phet, and Uthai Thani, where the diocese owns schools in the first eight (8) provinces. All administrators, teachers, and non-teaching staff of the schools owned by the Diocese of Nakhon Sawan – both local and foreign were the subject of this study. Data were gathered by administering questionnaires that involved one-time contact with 694 respondents from eight (8) schools combined.

The instrument of this study was adapted and modified from the questionnaires made by Olayiwola (2016) for ethical climate, Wilson (2009) for employee engagement, Romero & Bantigue (2017) for job satisfaction, and Lee (2018) for issues and problems in schools. According to the designers, the survey questionnaires can be modified to fit the context in which the survey is to be conducted. The questionnaires were composed of two main parts: part 1 – data of respondents, and part 2 - the domains questionnaires which were composed of four parts namely: ethical climate, employee engagement, job satisfaction, and issues and problems in schools. The 5 – point Likert scale was used to score the survey questions as follows: 5 Strongly Agree; 4 Agree; 3 Neutral; 2 Disagree; 1 Strongly Disagree.

The following statistical tools were used to analyze the data: 1. The percentage was being used to describe a part of the whole data. In this study, the percentage was used to determine the distribution of respondents across their profile variables; 2. Mean and standard deviation (SD) were used to get the average of the responses on the data set and how close and how spread the numbers were to the mean. Mean and SD was used in this study, to analyze the respondents' level of ethical climate, job satisfaction, and personnel engagement; 3. A one-way ANOVA test was used to determine the significant difference between and among data. In this study, a one-way ANOVA test was used to check if there is a significant difference in the level of ethical climate among its major factors (Justice, Care, Critic), the respondents, and the location of the respondents' educational institution. It was also used to measure the significant difference of the variables on the level of job satisfaction and personnel engagement; 4. Pearson Correlation Coefficient (Pearson's r) was used to measure the linear correlation between two variables; in this study, it was used to measure the relationship between and among ethical climate, job satisfaction, and personnel engagement.

3. RESULTS

3.1 ETHICAL CLIMATE LEVELS

The respondents showed high ethical climate levels in their respective educational institutions as shown in table 1. On the ethics of justice, all the respondents show high ethical climate levels with teachers garnered the highest mean (Mean = 4.11, SD = 0.15), that means to say, all respondents observed and implemented in their schools the adherence to the rule of law, universal principles and individual rights of every person. On the ethics of care, teachers garnered the lowest mean (Mean = 3.96, SD = 0.08), but they expressed almost the same level of satisfaction on care with administrators and non-teaching staff.

Table 1 Respondents' Mean Level of Ethical Climate

ETHICAL CLIMATE	Justice	Care	Critic	Interpretation
Administrators				
Mean	4.07	4.10	4.27	Agree
SD	0.21	0.07	0.12	
Teachers				
Mean	4.11	3.96	4.14	Agree
SD	0.15	0.08	0.05	
Non-Teaching Staff				
Mean	4.05	4.06	4.06	Agree
SD	0.13	0.09	0.05	

Note: Lowest value is 1 – Strongly Disagree; highest value is 5 – Strongly Agree

3.2 DIFFERENCE IN THE LEVEL OF ETHICAL CLIMATE AMONG DOMAINS, SCHOOL, AND RESPONDENTS.

A one-way ANOVA test was used to check significant differences in the level of ethical climate among its domains (Justice, Care, and Critic), the respondents, and the School of the respondents' educational institution. The level of justice, care, and critic showed a significant difference ($p = 0.026$) across all respondents as shown in table 2.1 The mean of each domain is also reflected on the table to show the difference in each factor across all respondents.

Table 2.1 One-Way ANOVA Result on the Difference in the Level of Ethical Climate per Domain

<i>Main Effects</i>		<i>F</i>	<i>p</i>	<i>Interpretation/Decision</i>
Ethical Domains		3.667	0.026	Significant/Reject Ho
Domains		Mean		
Ethical Domains	Justice	4.07		
	Care	4.04		
	Critic	4.15		

The level of ethical climate is significantly different across all schools ($p < 0.001$) as shown in table 2.2 The mean was also computed to check the difference in the level of ethical climate on each school across all respondents. The test showed mean differences across all respondents.

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Table 2.2 One-Way ANOVA Result on the Difference in the Level of Ethical Climate per School

Main Effects		F	p	Interpretation/ Decision
School		23.117	< 0.001	Significant/Reject Ho
Respondents		Mean		
Schools	Praworasarn School Lopburi	4.39		
	Prakuman Yesu School Singburi	3.92		
	St. Mary School Uttaradit	4.31		
	Saint Nicholas School Phitsanulok	4.04		
	Pattara Wittaya School Maesod	3.97		
	St. Joseph School Phichit	4.30		
	Santi Phathana School Wichianburi	4.15		
	Mattanothai School Tak	3.80		

Overall, the table shows that there is a significant difference in the level of ethical climate experienced by the respondents ($p < 0.001$) as reflected in table 2.3

Table 2.3 One-Way ANOVA Result on the Difference in the Level of Ethical Climate among Respondents

Main Effects		F	p	Interpretation/ Decision
Respondents		11.823	< 0.001	Significant/Reject H ₀
Respondents			Mean	
Administrators	Domains	4.23		
	Schools	4.11		
Teachers	Domains	4.04		
	Schools	4.07		
Non-Teaching Staff	Domains	4.15		
	Schools	4.03		

3.3 JOB SATISFACTION LEVELS

The respondents showed a positive response on the level of job satisfaction they experience in their schools as shown in Table 3. Specifically, administrators have the highest levels of satisfaction on job responsibilities factors. This high level may be connected to the administrative position and the roles they play in school. Teachers also show a high level of satisfaction across all four factors, however. As the table shows, teachers have the lowest satisfaction levels of all the respondents. Among all four (4) domains, it is obvious that community linkages were rated the lowest by administrators and teachers. The table also shows that the non-teaching staff experienced a higher level of security, (Mean = 4.05, SD = 0.06) as compared to other respondents. Similarly, the non-teaching staff has the highest level of satisfaction in their work environment and community linkages although it can be concluded that all the respondents

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have almost the same mean on the said factor. It is worthy to note that the levels of satisfaction on job securities are similar for all respondents. Speaking of job responsibilities, the said factor garnered the highest mean level of satisfaction among all domains across all respondents.

Table 3. Respondents’ Mean Level of Job Satisfaction

Domains	Security	Work Environment	Job Responsibilities	Community Linkages	Interpretation
Administrators					
Mean	3.98	4.02	4.11	3.86	Agree
SD	0.14	0.11	0.09	0.16	
Teachers					
Mean	3.89	3.99	4.05	3.94	Agree
SD	0.09	0.09	0.08	0.13	
Non-Teaching Staff					
Mean	4.05	4.07	4.07	4.07	Agree
SD	0.06	0.08	0.07	0.08	

Note: Lowest value is 1 – Strongly dissatisfied; highest value is 5 - Strongly Satisfied

3.4 DIFFERENCE IN THE LEVEL OF JOB SATISFACTION AMONG DOMAINS, SCHOOLS, AND RESPONDENTS.

The level of security, work environment, job responsibilities, and community linkages showed a significant difference ($p = 0.023$) as reflected in Table 4.1. The mean of each domain was also computed to check if there is a difference in the level of job satisfaction on each of the main factors across all respondents.

Table 4.1 One-Way ANOVA Result on the Difference in the Level of Job Satisfaction per Domain

Main Effects		F	p	Interpretation/ Decision
Domains		3.177	0.023	Significant/Reject H_0
Domains		Mean		
Domains	Security	3.90		
	Work Environment	4.02		
	Job Responsibilities	4.07		
	Community Linkages	3.95		

The level of job satisfaction is also significantly different across all schools ($p < 0.001$) as shown in table 4.2. The mean was also computed to check if there is a difference in the level of job satisfaction in each school across all respondents. Based on the computations, all the schools showed a varied level of job satisfaction across all respondents.

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Table 4.2 One-Way ANOVA Result on the Difference in the Level of Job Satisfaction per School

Main Effects		F	p	Interpretation/ Decision
School		87.437	< 0.001	Significant/Reject H ₀
Respondents		Mean		
Schools	Praworasarn School Lopburi	4.43		
	Prakuman Yesu School Singburi	3.74		
	St. Mary School Uttaradit	4.18		
	Saint Nicholas School Phitsanulok	3.79		
	Pattara Wittaya School Maesod	3.77		
	St. Joseph School Phichit	4.25		
	Santi Phathana School Wichianburi	4.07		
	Mattanothai School Tak	3.62		

Using the results shown in table 4.3 there is a significant difference in the level of job satisfaction experienced by the respondents ($p < 0.001$) across all schools.

Table 4.3 One-Way ANOVA Result on the Difference in the Level of Job Satisfaction among

Main Effects		F	p	Interpretation/ Decision
Respondents		11.364	< 0.001	Significant/Reject H ₀
Respondents		Mean		
Administrators	Domains	4.06		
	Schools	3.98		
Teachers	Domains	3.99		
	Schools	3.98		
Non-Teaching Staff	Domains	3.90		
	Schools	3.98		

3.5 PERSONNEL ENGAGEMENT LEVELS

The respondents showed satisfaction with the level of personnel engagement they experience in their respective educational institutions as shown in table 5. Non-teaching staff got the highest mean level of satisfaction in all but one factor that is leadership and management (Mean 4.10, SD 0.09).

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Table 5. Respondents’ Mean Level of Personnel Engagement

ENGAGEMENT	Active Engagement	Culture and Inclusiveness	Communication and Transparency	Training and Development	Leadership and Management	Interpretation
Administrators						
Mean	4.25	4.11	3.99	3.98	3.97	Agree
SD	0.14	0.16	0.11	0.10	0.16	
Teachers						
Mean	4.24	4.01	3.91	3.96	3.87	Agree
SD	0.11	0.12	0.09	0.12	0.11	
Non-Teaching Staff						
Mean	4.19	4.13	4.18	4.13	4.10	Agree
SD	0.06	0.11	0.12	0.08	0.09	

Note: Lowest value is 1 – Strongly Disagree; highest value is 5 – Strongly Agree

3.6 DIFFERENCE IN THE LEVEL OF PERSONNEL ENGAGEMENT ON DOMAINS, SCHOOL, AND AMONG RESPONDENTS.

The level of active engagement and communication and transparency showed a significant difference ($p < 0.001$) across all respondents as shown in table 6.1 The mean of each domain was also computed to check if there is a difference in the level of personnel engagement on each of the main factors across all respondents.

Table 6.1 One-Way ANOVA Result on the Difference in the Level of Personnel Engagement per Domain

Main Effects		F	p	Interpretation/ Decision
Domains		7.106	< 0.001	Significant/Reject Ho
Domains		Mean		
Domains	Active Engagement	4.22		
	Culture and Inclusiveness	4.08		
	Communication and Transparency	4.02		
	Training and Development	4.02		
	Leadership and Management	3.98		

The level of personnel engagement is significantly different across schools ($p < 0.001$) as shown in table 6.2 The mean was also computed to check if there is a significant difference in the level of personnel engagement on each school, across all respondents. Based on the computations, all the schools showed a varied level of personnel engagement across all respondents.

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Table 6.2 One-Way ANOVA Result on the Difference in the Level of Personnel Engagement per School

Main Effects		F	p	Interpretation/ Decision
School		76.856	< 0.001	Significant/Reject H ₀
Respondents		Mean		
Schools	Praworasarn School Lopburi	4.46		
	Prakuman Yesu School Singburi	3.88		
	St. Mary School Uttaradit	4.29		
	Saint Nicholas School Phitsanulok	3.87		
	Pattara Wittaya School Maesod	3.86		
	St. Joseph School Phichit	4.41		
	Santi Phathana School Wichianburi	4.19		
	Mattanothai School Tak	3.73		

There is a significant difference in the level of personnel engagement experienced by the respondents ($p < 0.001$) which is also reinforced by the mean as shown in table 6.3

Table 6.3 One-Way ANOVA Result on the Difference in the Level of Personnel Engagement among Respondents

Main Effects		F	p	Interpretation/ Decision
Respondents		14.397	< 0.001	Significant/Reject H ₀
Respondents		Mean		
Administrators	Domains	4.19		
	Schools	4.09		
Teachers	Domains	4.03		
	Schools	4.09		
Non-Teaching Staff	Domains	4.04		
	Schools	4.09		

The significant differences in the level of personnel engagement per domain, schools, and among respondents when group according to their profile lead to the rejection of the hypothesis. The rejection of the hypothesis implies that psychological, physiological, and environmental elements play significant roles in personnel engagement. Moreover, the result suggests that schools need to enhance their supervisors' leadership and management skills, communication and transparency, and professional training and development, especially among teachers and administrators.

3.7 RELATIONSHIP BETWEEN ETHICAL CLIMATE, JOB SATISFACTION, AND PERSONNEL ENGAGEMENT

3.7.1 RELATIONSHIP BETWEEN ETHICAL CLIMATE AND PERSONNEL ENGAGEMENT

The result shows that with $r = 0.978$ at $p < 0.0001$ ethical climates and job satisfaction have a strong positive correlation; therefore the hypothesis is rejected as shown in table 7.1

Table 7.1 Relationship between Ethical Climate and Job Satisfaction

Factors	r	Interpretation	p	Decision
Ethical Climate	0.978	Strong Positive Correlation	< 0.001	Significant/ Reject H ₀
Job Satisfaction				

3.7.2 RELATIONSHIP BETWEEN ETHICAL CLIMATE AND PERSONNEL ENGAGEMENT

Table 7.2 reflects the strong positive correlation between ethical climate and personnel engagement with $r = 0.966$ at $p < 0.001$, which leads to the rejection of the hypothesis.

Table 7.2 Relationship between Ethical Climate and Personnel Engagement

Factors	r	Interpretation	p	Decision
Ethical Climate	0.966	Strong Positive Correlation	< 0.001	Significant/ Reject H ₀
Personnel Engagement				

3.7.3 RELATIONSHIP BETWEEN JOB SATISFACTION AND PERSONNEL ENGAGEMENT

Table 7.3 reflects the strong positive correlation between ethical climate and personnel engagement with $r = 0.991$ at $p < 0.001$, which leads to the rejection of hypothesis 4.3.

Table 7.3 Relationship between Job Satisfaction and Personnel Engagement

Factors	r	Interpretation	p	Decision
Ethical Climate	0.991	Strong Positive Correlation	< 0.001	Significant/ Reject H_0
Job Satisfaction				

3.8 ISSUES AND PROBLEMS ENCOUNTERED BY SCHOOL PERSONNEL RELATED TO ETHICAL CLIMATE, JOB SATISFACTION, AND PERSONNEL ENGAGEMENT

The high levels of ethical climate, job satisfaction, and personnel engagement as shown in Tables 2, 4, 6, were challenged by the respondents' rating on common problems and issues related to the above-named variables as shown in table 9. The common problems and issues were adapted from the article written by Lee (201). The issues were categorized under three variables namely ethical climate, job satisfaction, and personnel engagement. Moreover, the respondents were given the chance to write other commonly encountered issues in schools related to the above-mentioned variables.

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The respondents identified seven (7) issues related to the above-stated variables. Of the seven (7) problems listed, three (3) were under the ethical climate with no clear job description as the first identified by four (4) persons, two (2) stated negligence of job responsibilities as common problems encountered under ethical climate and one (1) specified no employee handbook; one (1) fell under job, and three (3) common problems that belong to personnel engagement were mentioned with lack of proper channeling procedure mentioned five (5) times by respondents, followed by lenient and weak implementation mentioned four (4) times and the “สบายๆ” and “ไม่เป็นไร” mentioned once.

Table 9. Problems Encountered by the School Personnel (Mean Value)

Ethical Climate (EC)	Mean	Interpretation
Decision-making capability of persons in authority	3.53	Occasionally Encountered
Justice and fairness in implementing rules and regulations	3.53	Occasionally Encountered
Students' discipline	3.49	Occasionally Encountered
Administrators, teachers, and staff discipline	3.41	Occasionally Encountered
Faculty and staff evaluation and assessment	3.35	Occasionally Encountered
Job Satisfaction (JS)	Mean	Interpretation
Paper works	3.25	Occasionally Encountered
Work environment	3.12	Occasionally Encountered
Design and implementation of curriculum (workflow for non-teaching staff)	3.05	Occasionally Encountered
Classroom size	3.01	Occasionally Encountered
Salaries and wages	2.76	Rarely Encountered
Lack of basic teaching necessities, IT, laboratory & other work equipment	2.75	Rarely Encountered

Personnel Engagement (PE)	Mean	Interpretation
Recruitment of competent admin, teachers, and staff	3.34	Occasionally Encountered
School operations issues	3.34	Occasionally Encountered
Communication and collaboration issues	3.12	Occasionally Encountered
Cultural sensitivity and inclusivity	3.26	Occasionally Encountered
Lessening in the involvement of parents	2.85	Rarely Encountered
Lack of attendance and engagement in school activities	2.80	Rarely Encountered
Note Lowest value 1 – Never Encountered; highest value 5 – Always Encountered		
Other Concerns Itemized by the Respondents		
Domains	Concerns/Issues	Frequency
Ethical Climate	No clear job description	4
	Negligence of employees of their job responsibilities	2
	No employee handbook	1
Job Satisfaction	Teachers resigning at the middle of the year to transfer to govt. schools	1
	Lack of proper channeling procedure	5
	Lenient and weak implementation of rules and regulations	4
	The “comfy/สบายๆ” and “never mind/ไม่เป็นไร” attitudes	1

4. DISCUSSION

4.1 ETHICAL CLIMATE LEVELS

The significant differences that occur across the respondent's ethical climate levels particularly on the ethics of care and critic sprung from the complex nature of the domain since the ethical norms are not often dogmatic but rather open to interpretations which may vary depending on contexts (Botes, 2005; Moore, 2012). To create an ethical climate at the workplace, following established standards, procedures, practices, rules, and regulations in an unbiased and provable manner warranting fair rightful treatment of those involved is required (Botes, 2000). It is complicated because these laws are not often dogmatic but rather open to interpretations that may vary depending on contexts (Moore, 2012). Ethics do not only focus on norms but also focus on the element of sympathy, compassion, and love (Quick and Normore, 2005).

4.2 JOB SATISFACTION LEVELS

Job satisfaction is a complex and multidimensional human experience because it springs from the attitude which is connected to various factors such as the nature of their work, their supervisors, the work environment, and the like (Thiagaraja & Thangaswamy, 2017; Aziri, 2011; Wakida, 2015; Robbins & Judge, 2007). Significant differences in the result of the one-way ANOVA test can be explained due to the multifaceted nature of the domain and the subjectively of the evaluation (Thiagaraja & Thangaswamy, 2017; Aziri, 2011).

4.3 EMPLOYEE ENGAGEMENT LEVELS

Various factors affect employees' engagement behaviors such as organizational identification, work behaviors, demographic profile, and the like which may greatly contribute to the significant difference in employees' engagement levels (Pagrialo, et.al. 2018). The result implies that schools need to enhance their supervisors' leadership and management skills, communication and transparency in the school, and professional training and development, especially among teachers and administrators. The above result is affirmed by the study of Reilly (2014) and Crawford (2016) where there is a need for "sharpening the tools in the toolbox to help the builder work faster", that is to say, continuing professional development helps teachers and administrators continue not only to be competent in their craft but also to excel in it. Kahn as cited by Smith & Markwick (2009) claimed that the individual experience of engagement varies from one person to the other depending on their psychological and physiological individualities; which was also confirmed by the studies of Robinson, et.al (2007) and Blessing White (2008). The study of Robinson et.al, (2007) and Smith & Marwick (2009) recognized that demographic profile, cultural background, disability, responsibility, and other related factors have differing effects on engagement.

4.4 RELATIONSHIP BETWEEN ETHICAL CLIMATE, JOB SATISFACTION, AND PERSONNEL ENGAGEMENTS

There is a strong correlation and positive relationship between and among ethical climate, job satisfaction, and employee engagements. The studies conducted in Thailand and abroad are one in their findings that employees' job satisfaction is directly linked to the established ethical climate in the workplace. The studies of Gencoglu & Dinc (2017), Ismael's (2015), Mayende & Musenze (2018), Moore (2012), Shapira-Lishchinsky & Rosenblatt (2016), Shivappa

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& Oghaiban (2017), Treputtharat & Tayiam (2014), Jitpraneechai (2019), Kafumbu (2019) and O'Connor (2018) affirmed this result. Moreover, the studies of Monga & Cilliers (2015), Pagrialo, et.al, (2018), Damirchi, Karimianpour & Kiani (2018) further attested that employees perceived positive workplace ethical climate significantly and positively affects employees' behaviors, to wit: organizational identification, work behaviors, moral engagement and satisfaction with jobs. Also, the researches of Dhandapani, Jaswanti & Thenmozhi (2019), Vorina, Simonic & Vlasova's (2017), Barden's (2017), Hamid (2018), and Jackson (2018) affirmed that job satisfaction and personnel engagement have positive statistical significance and relatedness.

4.5 ISSUES AND PROBLEMS ENCOUNTERED BY SCHOOL PERSONNEL RELATED TO ETHICAL CLIMATE, JOB SATISFACTION, AND PERSONNEL ENGAGEMENT

Although the result shows that respondents across all schools exhibit high levels of ethical climate, job satisfaction, and employee engagement, the respondents also exposed concerns and problems connected to the above-stated study variables which turned out to be worthy of attention and immediate action by the school management. These problems mentioned were all related to each other which can be potential sources for employees' ethical, engagement, and satisfaction levels to plummet and may create considerable havoc in schools (Jitpraneechai, 2019). Since the schools do not have an employee handbook, there were no rules and regulations to implement. As a result, employees tend to do whatever they like to do – neglecting protocols and procedures, working loosely, neglecting responsibilities, resigning from work at the middle of the year, and whatnot. Moreover, with the absence of a job description, it is normal that employees do not know what their responsibilities were which resulted in “คิดเองทำเอง” (think by yourself, do by yourself) attitude.

5. CONCLUSION

Administrators, teachers, and non-teaching staff generally exhibited a high level of ethical climate, employee engagement, and job satisfaction in their respective institutions. Respondents also exhibited significant differences in their levels of ethics, engagement, and satisfaction due to the complex nature of the variables. The study also found out that there is a strong positive correlation and significant relationships among and between ethical climate, employee engagements, and job satisfaction. Nevertheless, several problems and issues related to the above-mentioned variables were identified by the respondents which the schools need to address. Reliant to the result of this research, an intervention program was designed to address the concerns of ethical climate, job satisfaction, and work engagement levels of administrators, teachers, and non-teaching staff with the end in mind of increasing ethical, satisfaction, and engagement levels of employees in schools in the Diocese of Nakhon Sawan.

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