

**The Priority Needs of Developing Teachers' Negotiation Skills in Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong**

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**Abstract**

This study aimed to examine the priority needs of practice regarding developing teachers' negotiation skills in the Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong. A sample of 301 teachers from 11 schools was selected through stratified random sampling. Data were collected using a validated five-point Likert scale questionnaire covering six dimensions: communication, emotional intelligence, planning, value creation, strategy, and perception. Descriptive statistics and the Modified Priority Needs Index (PNI<sub>modified</sub>) were employed for analysis. Results indicated a notable gap between current ( $M = 3.59$ ) and desirable levels ( $M = 4.66$ ), with an overall PNI<sub>modified</sub> of 0.29. The most urgent needs were identified in value creation (0.303), strategy (0.301), and perception (0.297). These findings highlight critical areas for teacher professional development aligned with national education reform goals.

**Keywords:** *Negotiation Skills, Teacher Development, Priority Needs*

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**1. Introduction**

In today's rapidly evolving educational landscape, the quality of human resources is a critical determinant of national competitiveness. Education plays a pivotal role in cultivating individuals with the capacity to adapt, innovate, and solve complex problems (Office of the National Economic and Social Development Council, 2022). Teachers are at the heart of this process; however, their effectiveness is often undermined by organizational conflicts and systemic constraints. Thailand's "20-Year Strategic Education Plan" emphasizes lifelong learning and competency development (Klumpabut, 2022), yet persistent challenges remain in strengthening teachers' professional skills (Maneerat, 2015; Smithikrai, 2009).

Schools are inherently complex institutions where teachers, administrators, parents, and students interact with diverse interests and expectations. These interactions frequently generate conflicts over workloads, policy implementation, and decision-making (Chuanichom, 2021; Sun & Theussen, 2023). Without adequate negotiation skills, such disputes escalate, leading to teacher burnout, diminished collaboration, and weakened

student outcomes (Sinnarong & Chenaksara, 2022). Recent studies in organizational psychology confirm that constructive conflict management and negotiation capacity are strongly correlated with school effectiveness and learner achievement (Karapetyan, 2024; Smolinski & Xiong, 2020).

In Thailand, cultural norms such as *kreng jai* discourage open confrontation, limiting opportunities for dialogue and compromise (Gosaiyakanon, 2021; Saenghwang & Haruthaithanasan, 2020). Hierarchical school structures further restrict teachers' voices in institutional decision-making (Weerakham, Chumnisart, & Boonpoo, 2024). These dynamics not only silence concerns but also inhibit innovation and teacher agency, ultimately constraining educational reform efforts.

The Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong exemplifies these challenges. Comprising 11 secondary schools, it faces overlapping duties, ineffective supervision, and insufficient communication channels (Suksri, 2022; Wisetsena, 2024). Teachers are burdened with both instructional and administrative workloads, which intensifies stress and erodes morale (Prathumsit, Sarnswang, & Klaijumlang, 2023). The absence of structured negotiation mechanisms leaves many conflicts unresolved, undermining collaboration and limiting the achievement of educational goals in the region.

Therefore, developing teachers' negotiation skills in this context is both urgent and essential. Such skills empower teachers to engage in constructive dialogue, manage disputes fairly, and contribute meaningfully to institutional decision-making (Suryanto & Hermawan, 2023). Strengthening negotiation competencies not only addresses immediate workplace conflicts but also supports broader national education reform objectives by fostering equity, collaboration, and sustainable school improvement. This research thus focuses on studying the priority needs of practice regarding the development of negotiation skills among teachers in the Chonburi 3 Consortium.

## **2. Purpose of the Study**

To study the priority needs of practice regarding developing teachers' negotiation skills in Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong.

## **3. Literature Review**

Negotiation is widely acknowledged as a process in which two or more parties with differing interests engage in dialogue to reach mutually acceptable outcomes. In educational settings, negotiation is not only a method for conflict resolution but also a key strategy for improving collaboration and institutional efficiency (Nelson & Quick, 2013). Chuanchom (2021) defined negotiation as a structured process that reduces conflicts through mutual understanding and compromise. Maneerat (2015) emphasized that such conflicts often arise from organizational dynamics, including differences in teaching philosophies and decision-making roles, while Sun and Theussen (2023) pointed out that unclear responsibilities within educational institutions can further deepen tensions. Without effective negotiation practices, these issues can significantly impact both teacher performance and student outcomes.

In the Thai context, the development of negotiation skills among teachers is complicated by deep-rooted cultural norms. Thai society emphasizes respect for hierarchy and social harmony, often discouraging open confrontation. This is especially evident in the concept of *kreng jai*, which promotes deference and avoidance of conflict (Saenghwang & Haruthaithanasan, 2020; TheThailandLife, 2024). These cultural expectations can prevent teachers from speaking up about unfair practices or engaging in dialogue with school administrators. Sumarni and Kalupae (2020) noted that teachers may choose indirect forms of communication or avoid addressing issues altogether. Gosaiyakanon (2021) further argued that while this cultural restraint preserves harmony, it also hinders open negotiation and collaborative problem-solving, ultimately reducing the effectiveness of professional communication in schools.

To address these challenges, it is essential to define and develop specific negotiation competencies. Drawing from the synthesis of leading scholars in the field, six core dimensions are critical to teachers' negotiation skills: communication, emotional intelligence, planning, value creation, strategy, and perception. Communication refers to clearly expressing ideas and listening to others to achieve shared goals (Maneerat, 2017). Emotional intelligence allows teachers to manage their own emotions and empathize with others during negotiations (Smolinski & Xiong, 2020). Planning involves preparing strategies and alternatives before entering a negotiation (Lewicki, 2015), while value creation focuses on finding creative, win-win solutions that benefit all parties (Watkins, 1999). Strategy relates to tailoring negotiation approaches to different situations (Fisher, Ury, & Patton, 2011), and perception enables teachers to learn from past negotiation experiences to improve future performance (Karapetyan, 2024).

To effectively foster negotiation skills among educators, numerous studies recommend diverse professional development approaches tailored to teachers' needs and roles. Coaching and mentoring pair experienced educators with their peers to provide guidance and role modeling, which aligns with Mongkhonvanit (2012) view that experienced teachers help shape the teaching practices and attitudes of less experienced peers. Training and seminars are more formal sessions designed to build knowledge and practical negotiation techniques, as Inpukdee and Xupravati (2019) emphasized the importance of enhancing both technical skills and moral values in teacher development. Professional Learning Communities (PLCs) offer collaborative environments for teachers to engage in shared problem-solving and reflection, reinforcing Saenghwang and Haruthaithanasan (2020) assertion that collaborative learning boosts performance and aligns with institutional goals. Workshops allow for interactive, experiential learning through role-play and simulations, fostering practical engagement (Gruff, 1975). E-learning platforms support self-paced skill development using gamified and feedback-rich modules, as supported by Swanson (2022), who highlighted that digital tools can enhance teacher learning flexibility and responsiveness. Lastly, experiential learning projects immerse teachers in real-life negotiation scenarios, helping them build practical, transferable skills—an approach supported by W.B. Castetter (1971); William Benjamin Castetter (1981), who viewed real-world immersion as critical for sustained professional growth.

The need for these competencies is particularly urgent in the Chonburi 3 Consortium, which comprises 11 secondary schools under the Secondary Educational Service Area Office Chonburi Rayong. These schools face numerous structural challenges,

including overlapping duties, fragmented communication, weak supervision, and unclear delegation of responsibilities (Suksri, 2022). Teachers are often overloaded with both instructional and non-instructional tasks, limiting their capacity to engage in dialogue or assert their professional needs (Prathumsit et al., 2023). The absence of clear communication protocols and opportunities for negotiation contributes to unresolved workplace tensions and undermines organizational development (Saenghwang & Haruthaithanasan, 2020; Wisetsena, 2024).

Addressing this context, the development of negotiation skills among teachers in Chonburi 3 is both necessary and strategic. Strengthening these competencies would not only enhance conflict resolution but also promote shared decision-making and greater transparency in school operations. As noted by Suryanto and Hermawan (2023), negotiation training equips teachers with the tools to manage interpersonal challenges and institutional reforms more effectively. Karapetyan (2024) and Maneerat (2017) also stress that negotiation is not simply about resolving conflict—it is about sustaining long-term professional relationships and fostering collaboration. In this light, targeted development programs in negotiation are a critical step toward empowering teachers and improving the educational climate in the Chonburi 3 Consortium.

#### **4. Research Methodology**

This study employed a descriptive research design to identify the priority needs of developing teachers' negotiation skills in the Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong (SPMCR). The population comprised 1,165 teachers across 11 schools, and a sample of 301 was determined using Taro Yamane's (1973) table.

The research instrument was an online questionnaire developed from the conceptual framework of negotiation skills, which consisted of six components: communication, emotional intelligence, planning, value creation, strategy, and perception. The questionnaire employed a five-point Likert scale and included two sections: (1) respondents' background and (2) assessment of both current and desirable states of negotiation skills. Each component was measured with five behavioral indicators, yielding 60 items in total.

Content validity was verified by three experts, with IOC values ranging from 0.67 to 1.00 (Rovinelli & Hambleton, 1976). Reliability analysis showed Cronbach's alpha values of 0.81–0.88 across components. Data analysis employed frequency, percentage, mean, and standard deviation. To determine the priority needs for teacher development, the Modified Priority Needs Index (PNI<sub>modified</sub>) was calculated by comparing the current and desirable states of each negotiation skill.

#### **5. Results**

##### ***The result of the analysis of respondent's background***

The respondents were 301 teachers. The majority of respondents are female (71.43%). The age of majority is between 30-40 years (40.69%). The highest level of education of the majority is Bachelor's degree (62.46%). The highest level of academic

standing of the majority is professional level (32.23%), and their work experience is six to ten years (37.54%).

***The result of the analysis of the current, desirable states and needs of developing negotiation skills in Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong***

As shown in Table 1, the total scores of PNI<sub>modified</sub> were 0.29, which can be implied that the teachers in Chonburi 3 Consortium under the the Secondary Educational Service Area Office Chonburi Rayong (SPMCR) have a high need to develop all sub-dimensions. Further investigation showed that value creation skill (0.30) appears more crucial than others.

**Table 1** The current state, desirable state, and priority needs index

No.	Negotiation Skills	Current State			Desirable State			PNI <sub>modified</sub>	Order
		Means	SD	Level	Means	SD	Level		
1	Communication	3.59	0.83	High	4.63	0.54	Very High	0.291	4
2	Emotional Intelligence	3.66	0.74	High	4.69	0.48	Very High	0.283	5
3	Planning	3.74	0.78	High	4.67	0.48	Very High	0.250	6
4	Value Creation	3.59	0.76	High	4.67	0.49	Very High	0.303	1
5	Strategy	3.58	0.80	High	4.66	0.49	Very High	0.301	2
6	Perception	3.59	0.77	High	4.66	0.48	Very High	0.297	3
Total Scores		3.62	0.78	High	4.66	0.49	Very High	0.288	

From Table 1 displaying means, standard deviations and PNI<sub>modified</sub> for the development of teachers' negotiation skills in Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong (SPMCR). The result displayed that overall current state of negotiation skills was at high level (M = 3.62, SD = 0.78). When considering each skill, planning had the highest mean (M = 3.74, SD = 0.78), followed by emotional intelligence (M = 3.66, SD = 0.74) and communication (M = 3.59, SD = 0.83).

In terms of overall desirable state for the development of teachers' negotiation skills in Chonburi 3 Consortium under the SPMCR, the overall desired state was at very high level (M = 4.66, SD = 0.49). When considering each skill, emotional intelligence had the highest mean (M = 4.69, SD = 0.48), followed by value creation (M = 4.67, SD = 0.49) and planning (M = 4.67, SD = 0.48).

In terms of PNI<sub>modified</sub> for the development of teachers' negotiation skills in Chonburi 3 Consortium under the SPMCR, the skills that showed the highest level of need was value creation (0.303), followed by strategy (0.301) and perception (0.297).

## 6. Discussion and Conclusion

The findings of this study confirm that teachers in the Chonburi 3 Consortium demonstrate high levels of awareness regarding negotiation skills but continue to experience notable gaps between current and desirable states. The highest PNImodified score was observed in value creation (0.30), indicating a strong need for teachers to enhance their ability to generate mutually beneficial solutions. This aligns with Fisher, Ury, and Patton (2011), who emphasized that value creation lies at the heart of principled negotiation. Teachers also indicated significant needs in strategy (0.30) and perception (0.30), underscoring the importance of adaptive thinking and insight in managing educational challenges. Lewicki, Barry, and Saunders (2015) similarly argued that effective negotiation requires the integration of perception and strategic planning to achieve long-term outcomes.

The gaps identified in this study can be partly explained by cultural and organizational factors in Thai education. Hallinger and Bryant (2013) noted that hierarchical structures and cultural norms such as *kreng jai* often constrain teachers' willingness to express opinions openly. This cultural barrier may account for why teachers, despite recognizing the importance of negotiation skills, still struggle to apply them effectively in practice. Moreover, limited access to professional development opportunities and institutional support further exacerbate the gap, consistent with Kaplan and Norton's (1996) argument that organizational improvement depends on sustained investment in human capital.

Another explanation for these gaps lies in the dynamic nature of negotiation itself. While teachers may have adequate communication and emotional intelligence, the absence of structured opportunities to practice negotiation in school contexts reduces the transfer of theoretical knowledge into practical competence. Confounding factors such as teaching experience, school leadership support, and differences in school culture may also influence the development of these skills.

In conclusion, the study highlights the pressing need to strengthen teachers' negotiation skills, particularly in the dimensions of value creation, strategy, and perception. Addressing these gaps requires professional development programs that are culturally sensitive, contextually grounded, and aligned with the realities of Thai schools. Approaches such as coaching, workshops, and professional learning communities can provide meaningful opportunities for teachers to refine their skills. Ultimately, empowering teachers in negotiation not only enhances interpersonal relationships and school climate but also contributes to broader educational goals by fostering collaboration, conflict resolution, and innovation.

## 7. Recommendations

### 7.1 Recommendations for the use of research outcomes

Based on the findings, several practical recommendations can be proposed for stakeholders in the Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong (SPMCR):

1) Targeted professional development programs

School administrators and area supervisors should implement structured training initiatives with a clear focus on value creation and strategic negotiation skills, as these dimensions showed the highest PNI<sub>modified</sub> values (0.303 and 0.301). The program design should include case-based workshops, role-play activities, and scenario analysis to simulate real negotiation situations in schools. Importantly, resources such as experienced trainers, time allocation within teachers' schedules, and sufficient budget support must be planned to ensure effective implementation.

2) Professional Learning Communities (PLCs)

Administrators should encourage the establishment of PLCs both within individual schools and across the consortium. These PLCs should not only serve as knowledge-sharing forums but also as spaces for teachers to practice negotiation through peer dialogue and feedback on real cases. Challenges such as limited teacher time or lack of facilitation skills may hinder PLC effectiveness; therefore, guidance documents and facilitator training should accompany their establishment.

3) Culturally responsive training approaches

Supervisors and policy planners must acknowledge cultural constraints such as *kreng jai* and hierarchical relationships. Program design should integrate strategies for respectful communication, consensus-building, and mutual gain to reduce teacher hesitation in negotiation. This requires additional sensitivity training for trainers and careful facilitation to prevent perceived disrespect toward authority.

4) Mentorship and coaching systems

Teachers should be provided with opportunities to participate in ongoing coaching and mentoring. Experienced teacher-leaders with negotiation competencies can serve as mentors. For sustainability, schools should allocate resources for mentor training and possibly provide recognition or incentives to encourage mentor engagement.

## 7.2 Recommendations for further research

1) Effectiveness of training interventions

Future studies should employ experimental or quasi-experimental designs to test the behavioral outcomes and long-term impacts of negotiation training. This would provide stronger evidence of effectiveness compared to descriptive approaches.

2) Comparative and contextual studies

Negotiation skill requirements may vary across contexts (e.g., urban vs. rural schools, primary vs. secondary education). Comparative studies would highlight contextual influences and help policymakers design targeted interventions.

3) Qualitative exploration of cultural barriers

Interviews or focus groups could yield deeper insights into cultural and structural obstacles—such as hierarchical authority and traditional norms—that inhibit negotiation. This would inform more refined and contextually grounded training models.

#### 4) Digital learning platforms for negotiation skills

Research should explore the design and evaluation of digital modules, such as mobile applications, gamified learning systems, or online simulations. These tools could provide accessible and cost-effective opportunities for teachers to practice and refine negotiation skills outside traditional workshops.

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