

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

Teachers in Thailand increasingly encounter interpersonal and institutional conflicts arising from overlapping roles, limited autonomy, and ambiguous communication within schools. However, cultural norms such as *kreng jai*—the tendency to avoid confrontation—often inhibit open dialogue, leaving many conflicts unresolved. In this context, negotiation skills have become an essential professional competency for Thai teachers, enabling them to manage challenges constructively and foster collaboration. This study aimed to assess the current and desirable levels of negotiation skills among teachers in the Chonburi 3 Consortium under the Secondary Educational Service Area Office Chonburi Rayong and to identify priority areas for professional development. A sample of 301 teachers was selected using stratified random sampling across 11 schools. The research employed a descriptive methodology using a validated five-point Likert scale questionnaire covering six negotiation skill dimensions: communication, emotional intelligence, planning, value creation, strategy, and perception. Findings revealed a notable gap between current and desired skill levels, with an overall Modified Priority Needs Index (PNI_{modified}) of 0.29. The most critical needs were in value creation (0.30) and strategy (0.30), highlighting the urgency of equipping teachers with tools for collaborative problem-solving and strategic dialogue. These results support the development of targeted, culturally responsive teacher training programs aligned with national education reform goals.

Keywords: Negotiation Skills, Teacher Development, Priority Needs

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