

SELF-PERCEPTIONS OF ADMINISTRATIVE ABILITIES  
AND PERFORMANCE OF SECONDARY SCHOOL  
PRINCIPALS IN EDUCATION  
REGION 10, THAILAND

By

SUTTI TONGPRADISTA

Bachelor of Education  
College of Education  
Cholburi, Thailand  
1971

Master of Science in Education  
Western Illinois University  
Macomb, Illinois  
1973

Specialist in Education  
Western Illinois University  
Macomb, Illinois  
1981

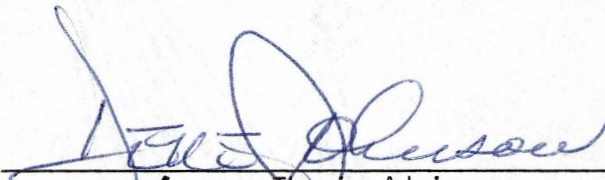
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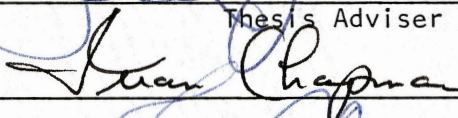
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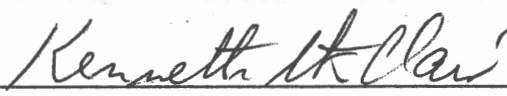
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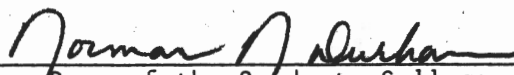
Thesis Approved:

  
\_\_\_\_\_  
Thesis Adviser

  
\_\_\_\_\_  
Juan Chapra

  
\_\_\_\_\_  
Thomas Claman

  
\_\_\_\_\_  
Kenneth McClain

  
\_\_\_\_\_  
Norman A. Durham  
Dean of the Graduate College

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## TABLE OF CONTENTS

Chapter	Page
I. NATURE AND PURPOSE OF STUDY . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	9
Assumptions . . . . .	9
Hypotheses . . . . .	10
Definitions of Terms Used . . . . .	10
Limitations of the Study . . . . .	12
Organization of the Study . . . . .	13
II. AN OVERALL VIEW OF THE THAI EDUCATIONAL SYSTEM AND A REVIEW OF RELATED LITERATURE . . . . .	14
Section I: The Thai Educational System and Its Structure . . . . .	14
Section II: Related Studies on the Secondary School in the United States . . . . .	50
III. METHODOLOGY AND RESEARCH DESIGN . . . . .	78
Introduction . . . . .	78
Description . . . . .	79
Collection of Data . . . . .	80
Method of Analyzing Data . . . . .	83
IV. PRESENTATION AND STATISTICAL ANALYSIS OF THE DATA . . . . .	85
Introduction . . . . .	85
Frequencies . . . . .	85
Analysis of Variance . . . . .	112
V. CONCLUSIONS . . . . .	125
Description of the Study . . . . .	125
Analysis of Data . . . . .	127
Summary of Findings . . . . .	128
Conclusions . . . . .	129
Recommendations and Observations . . . . .	130
Suggestions for Further Study . . . . .	131
A SELECTED BIBLIOGRAPHY . . . . .	133

Chapter	Page
APPENDIX A - STRUCTURE OF EDUCATIONAL SYSTEM, 1960 . . . . .	139
APPENDIX B - STRUCTURE OF EDUCATIONAL SYSTEM, 1977 . . . . .	141
APPENDIX C - THE TWELVE EDUCATION REGIONS . . . . .	143
APPENDIX D - ORGANIZATION OF EDUCATIONAL COORDINATING AGENCIES . . . . .	145
APPENDIX E - STRUCTURE OF THE MINISTRY OF EDUCATION . . . . .	147
APPENDIX F - CONTENT BREAKDOWN FOR LOWER-SECONDARY EDUCATION (GRADES 7-9) . . . . .	149
APPENDIX G - INDIVIDUALS ASSISTING IN QUESTIONNAIRE DISTRIBUTION AND RETURN . . . . .	151
APPENDIX H - THE PILOT SET OF QUESTIONNAIRES . . . . .	153
APPENDIX I - NUMBER OF ADMINISTRATIVE, SCHOOL SERVICE, AND TEACHING STAFF PLACES, LOWER SECONDARY LEVEL SCHOOLS (OFFICE OF SPECIAL PROJECTS DOCUMENTARY DATA) . . . . .	187
APPENDIX J - NUMBER OF ADMINISTRATIVE, SCHOOL SERVICE, AND TEACHING STAFF PLACES, UPPER SECONDARY LEVEL SCHOOLS (OFFICE OF SPECIAL PROJECTS DOCUMENTARY DATA) . . . . .	189
APPENDIX K - PRINCIPALS' OPEN-ENDED COMMENTS . . . . .	191



## LIST OF TABLES

Table	Page
I. Distribution of Population and Sample . . . . .	80
II. Age of Principals . . . . .	86
III. Highest Degree Held by Principals . . . . .	87
IV. Years of Experience as a Principal . . . . .	87
V. Regularly Scheduled Teaching Experience . . . . .	88
VI. School Level . . . . .	89
VII. School Size . . . . .	89
VIII. Type of School . . . . .	90
IX. School Location . . . . .	91
X. Number of Teachers . . . . .	92
XI. Number of Assistant Principals . . . . .	93
XII. Principal's Ability to Administer Academic Affairs . . . . .	94
XIII. Principal's Ability to Identify Tasks and Assign Responsibilities to Members of the Academic Staff Based on Their Skills and Abilities . . . . .	95
XIV. Principal's Ability to Delegate Authority and Responsibility to Members of the Academic Staff Based on Their Skills and Abilities . . . . .	95
XV. Principal's Ability to Assist the Academic Staff in Academic Affairs . . . . .	96
XVI. Principal's Ability to Prepare the Academic Staff to Assume Changing Responsibilities . . . . .	97
XVII. Principal's Ability to Observe and Supervise Teachers According to Ministry Instructions and Regulations . . . . .	97

Table	Page
XVIII. Principal's Ability to Provide Leadership Expertise and Participation for Academic Staff in Academic Affairs . . . . .	98
XIX. Principal's Ability to Support Extra-Curricular Activities Which Enable Teachers to Meet Educational Goals . . . . .	99
XX. Principal's Ability to Coordinate With Central Office on Academic Matters Which Increases Job Effectiveness . . . . .	99
XXI. Principal's Ability to Identify and Assign Responsibilities to Members of the Personnel Administration Staff According to Their Abilities and the Changing Job Description . . . . .	100
XXII. Principal's Ability to Delegate Authority and Responsibilities to Members of Personnel Administration Staff Based on Their Abilities and the Changing Job Description . . . . .	101
XXIII. Principal's Ability to Perform in Three Administrative Areas: Academic Affairs, Personnel Administration and Office Administration . . . . .	101
XXIV. Principal's Ability to Prepare the School Personnel for Changing Responsibilities . . . . .	102
XXV. Principal's Ability to Approximately Make Decisions and Follow Up Instructions . . . . .	103
XXVI. Principal's Ability to Administer Democratically . . . . .	103
XXVII. Principal's Ability to Relate to School Personnel . . . . .	104
XXVIII. Principal's Ability to Achieve Unity, Cooperation, and Full Productivity Among Personnel . . . . .	104
XXIX. Principal's Ability to Encourage, Support, and Aid in Personnel Development . . . . .	105
XXX. Principal's Ability to Plan and Prepare the Annual School Calendar . . . . .	106

Table	Page
XXXI. Principal's Ability to Prepare Office Administration Staff for Changing Responsibilities . . . . .	106
XXXII. Principal's Ability to Survey and Prepare School Building and Facilities . . . . .	107
XXXIII. Principal's Ability to Assist and Supervise School Plant Personnel . . . . .	108
XXXIV. Principal's Ability to Formulate a Working Schedule for School Plant Personnel and Office Personnel . . . . .	108
XXXV. Principal's Ability to Provide Information to Building Users . . . . .	109
XXXVI. Principal's Ability to Offer Public Use of Building and Business Office Services . . . . .	109
XXXVII. Principal's Ability to Provide Health Services to School Personnel and Students . . . . .	110
XXXVIII. Principal's Ability to Provide and Share the School Budget Sufficiently . . . . .	111
XXXIX. Means and Standard Deviations for Academic Personnel, and Office Administration with a Composite Score . . . . .	111
XL. Analysis of Variance for Total Mean Scores of the Variables of Years of Experience and Academic Administration . . . . .	113
XLI. Analysis of Variance for Total Mean Scores of the Variables of Years of Experience and Personnel Administration . . . . .	113
XLII. Analysis of Variance for Total Mean Scores of the Variables of Years of Experience and Office Administration . . . . .	114
XLIII. Analysis of Variance for Total Mean Scores of the Variables of Academic, Personnel, and Office Administration Combined to Reflect Total Administrative Score and Years of Experience . . . . .	115
XLIV. Analysis of Variance for Total Mean Scores of the Variables of School Size and Academic Administration . . . . .	116

Table	Page
XLV. Analysis of Variance for Total Mean Scores of the Variables of School Size and Personnel Administration . . . . .	
XLVI. Analysis of Variance for Total Mean Scores of the Variables of School Size and Office Administration . . . . .	117
XLVII. Analysis of Variance for Total Mean Scores of the Variables of School Size and Combined Scores for Academic, Personnel, and Office Administration . . . . .	118
XLVIII. Analysis of Variance for Total Mean Scores of the Variables of Number of Assistant Principals and Academic Administration . . . . .	119
XLIX. Analysis of Variance for Total Mean Scores of the Variables of Number of Assistant Principals and Personnel Administration . . . . .	120
L. Analysis of Variance for Total Mean Scores of the Variables of Number of Assistant Principals and Office Administration . . . . .	121
LI. Analysis of Variance for Total Mean Scores of the Variables of Number of Assistant Principals and Combined Scores of Academic, Personnel, and Office Administration . . . . .	122
LII. Distribution of Responses in Areas of Academic, Personnel, and Office Administration . . . . .	123

## CHAPTER I

### NATURE AND PURPOSE OF STUDY

#### Introduction

##### Background

It is generally accepted that in rapidly developing nations, such as Thailand, there is a frequent need to assess various facets of that society to determine if these are consistent with the goals established for the nation's development. One facet considered to have a major influence in a developing nation is education. The support and encouragement of education, both financially and morally, deserve full government consideration.

It is also believed that the development of any country is dependent upon the standard of education of its citizens. Education is not simply the ability to read and to write or to acquire scientific and technological knowledge, but it is also a good introduction to culture, socialization, and is conducive to a healthy mentality. Education plays a very important role in forming the character of young people to enable them to adapt themselves to various situations in order to serve the social, economic, and other needs of the nation.

With regard to Thailand, its government is a constitutional monarchy. The 1976 Constitution elaborately defined the structure of the government and set forth the process and duties of each state ministry. Specifically,

education was described as a national function; the authority to create and administer a school system naturally rests with the national government. According to constitutional law, though, in some cases, other national agencies were authorized to operate schools and a local school system was permitted. However, the Ministry of Education exercised a de-jure power to administer the national educational system. In effect, the general power and duties of the Ministry of Education are concerned with governmental activities in public education at all levels. The Ministry of Education decides and controls the policies and expenditures of the national system of education. As the only national administrative agency for public education, it exercises administrative control over all aspects of public education. This control of education makes it one of the most important ministries of the country. The evolution of the ministerial organization and the eventual establishment of various national agencies to work in conjunction with the Ministry were the natural results of the control of the Ministry over public education.

The public school is perceived as a social institution where individuals are able to attain education. In order to provide an effective education for citizens, various kinds of personnel who would perform different tasks must function consistently. Two important groups who are accordingly required to carry out such concerned educational responsibilities in a school are teachers and principals.

In the same manner, the principalship is a specified job which requires special skills, techniques, and knowledge. This study deals with only one aspect of the society, that of the educational system which consists of secondary education, more specifically that aspect which focuses

on the function of secondary school principals. Consequently, the present educational system should be generally pointed out (see Appendix B).

As a result of this educational development, the secondary school principals are still faced with administrative hindrances. On one hand, hindrances result from pressure toward both decentralization and centralization in the Thai educational system. There are expressed intentions to delegate much more authority from the central level to the local level. With the context of Thai education, national policy is expressed by the Ministry of Education (1977, p. 5): "the state shall make unity as its guiding principle in educational administration and adopt decentralization in its approach. In addition, the administration and decentralization will be delegated as appropriate." According to this policy, in secondary schools a certain amount of freedom is allowed to directors or principals of schools to organize their administrative and teaching staffs to suit the local situation (Department of General Education and Faculty of Education, 1980). Leadership roles in the schools are carried out by the principal and by two or three assistant principals. The principals delegate authority to assistant principals and teachers in line with the latter's training and ability (Department of General Education and Faculty of Education, 1980). While much responsibility is presently being delegated to schools, substantial authority over the resources and services that would be necessary to implement local decisions is being centralized by the Ministry of Education. Besides, long-range planning in curriculum and budget development have become the prerogative of the Department of General Education, the Ministry of Education. Buripakdi (1980) indicated that within the Ministry of Education, the Department of General Education supervises all government secondary general schools

within the kingdom. Budget preparation, contractual arrangements for the construction of schools, provisions of supplies, legal matters, collection of statistical information, maintenance of official records, supervision of curriculum, and methods of instruction are assigned to this department. This makes the educational administration still look highly centralized (Buripakdi, 1980).

Second, with respect to instruction, it was expressed in 1977 that the content and learning process are to be self-sufficient and self-contained. The learner is to be trained to think for himself, know how to solve problems, enjoy working, and take an active interest in the work of the community (Ministry of Education, 1977). At the secondary level, education aims at providing the learner with knowledge and working skills suitable to his age, needs, interests, and aptitude (Ministry of Education, 1977). To accomplish this policy, the new secondary school curriculum emphasizes the encouragement and development of each student with a wide variety of academic and vocational programs suitable to the age, needs, interests, abilities, and aptitude of the students (Department of General Education and Faculty of Education, 1980). This means that the secondary schools in Thailand are required to become more student-centered. They must stress individualization and flexibility, with students actively choosing and shaping their own experiences.

At present, schooling is not seen as an opportunity for self-development and growth into a self-actualized individual (Buripakdi, 1980). Buripakdi noted that the present teaching-learning process generally fosters passivity on the part of the learner rather than activity. The learners normally sit still in class and listen to the teacher or read books, having little opportunity to discuss what is being learned.



Instruction is teacher-centered. It is apparent that the policy of the Ministry of Education and the goals of secondary curriculum are still far from being implemented.

Additionally, since the new National Scheme of Education (NSE) constituted a substantial change both in practice and in philosophy and since the schools have begun using the diversified curriculum, the role of principals has shifted toward one of implementing the new curriculum from one of monitoring an unchanging program. The traditional role of the principal as a stabilizer in society, as the master-teacher supervising, teaching, and learning, as well as the preserver of national heritage, is gone. A more complex role for the principal has emerged with new and different expectations. Today, principals spend much of their time on the job engaged in implementation of new educational policies, such as those illustrated in the 1977 NSE. Implementation is seldom an easy task, yet it will be difficult for the principals to resist the pressures for greater decentralization and a more student-centered instructional style. The gap between the present condition of schools and where they should be is a formidable one.

However, a more thorough understanding of the previous changes that took place in the educational system of Thailand would not be possible if a reference to more detail of the recent background of the previous educational system were not mentioned. As a result, the details about the previous educational system were included in this study as follows.

The structure of the previous educational system of Thailand was conventional in its design and basically like that of some of the neighboring countries. This system of administration was a result of the successful revolt of the military coup d'etat of 1958. The trend seemed to be

toward modifying the existing system of public education and achieving more centralization of control to attain its effective educational program. A royal decree was issued in August, 1959, to transplant all existing universities scattered under various ministries to the National Council of Universities, a division of the Council of Ministries (Cabinet Council, Royal Decree, 1959).

In August, 1959, the National Council of Education Act was enacted in order to replace the National Council of Universities. By virtue of this statute, the former seemed to be far more powerful than the latter. As a result, this law provided that the National Council of Education would have the following duties and responsibilities: (1) to plan the improvement of the national educational policies in accordance with the national economic and government system; (2) to solve problems in public education and to propose actions to be taken by the government; (3) to analyze the annual report of public education; (4) to recommend to the Council of Ministers the methods of recurring governmental revenues for the support of public education; (5) to plan the annual budget for all universities; and (6) to approve the establishment, merger, and dissolution of the universities. Plangkul (1961), the Acting Secretary-General of the National Council of Education, stated that though the organization was primarily concerned with higher education, it would also contribute to the progress of public education as the organization was greatly interested in many serious problems in public education, such as school building shortage and teacher preparation.

Subsequently, the National Council of Education submitted a draft on a new plan of education to the Council of Ministers. This plan was later called the 1960 National Scheme of Education and it was effected on

April 1, 1961. The four-year primary education program was changed to a seven-year primary program. Secondary education consisted of two programs: a five-year general education program and a six-year vocational program.

After reviewing the 1980 National Scheme of Education had been made, it seems appropriate to state that the Ministry of Education was formerly a centralized, controlling system. Vasinsarakorn (1976) agreed that after the 1960 National Scheme of Education, the administration system was highly centralized since the Ministry of Education controlled all schools from kindergarten up to college. It supervised all school activities, set tuition rates, and approved textbooks.

In addition, Ketudat (1977) also indicated the main difference between the two mentioned national schemes of education was that the Ministry of Education employed a decentralization plan which delegated ministerial authority to local control by establishing a Board of Education as a representative of the local schools. By so doing, the local residents could be elected to carry out the ministerial educational job according to the demand of local needs. This was a departure from the former and centralized policy of the Ministry that had been employed from 1966 to 1977.

In the same manner, Raksasatay (1976) indicated that the administrative structure sometimes depended heavily on management tradition or the administrator's habits. For instance, in theory, the central offices in Bangkok were supposed to coordinate policies which the provincial units operated. But in reality the central units either took over the operation completely or they sent some representatives to control the provincial units meticulously. Raksasatay also confirmed that in Thailand, the

system of superior-subordinate relations was different from that of other countries. With respect to the educational relations there were four groups of people: superiors, subordinates, students, and people. In theory, officials were supposed to serve the people, but in practice it seemed the people were told to follow orders. Additionally, there were myriads of formalities and regulations to be followed, that regulations were there in order to grant exception to those likely to be helped, and to enforce against those unlikely to be helped. Therefore, one of the most pressing problems was negligence in complying with rules and regulations. In turn, these caused significant educational problems, especially secondary school administration. In effect, these were the reasons the 1977 National Scheme of Education was initiated.

Under the 1977 National Scheme of Education the school system was reorganized on a 6-3-3 pattern rather than the 7-3-2 pattern of the 1960 National Scheme of Education (illustrated in Appendices A and B). Buri-pakdi (1980) summarized the main difference between the two educational schemes as follows:

1. The length of the primary cycle was reduced from seven to six years. This also involved an increase from 180 days to 200 days per school year.
2. The two streams of academic and vocational secondary education remain, with the academic-stream modified to provide elective subjects at the lower secondary level for students to explore their abilities and aptitudes, while at the upper level the emphasis was on preparing them for their future careers. This emphasis was assigned to improve the transition from school to work.
3. The upper-secondary cycle was increased from two to three years to allow students to master sufficient vocational skills to get a job or to provide a sound academic basis for those who wished to pursue higher education.
4. There was more flexibility throughout the system, with students being allowed to enter and leave school when they

wanted and graduate when they amassed a sufficient number of credits, which could be gained either through formal or nonformal education (pp. 19-20).

#### Statement of the Problem

Thailand's educational system is a dichotomy. On the one hand, it is centralized with the power emanating from the federal government. On the other hand, there is a move toward decentralization. Hence, this study focused on the effect that this dichotomy was having on the role of the secondary school principal.

The purposes of this study were to:

1. Determine if there were any differences in the principal's function based on school size.
2. Determine if the length of experience affects the effectiveness of principals.
3. Determine if principals with different numbers of assistant principals function differently under the 1977 NSE.
4. Analyze self-perceptions of secondary school principals in the Educational Region 10, Thailand, concerning their performance under the 1960 and 1977 National Schemes of Education.

#### Assumptions

It was assumed in this study that:

1. The secondary school administration improved under the 1977 National Scheme of Education.
2. Under the 1977 National Scheme of Education, in secondary schools, principals would perform the roles and assume responsibilities

with more effectiveness than they did under the administration of the 1960 National Scheme of Education.

3. The secondary school principals in the Educational Region 10, Thailand, would respond honestly to the survey instrument.

### Hypotheses

With respect to the functions of secondary school principals in Region 10, Thailand, the following hypotheses were established for testing:

Ho<sub>1</sub>--There will be no difference among principals' satisfaction based on school size.

Ho<sub>2</sub>--There will be no difference among principals' satisfaction based on length of experience.

Ho<sub>3</sub>--There will be no difference among principals' satisfaction based on the number of assistant principals.

### Definitions of Terms Used

For easier reading, and to avoid possibility of misinterpreting the intent of this study, the following terms are included:

Constitutional Monarchy: Funk et al. (1963, p. 1600) state that "Constitutional monarchy is a monarchy in which the power and prerogative of the sovereign are limited by constitutional provisions."

Centralization: Monroe et al. (1978, p. 557) employ this term "to designate the tendency in school administration to concentrate authority and to reduce management by laymen."

Decentralization: Hanson (1975, p. 35) defines this term as the "delegation of authority over specified decisions to a subunit."

Function: Monroe (1978, p. 723) defines this term as "any process, sufficiently complex to involve an arrangement or coordination of minor processes, which fulfills a specific end in such a way as to conserve itself."

Experience: Monroe (1978, p. 546) explains that this term "means the cumulative effect, intellectual and practical, of a repeated series of acts and sufferings of like nature," and "this cumulative effect covering what was handed down in tradition from a previous generation as well as from previous acts of the same individual."

Role: Collins et al. (1973, p. 176) defines role as the "way of behaving which is expected of any individual who occupies a certain position (status) in the social scale."

Responsibility: Dewey (1959, p. 114) defines this term as the "disposition to consider in advance the probable consequences of any projected step and deliberately to accept them: to accept them in the sense of taking them into account, acknowledging them in action, not yielding or mere verbal assent."

Authority: Dewey (1959, p. 5) says that "Authority stands for stability of social organization by means of which direction and support are given to individuals."

Duty: Good (1973, p. 199) states that "duty means what one is under obligation to do, such obligation being usually moral but sometimes legal or contractual."

Goal: Good (1973, p. 262) defines goal as a "substance, object, or situation capable of satisfying a need and toward which motivated behavior is directed; achievement of the goal (sometimes called a reward or incentive) completes the motivated act."

National Scheme of Education: It is the National Educational Plan promulgated by the Education Act of 1977, which became effective as of February 9, 1977. Previously, a 1960 National Scheme and Education had been established.

Educational Regions: As established by the Ministry of Education (1977, p. 3), this refers "to the regions into which the country is divided for the purpose of education. These roughly correspond to a large school district in the United States. Thailand is divided into 73 provinces and 12 educational regions.

National Economic and Social Development Plan: It is the fourth country development plan previously issued by the Cabinet Council.

#### Limitations of the Study

The scope of this study was limited to and conducted in 65 secondary schools in Thailand's Educational Region 10; they were selected to provide a representative sample of secondary schools of varying sizes--small, medium, and large. All of the selected schools had principals with at least five years of experience in residence.

The principals were asked to complete the survey concerning the roles and responsibilities of secondary school principals. The questionnaire included the Administration of Academic Affairs, Personnel Administration, and Office Administration. Besides background information, additional information concerning these principals was sought.

As a result, findings of this study were generalized only to the 65 secondary schools in Educational Region 10 of Thailand which were included in this study.



## Organization of the Study

Chapter I describes the nature and purpose of the study which comprises the general background of the study, statement of the problem needed to be examined, hypotheses and assumptions of the study, definitions of the terms used, and limitations of the study.

Chapter II provides the background of Thailand's educational system and the review of literature related to the concepts of conventional secondary school principal roles and responsibilities.

Chapter III describes the research design and includes the principals' questionnaire, translation of the questionnaire, and procedure of the pilot project of this study. The population of the sample, distribution, and collection of the questionnaires will subsequently be stated. In turn, this chapter will conclude the description of the statistical procedures used to analyze the data.

Chapter IV summarizes the presentation and provides an analysis of data related to each hypothesis.

Chapter V consists of results and findings, and reports the conclusions and recommendations based on this study.

## CHAPTER II

### AN OVERALL VIEW OF THE THAI EDUCATIONAL SYSTEM AND A REVIEW OF RELATED LITERATURE

This chapter is divided into two sections. Section I encompasses the educational system, educational administrative structure, and summary of functions of secondary school principals in Thailand. Section II provides a review of the literature related to the concepts of roles and responsibilities of secondary school principals in terms of administration of academic affairs, personnel, and business administration based upon job satisfaction, school size, length of experience, and number of assistant principals.

#### Section I: The Thai Educational System and Its Structure

##### Introduction

Thailand is considered as a developing country and as such its socio-economic level is low. Among the factors that are considered to have a great impact and influence in the socio-economic and cultural life of the people is education.

It is also believed that the country's development is dependent upon the standard of education of its citizens. Education, however, is not simply the ability to read and write, and acquire scientific and technological knowledge; it is also a good introduction to culture, a better

socio-economic level, socialization, and conducive to a healthy mentality. Additionally, education plays a very important role in forming the character of young people to enable them to adapt themselves to various situations in order to serve the social, economic, and military needs of the country. By the same token, Grambs (1965) stated that

public education is the 'growth industry' of the nation today. Next to defense, education is the single largest enterprise in our political economy and unlike even defense, it is the one American activity that in some way or at some time directly involves every single citizen (p. 1).

Furthermore, Kandel (1957, p. 3) consistently confirmed that "the end of education is to develop the whole personality of the pupil and to prepare him to meet his imperative needs through an education for life adjustment."

In order to achieve educational goals, the national leaders of Thailand, both lay and educational, are making a major effort to strengthen the schools at all levels by revising old educational plans and introducing new ones. Large sums are being borrowed, grants are being sought, and budgetary increases are being made to bring about this needed improvement of education in keeping with the demands of a rapidly expanding economy. Specifically, secondary education has been one phase of education that has been affected by this national effort.

In order to understand the educational system in Thailand better, it is inevitable that one know four factors of education: evolution of governmental administration, religious influence, socio-economic background, and philosophy of education. In effect, these factors heavily influence the Thai educational system. Accordingly, each of these aspects was reviewed as follows.

With respect to the evolution of governmental administration, Yuwabun (1968) noted that in 1894, King Chulalongkorn initiated the re-organization of the national administration by dividing the country into circles and placing them under the jurisdiction of the Ministry of the Interior. Each circle had a number of provinces or towns in its area and each province was again subdivided into districts, which was further divided into village groups. Bangkok was apparently excepted from the system as the king was its supreme head. The Thai theory of monarchical absolutism held that the monarch stood at the peak of all pyramids of power: civil, military, and religious. Accordingly, there was a rigidly centralized administration in Thailand under the absolute monarchy.

According to the Office of Public Relations Attaché, Thailand was ruled by an absolute monarchy until 1932. On June 24, 1932, a group of army officers staged a coup d' etat and were granted a constitution by King Prajadhipok which provided for a parliament with one-half of its members to be elected and the other half appointed. King Prajadhipok abdicated in 1935, and was succeeded by King Ananda Mahidol, who died suddenly on June 9, 1946. King Ananda Mahidol was succeeded by his younger brother, King Bhumibol Adulyadat.

By virtue of the constitution, the supreme power rested with the people. The king exercised legislative power by and with the consent of Parliament, executive power through the Council of Ministers, and judicial power through the courts. In effect, the constitution introduced in 1932 made the king secondary to the national parliament. Many coups d' etat took place during the last three decades and a number of written constitutions were created. In March of 1978, the latest operative constitution was suspended and the government was placed under military

control. Although a new constitution was being formulated, most features of the present government administration from the absolute monarchy to the constitutional monarchy in 1932 did not eliminate the influence of the former on the social and educational institutions of the twentieth century.

With respect to the religious influence, Thailand is a Buddhist country. The influence of Buddhism on Thai society was remarkable. There was a blending of Buddhism and public education from the thirteenth century to the present. Many religious practices and school activities influenced by Buddhism were proof of its effect on the social and educational life of the country. While the people in general observed such rites as daily food offering, weekly sermon attendance, and ordination, many school activities related to Buddhism were encouraged. These religious school activities were daily prayer, weekly prayer, and the teacher-worship ceremony. The sociological influence of Buddhism inevitably affected the administrative behavior of the government. A good example of this influence was a royal decree issued in 1956 to grant a leave of temporary absence with full salary payment to all government officials including public school teachers to spend some time in a monastery as Buddhist monks (Satheirakoses, 1972).

Johnson (1978) advised that Buddhist temples (Wats) in Thailand are not only places of worship but community centers as well. Reading and writing were taught in the Wats and many modern schools have been constructed adjacent to ancient Wats. Virtually all males become monks for three months, usually during their teenage years. He further indicated that Buddhism is more a philosophy of life than a religion because,

unlike Christianity and Islam, Buddhism stresses reward for doing good rather than punishment for evil.

As the importance of Buddhism in education cannot be denied, the Ministry of Education (1972) considers it proper to have daily prayer and weekly prayer in schools in order to promote devotion of Thai students to Buddhism. This devotion enables students to appreciate morals to a greater extent and causes them to be good Buddhists and hence better citizens who contribute to the prosperity of the country.

The socio-economic background of Thailand has been an agricultural one for centuries. The social and political life of the country is centered in the capital, which is regarded as the economic and cultural heart of the country.

With respect to socio-economic concerns, Unakul (1976) noted that:

During the past few decades, under ordinary conditions there was no regular foreign demand for rice and other agricultural products and they had practically no value as an object of foreign trade. Thus, there was no other stimulus for cultivation of rice than the local demand. Presently, foreign demand for rice and other commodities have considerably increased. In turn, these foreign demands helped enlarge the total product of the country.

The socio-economic development of the country occurred during the same time that the national government reform took place. Though a conclusion cannot be drawn here that it was a principal cause of dramatic change of national organization and administrative system of public education, it is obvious that there was some relationship between the economic evolution and the national educational reform. Because of changes in the system of production ensuing from the socio-economic development, including an increasing tendency toward specialization, great alternations occurred in the whole social fabric of the country. This increase of national production efficiently provided a sound economic base which was sufficiently productive and diversified to enhance the progress of public education in the nineteenth century (pp. 14-25).

Before describing the Thai philosophy of education, the determinants and limitations of the present structure of education must be understood. Prior to this, one is required to know what kind of functions a particular

structure is supposed to perform. In effect, the function is dictated by a certain philosophy of education. In practice, a philosophy of education in most developed countries is well established. The educational philosophy is developed from the basic philosophies such as idealism, realism, pragmatism, religious philosophies, and so on. According to Buasri (1978),

Previously, there was no formal educational philosophy in Thailand. As a result, this makes it difficult to determine whether the present system achieves its original purposes. Accordingly, Thai educators are trying to introduce educational philosophy in order to implement a lacking one. In Thailand, the majority of people believe in Buddhist philosophy. Perhaps Thai educators, if they want to build an indigenous educational system, should consider Buddhist wisdom in forming the Thai educational philosophy (p. 10).

However, Buasri's idea of educational philosophy based on Buddhist philosophy has not been formally implemented in the Thai educational system yet. In other words, the Thai educational system still goes without a philosophy of education.

#### Present Structure of Thai Education

In Thailand, providing education for its citizens is of the highest importance. Thus, four educational systems are of vital concern. Sittironnarit (1979) explains these four systems:

Under the direction of the 1977 National Scheme of Education, education is a continuing life-long activity, whether it be formal or out of school education. With respect to the structure of the educational system of Thailand, it is divided into four levels, consisting of pre-school education, elementary education, secondary education, and higher education.

##### 1. Pre-School Education

Pre-school education refers to the stage or level of education which aims at teaching the child before compulsory education, laying a suitable foundation for him to go on to the next stage of his education.

Pre-school education may be arranged as formal or out-of-school education. It may take the form of a nursery home, a child center, and in certain cases a class for small children or a kindergarten.

## 2. Elementary Education

Elementary education aims at providing the learner with basic knowledge and skills, teaching him how to read and write and do arithmetic, enabling him to be a good citizen under the democratic constitutional monarchy. In addition, elementary education will form one single unit, taking 6 years to complete the course.

## 3. Secondary Education

Secondary education follows elementary education and aims at providing the learner with knowledge and working skills suitable to his age, needs, interests and aptitudes. Each individual will then be able to comprehend and select work which will be useful both to himself and society.

This educational level is divided into two parts, i.e., lower secondary education and upper secondary education, each lasting about 3 years. At the lower level, the learner will choose from a wide range of subjects a group of subjects, both academic and vocational, according to his aptitude and interest, while at the upper level he will pay more attention to a group of subjects that will eventually become his line of employment.

## 4. Higher Education

Higher education follows upper secondary education, and aims at cultivating and developing his intellect and ideas for academic advancement. It also aims at creating a task force at higher academic and vocational levels for development of the country. At the same time, it aims at endowing him with high morals, ethics, knowledge and appreciation of art and culture. This will enable him to live a life valuable to other individuals, society, and finally the nation.

In addition, higher education may take the form of a college, a university, or a special institute. The teaching method may be in diverse forms to such an extent that the learner need not attend the institute enrolled (pp. 39-45).

The goal of Thai education, then, is that each learner will be trained to think for himself, act for himself, know how to solve problems, enjoy working, and take an active interest in the work of the community--in accordance with rules set out under the democratic constitutional monarchy: pledging allegiance to the institutions of the nation, religion, and monarch showing discipline; being a person of culture and



morals; and knowing how to exercise his rights and duties within limits of the law.

The foregoing was a short historical perspective of the present structure of the Thai educational system. A detailed presentation of the organization and administration of the Thai educational system is presented below.

#### Organization and Administration of the Thai Educational System and Its Secondary School System

To provide a clearer conception of the Thai educational system and its secondary school system, it is necessary to divide educational administration into three levels: national, regional, and local, respectively. In practice, the relationship among them provides flexibility for the coordination of national, regional, and local needs. (Appendix D illustrates the organization of coordinating agencies.)

##### National Level. According to Johnson (1978),

There are four different ministry level entities responsible for the various levels of education in Thailand. In general, the Ministry of Interior is responsible for elementary school; the Ministry of Education for secondary, teacher, vocational and technical education; the Office of University Affairs for both public and private higher education; the Office of the Prime Minister for long-term policy and planning at all levels of education (p. 4).

However, as the purpose of this study is to focus on secondary school principals, it seems relevant that more details of organization and administration of the Ministry of Education should be illustrated. Accordingly, the organization of the Ministry of Education can be best understood with the presentation of various offices and departments of which it is composed. The basic organization is composed of two offices

and eleven departmental units (Sittironnarith, 1979). The Department of General Education, under which secondary education belongs, is one of these units. Appendix E presents the organizational setup, headed by the Ministry of Education.

Office of the Secretary--Directly under the Minister's Office is the Office of the Secretary. This office is responsible for assisting the Minister with the duties of his office. The numerous occasions on which the Minister must be assisted in representing the Ministry of Education, both domestically and internationally, require many hours. The correspondence of the Minister and reports and speeches required of the office take the time of a well-balanced staff. The relationship of the Ministry of Education with other divisions of government is normally handled through the Office of the Secretary.

Office of the Under-Secretary--The Office of the Under-Secretary is headed by the under-secretary and one or more assistant under-secretaries. Its chief functions are overall management of the Ministry of Education through the coordination of the work of all departmental, provincial, and regional offices; districts; and individual schools. It coordinates the program of activities within the educational system and between other divisions of government. Additionally, it may be considered the sole public relations office of the Ministry. Through the Division of External Relations and the Division of Public Relations, it publishes and distributes information about public education inside and outside the country in Thai and in English.

Khuru-Sapha--All teachers in Thailand are required to become members of an organization named "Khuru-Sapha." A primary responsibility of the Khuru-Sapha is to advise the Minister of Education on matters dealing

with curriculum, teacher welfare, etc. Such activity is conducted through an executive board. The board approves the appointment, promotion, transfer, and resignation of teacher-members. It is in charge of raising academic standards among teachers, organizing in-service training courses, and promoting teacher status and welfare.

Departmental Organizations--The basic responsibilities of departments consist of meeting professional needs of regional, provincial, district, and local levels. The specialized professional staffs of the separate departments are organized to provide the technical services needed and required. The department provides the educational leadership and business management necessary for lower level operations. The planning of innovations, curriculum, adjustment, financial management, personnel administration, record collection, and analysis are among the numerous responsibilities of the departments.

1. Department of General Education--This department administers and supervises all public and private secondary schools throughout the kingdom. It prepares, administers, and supervises the curriculum and method of instruction to provide instructional content most suitable for the needs of students and to assist teachers to give qualified instruction. The customary functions of budget preparation, contractual arrangements, legal matters, gathering of statistical data, and maintenance of official records are included in the daily activities of the General Education Department.

The five main divisions of the Department of General Education are:

- a. Office of the Secretary
- b. Division of Government Schools
- c. Division of Private Schools

4. Division of School Finance

5. Supervisory Unit.

In order to help achieve the objectives of education as embodied in the 1977 National Scheme of Education, secondary education is divided into two levels: lower secondary education and upper secondary education, each lasting about three years.

2. Department of Vocational Education--The chief responsibility of this department is to develop and promote vocational education, to prepare young people for citizenship and train semi-skilled workers for a changing agricultural and industrial economy. It cooperates with other government agencies and professional groups in establishing vocational education programs. It is responsible for counseling prospective and enrolled students and for assisting students in job placement. Training is offered in specialized areas that range from farming, homemaking, women's trades, and skilled industrial crafts, to the full range of manpower requirements of a developing country.

There are three levels of instruction provided in the vocational schools, namely, lower vocational level (for grades 8-10), upper vocational level (for grades 11-13), and technical institutions or junior college level (grades 14-15).

3. Department of Physical Education--The responsibilities of this department, which relate to secondary education, can be stated as follows: it provides physical education activities in all types of educational institutions below the college level. It also operates the colleges of physical education in order to train teachers for teaching physical education.

4. Department of Teacher Training--The responsibilities of this department, which relate to secondary education, are: train prospective teachers to provide instruction in particular aspects of the secondary curriculum; organize and supervise in-service training programs for teachers already employed in secondary schools; and conduct qualifying examinations for those who wish to upgrade their academic and professional status. This department also offers undergraduate degrees and encourages research among faculty in the College of Teacher Training.

5. Department of Religious Affairs--This department has authority over the ecclesiastical affairs. It controls the education of Buddhist monks, the preservation of monasticism, and relations between the monkhood and the national government and lay organizations. Through its Division of Religious Instruction, it promotes the Buddhist teaching and religious activities in primary and secondary schools.

6. Department of Fine Arts--This department has six functioning divisions: The Division of Literature and History, which conducts a nationwide research in Thai history and literature; it also operates the National Library in Bangkok and its affiliated libraries. The Archaeological Division, which conducts nationwide archaeological studies and operates the National Museum and other affiliated museums. Other divisions are the Divisions of National Archives, Architecture, Manual Arts, and Musicology.

7. Department of Out-of-School Education--The responsibilities of this department, which relate to secondary education, are: provide out-of-school public education which includes secondary education; research and develop the out-of-school education curriculum; provide educational

mobile units in regional, provincial, and local areas; and appropriately coordinate with the concerned governmental agencies.

8. Department of Academic Affairs--The responsibilities of this department, which relate to secondary education, are: improve and develop curriculum, textbooks, and instructional aid in both elementary and secondary education; assist educational and vocational counseling service as well as educational research; apply scientific and technological methods to educational areas; and provide radio and television education as well as educational materials and educational measurement services.

9. Institute of Technology and Vocational Education--This institute is a departmental status and is responsible for: providing a bachelor degree and certificate in vocational education as well as undergraduate study in teacher training in vocational education; and researching and developing vocational education.

10. Office of Youth Development--This office is responsible for coordinating and managing youth promotion and development according to the national youth policy.

11. Office of Private Education Committee--This office is responsible for supervising the private elementary, secondary, vocational, and higher education institutions and inspecting to insure they are fulfilling the required regulations. It is also in charge of allocating governmental subsidies to these schools and providing other assistance that might be needed to improve educational quality.

General Powers and Duties of the Ministry of Education--According to constitutional law, the general powers and duties of the Ministry of Education were concerned with governmental activities in public education. Accordingly, the Ministry of Education decided and controlled the

policies and objectives of the educational system. Its vast control of education made it one of the most important ministries of the country. Second only to the Ministry of Defense, it was the largest national administrative organization with the largest number of governmental employees (Satorn, 1980).

The Ministry of Education (1978), like other ministries, was organized in pyramidal form after the system common to the most modern states. The control maintained by the government over metropolitan and provincial educational administrations was delegated to the Ministry of Education. Within the Ministry, power and function flowed along clearly drawn lines and responsibilities were definitely prescribed. The Ministry is assisted by one or more deputy ministers in the framing of policy and conduct of the Ministry. He also has a few political assistants in his office. The under-secretaries and a personnel staff handle non-political matters.

Regional Level. Educational administration at the regional level consists of administrative bodies at three sub-levels: regional, provincial, and district education offices (Buripakdi, 1980).

1. Regional Education Office--The purpose of establishing 12 regional educational divisions in the country was to better adapt education to local needs as well as to geographical, occupational, and cultural background in particular regions of the country.

The main functions of each regional office are to develop educational responsibilities, improve education in the area, provide appropriate channels of control, and coordinate the work of central departments and regional offices. In order to carry out the idea of adapting education to better fit local needs, the general curricula prepared by the Ministry

of Education have been supplemented by syllabi prepared by the respective regions as particular needs seem to dictate.

There is a coordination of effort between the departments of the Ministry of Education as well as regional and provincial authorities in the distribution of manuals, pamphlets, and teaching materials. Administrators, supervisors, and teachers cooperate for the fullest development of the educational program within the region.

There are 12 regional education offices in the kingdom which serve several provinces as a center of coordination and source of supervisory services. The staff is composed of various representatives of the several departments of the Ministry of Education. The executive officer is the regional education officer who is responsible to the Office of the Under-Secretary of Education.

2. Provincial and District Education Offices--Both offices are responsible for assisting with administrative details with individual schools--both public and private, developing teaching materials, and controlling finances. The district education offices are responsible to the provincial education officer. They receive routine requests and communications from the provincial office with regard to disbursement of funds, personnel matters, and other administrative details.

Additionally, the responsibilities of the regional and provincial offices of education which relate to secondary education should be mentioned. The supervision of secondary education is carried out by a network of regional and provincial supervisors. These officers hold the title of regional education officers and their offices serve provinces as the centers of coordination and sources of supervisory services.



These officers are responsible to the Office of the Under-Secretary of Education.

Attached to the General Education Department are central supervisors who form the supervisory unit. They coordinate their efforts with regional and provincial officers. In the provinces, secondary schools are supervised through the Provincial Education Office. The principal is the sole authority in the secondary school. If any problems arise which are too difficult for local decisions or for other reasons, the principal may call upon provincial and departmental assistance (Ministry of Education, 1978).

Local Level. Local government and control of public education were combined in 1908. The government enlisted the cooperation of the Ministry of Interior to effectively enforce the national system of education both in Bangkok and in the provinces. More effective steps in enforcing the national system of public education have accordingly been taken. In 1935, municipal schools were established. It may be seen in the Primary Education Act of 1935 that the policy of the government was to enhance the influence of local administrators upon public education by setting up a municipal committee to administer primary education in the rural area. The committee is composed of five members, including the mayor as chairman ex-officio. The mayor and other members of the committee are elected by the people of the community.

With regard to the local government control of public education, Buripakdi (1980) noted that

For the community where there is a municipality, the municipality is responsible for local public primary schools in its area. It receives financial support from the government through the Ministry of Interior. For other areas where there is no municipality, the Organization of Provincial Administration is the

unit that is in charge of administering public primary schools except for Bangkok metropolis in place of the organization. However, the Ministry of Education through the provincial and district education officers as well as the academic supervisors still controls academic aspects of public primary education (p. 32).

The National Education Policy and the Fourth  
National Economic and Social Development  
Plan (1977-1981)

One of the most important factors in the successful attainment of Thailand's development objective is education. Traditionally, the Thai educational system has been administered by governmental policy. As a result, it is necessary to present the National Education Policy and the National Economic and Social Development Plan (1977-1981) (Johnson, 1978).

The Ministry of Education (1978), under the current National Education Policy and Fourth National Economic and Social Development Plan (1977-1981), has produced a written assessment of the Third Plan (1972-1976), as well as a discussion of educational problems and some proposals for solving these problems. The major emphasis under the Third Plan was to increase educational access through the expansion of compulsory education and the improvement and expansion of secondary education in the provinces.

Among the other problems addressed in the Fourth Plan are the following: inequity of educational opportunity between rural and urban areas, as well as the rich and the poor; lack of places for children of all ages, especially at the secondary level; overcentralization of educational administration; the unpopularity of non-formal/out-of-school educational programs; the shortage of teachers in rural areas; and the

waste in educational investment through the repetition of school years (Ministry of Education, 1978).

Buripadki (1980, p. 32) also noted that in the Fourth Economic and Social Development Plan (1977-1981) "the view of using education as an instrument for the nation's socio-economic development became clearer, although there was still some confusion between taking education as the means or the end." This can be seen in the following policy statement taken from the fourth five-year plan (Buripadki, 1980):

The objective of educational development in the Plan is to make an intensive effort to develop every educational level and type appropriate to the nation's real social needs and for the general benefit of the national development. It is accepted that education plays a role in the promotion of human quality and the solving of the manpower problems. At the same time, education helps develop knowledge, skills, and attitudes in order to direct society toward a better future. Efforts will be made to organize the educational system effectively and efficiently (p. 36).

In order to meet the objectives, the educational development policy is as follows:

1. To organize the in-school educational system into four levels: the pre-compulsory level, the primary education level, the secondary education level, and the higher education level. The primary and secondary education systems will also be changed from 4-3-3-2(3) to 6-3-3.
2. To make a better provision for educational opportunity. This will be met by providing compulsory education; the government will support the efforts to expand education in order to provide equal educational opportunities for the people.
3. To improve the quality of every educational level in both urban and rural areas, and in both government and non-government organizations. Special emphasis will be given to the low quality schools.

4. To improve the education system to be consistent with the national social and economic development plan, by organizing the education system appropriately to provincial conditions, and to make it more free and flexible. Also, to accommodate the in- and out-of-school educational programs consistently and appropriately to the labor market.

5. To improve and change the content and process in every level and type of the education system, including the population education program, in order to make it appropriate to the reality of specific areas and of the nation. To provide for theoretical and practical studies, and to readjust the organization of the educational content and processes in a way that will help create integration of moral, ethical, intellectual, and material development.

6. To improve the teacher-training system so that it will meet the needs of the nation by improving in terms of quality and quantity.

In conclusion, Buripadki (1980) pointed out that just as the policy of the nation has been undergoing a struggle for transformation from absolute monarchy to self-sustained democracy, so the education policy has been evolving from king-sponsored to people-sponsored and from being sacred to being common. Accordingly, this transformation of the education policy has been consistent with that of the government policy itself.

#### Civil Service and Educational Personnel

Despite the fact that the Ministry of Education was established as a central organ of governmental control of public education, there were a few other national agencies which directly or indirectly exercised control over the Ministry and public education. In some instances, the

control was exercised through their partnership with the Ministry in the administration and supervision of public education.

Foremost of these agencies were the legislature and the civil service administration. The Ministry of Interior also had some authority over the early administration of public education and it still retains this authority over certain areas of public education.

Specifically, since this study focuses on secondary school principals, it seems consistent to present information about the civil service and educational personnel in Thailand. The control maintained by the government over public education was remarkably illustrated in its administration of educational personnel. The initiation of the merit system was essentially the basis for the development of absolute control of the national government over educational personnel in all types of institutions of public education.

#### The Merit System of the Educational Personnel Administration

According to the Civil Service Act in 1980, a civil service commission was organized and consisted of the prime minister as chairman, the deputy prime minister as vice-chairman, and between five and seven members appointed for a two-year term. The routine work of the commission was executed by a permanent secretariat under a secretary-general, who is also a civil servant. A sub-commission was established in every ministry, every department of the ministry, and every province, headed by the minister, director-general, and governor, respectively. Members of a sub-commission were appointed from senior members of the particular government unit (Teerapong, 1980).

The civil service system distinguishes all civilian personnel under national government service from military to judicial personnel. Both instructional and non-instructional personnel under the Ministry of Education were placed under the jurisdiction of the civil service law. However, due to its peculiar nature of administration, the Ministry had established a special agency to work cooperatively with the Civil Service Commission in government personnel administration. This agency was the Teacher's Institute. The board of the Institute was composed of the Minister of Education as chairman, the Under-Secretary of Education as vice-chairman, the General-Director of every department under the Ministry as ex-officio members, and other members elected for a four-year term by the teachers themselves, teachers with at least ten years of experience. The number of members in the second category would be three more than that of the first category.

The authority of the Teacher's Institute was extensive. Besides its power over personnel administration under the Ministry of Education, it also advised the Ministry concerning the national policy of public education and its administration and supervision. With regard to its power over personnel administration, the 1980 Civil Service Act clearly pointed out that it had the authority to act in the place of the Civil Service Commission and to appoint a civil service sub-commission within every department under the Ministry. It could also perform various duties for these sub-commissions when it was deemed necessary.

All civilian personnel under the government service were classified into four categories: (1) political official, (2) ordinary permanent civil servant, (3) extraordinary civil servant, and (4) government employee. Of these four categories, only those classified as ordinary

permanent civil servants were entitled to full civil service tenure and privileges. The third and fourth classes included the non-established grades, members of which were subject to dismissal at a week's or a month's notice, such as daily- and weekly-paid employees and clerks. Some of them might be promoted to the ordinary category according to regulations established by the Commission.

The ordinary permanent civil personnel were grouped into the following five graded ranks ranging from the highest to the lowest: (1) special grade, (2) fourth grade, (3) third grade, (4) second grade, and (5) first grade. Each grade was further subdivided into a series of levels and steps according to a fixed salary scale.

Recruitment into the rank of the ordinary permanent service was done through competitive or selective examinations according to the type of job required. A sub-commission of each provincial education office arranged open competitive examinations for first and second grade officials on an annual basis. Each sub-commission required different levels of minimum academic qualifications for different types of jobs. It was not unusual for a sub-commission to be granted a special authorization by the Civil Service Commission to establish certain qualifications and methods of examination to meet special testing needs. Success in an examination placed a candidate's name on a list of persons eligible for appointment with the priority of the rank determined by his test score.

Promotion from one grade to another grade was also based on results from competitive examinations. Promotion to a higher salary scale was made on the basis of merit rating and higher academic achievements. Promotion to the special grades was made under the domination of the king

with the recommendation of the chairman of the Commission, the Prime Minister.

Related literature concerning government agencies which influenced the Thai educational system has been generally illustrated. Therefore, as this study focuses on secondary school principals, it seems appropriate that literature related to developmental background, organization, and administration of secondary schools should be presented.

#### Developmental Background, Organization, and Administration of Secondary Schools in Thailand

The organization and administration of secondary schools under such mixed dimensions as decentralization and centralization reflect the complexity of diversification and the complementing of its underlying principles.

Within the context of Thai government secondary schools, a certain amount of freedom was allowed directors or principals of schools to organize their administrative and teaching staffs to suit the local situation (Department of General Education and Faculty of Education, 1980).

Secondary School Developmental Background in Thailand. Secondary education was considered to be an education of individuals who were interested in further education and was therefore not compulsory (Hunna-kinth, 1970). The state promotes this level of education to the extent that resources are available, and it encourages private organizations to participate in organizing this level of education under the control of the state. Secondary education is aimed at providing students with general knowledge and skills useful for earning a living or to continue their studies at a higher level if they so desire.



However, in order to assist the reader to perceive the nature and background of the Thai secondary school, a sketch of the Thai historical background from 1960 to the present is illustrated below (Department of General Education, 1980):

The year 1960 marked the announcement of the 'National Education Scheme, 1960.' At that time the grade organization of Thai schools was the 7-3-2 type--seven years of primary education, three years of lower secondary education, and two years of upper secondary education. Lower secondary grades were known as Matayom Suksa (MS) 1, 2, and 3. Upper secondary grades were MS 4 and 5 (p. 1).

Until 1965, all academic-stream schools concentrated on academic subjects, while practical vocational training was left to secondary vocational schools. In 1966, it was decided that this would not satisfy the country's need for trained middle-level manpower. Rather, the academic secondary schools were transformed into comprehensive schools using an academic/vocational combination.

In 1966, with assistance from the Canadian International Development Agency, the first comprehensive school was founded. The "CIDA schools," as they were called, used the 1967 Comprehensive Curriculum, which abolished "streams" and replaced them with a variety of courses open to grouping by abilities, interests, and aptitudes. The unit system was established, replacing the full-year pass-fail policy in effect at that time. Subjects were assigned credits and promotion was by subject rather than by year.

In 1975, a revision of the Upper Secondary Curriculum (MS 4 and MS 5) was implemented for all schools in Thailand. In 1977, a new national education scheme was promulgated for all schools. Under this scheme, grades were reorganized on a 6-3-3 basis rather than on the former 7-3-2 plan. Primary school became six years; lower secondary became three

years; and upper secondary became three years. The secondary school grades were renamed "Maw" (M) to distinguish them from the former organization and label "MS." The old grade organization was phased out in a process beginning in 1978, which replaced the former "MS" grades one year at a time with "M" grades. The process will be completed by 1983, when M6 replaces MS5 (General Education and Faculty of Education, 1980).

In addition, Johnson (1978) accordingly ascribed that at the secondary level the curriculum was to provide the student with knowledge and working skills suitable to his age, needs, interests, and aptitudes. The key departures from the previous system were that both working skills and individual interests of students were to be taken into account. Under the current system, the vocational stream was eliminated at the lower secondary level.

According to Johnson, the lower secondary (Matayom 1-3/grades 7-9) consisted of the following five areas of study:

1. Language: Thai was required for all three years; one foreign language was required during Matayom 1 and 2; and a second foreign language was studied during Matayom 3.

2. Science and Mathematics: Both science and mathematics were required during Matayom 1 and 2. During Matayom 3, science was required and mathematics was optional.

3. Social Studies: Social studies was required for all three years; additional social studies electives were also available.

4. Personal Development Education: Health, physical education, art, and after-school activities were required during all three years.

5. Career/Vocational Education: This type of education was

required for all three years; additional career education electives were also available.

According to Buripakdi (1980), the secondary curriculum in the lower secondary school (grades 7-9) emphasized encouragement and development of the following:

1. General development of abilities and aptitudes.
2. Habits of searching for knowledge, analytical skills, and creative thinking.
3. Good attitudes toward all honest occupations, work discipline, industriousness, perseverance, economy, and beneficial use of time.
4. Honesty, self-discipline, respect for the law and social rules, responsibility for oneself, family, and society.
5. Awareness of rights and duties, team work, group affiliation, self-sacrifice for collective benefit, and peaceful problem solving.
6. Basic knowledge and skills for improving family life, for entering an occupation, or for furthering education.
7. Good physical and mental health; improvement of community hygiene.
8. Love for and a wish to remain in native area; improvement of surroundings for development of the community; and promotion of the Thai cultural heritage.
9. Pride of being Thai; loyalty to nation, religion, and king; knowing and following the constitutional monarchical form of government; and having a collective spirit to protect the security of the country.
10. Good understanding of Thailand; and peaceful mutual living.

The content breakdown for lower-secondary education (grades 7-9) appears in Appendix F.

The general aims of education at the higher-secondary level (grades 10-12) were the same as at the lower level with the addition of:

1. Knowing how to think and make rational decisions; learning how to use time beneficially and to think creatively.

2. Understanding political problems, economic problems, and socio-cultural problems of the country today.

For higher-secondary education (grades 10-12) in 1978 (a transitional stage), a total of 150 semester credits were required as follows:

Compulsory Subjects (approximately 50 semester credits):

Thai language	C. 18 credits
Social studies	C. 18 credits
Science	C. 9 credits
Physical education	C. 5 credits
Subtotal	C. 50 credits

Elective Subjects (approximately 100 semester credits):

Thai language	Up to 24 credits
Social studies	Up to 24 credits
Sciences	Up to 24 credits
Mathematics	Up to 24 credits
Vocational subjects	Up to 84 credits
Physical education	Up to 18 credits
English	Up to 60 credits
Another language	Up to 24 credits
Art education	Up to 18 credits
Other subjects	Up to 12 credits
Special activities	Up to 6 credits
Subtotal	Up to 100 credits
Grand Total	150 semester credits

It should be also noted that the secondary-school curriculum as shown above was the type geared toward vocationalization which was different than that offered earlier.

Secondary School Organization in Thailand. There are five standard sizes of secondary schools based on number of classrooms and pupils. Each category of school has three types of staff: administrative,

school service, and teaching. The teaching/student ratio, based on the school's total capacity, including the three types of staff was 1:17 in the lower secondary level and 1:15 in the upper secondary level (Department of General Education, 1980).

1. Administrative Staff--The number of assigned assistant principals varies as follows: 9 to 17 classrooms, 1 assistant principal; 18 to 26 classrooms, 2 assistant principals; 27 to 41 classrooms, 3 assistant principals; and 42 or more classrooms, 4 assistant principals.

2. School Service Staff--The school service staff increases by size of school, but consists of ten positions: finance, business, registration and evaluation, education guidance, library, supplies, student activities, audio-visual, school health, and nutrition. The number of school service staff, depending on the number of classrooms and grade levels, were as follows:

a. Lower secondary level--The total number of staff places for schools with 6 to 30 classrooms is based on 7 posts: finance, business registration and evaluation, education guidance, library, supplies, and student activities. For schools with 36 or more classrooms: if the school had been allotted no more than ten places, once the first seven places of service staff were appointed the rest could be given to personnel for school health and nutrition; if the school had more than ten places for school service staff, they may be given for any post at the principal's discretion.

b. Upper secondary level--The total number of staff places for schools with 6 to 30 classrooms is based on seven position: finance, business registration and evaluation, education guidance, library, supplies, and student activities. Schools with 24 to 30 classrooms

may choose to give the additional places to personnel for school health, audio-visual services, and nutrition. If the school has more than 36 classrooms, once the ten obligatory positions have been filled the rest may be filled at the principal's discretion.

3. Assignment of Teaching Staff--The Department of General Education sets the policies related to assignment and workload of the teaching staff. These policies cover three broad areas: teaching assignment by subject, number of preparation periods, and time spent on non-teaching duties.

Teaching loads were quite parallel in all departments, ranging from a low of 17 periods per week for science teachers to a high of 19 periods per week for physical education teachers, for an average of 18 periods taught per week.

The average class size was quite consistent, with the exception of practical arts in which the size was about 32 students. Other classes ranged in size from 39 to 42, for an average of 40 students per class. Generally, the assignment of teachers is rational and fair, although classes are large as judged by conventional wisdom.

Secondary School Administration in Thailand. The areas which are included in this category are: administration of the instructional program, supervision of the instructional program, staff development, and school finance.

1. Administration of the instructional program--This area of the program includes operation of schools, the school schedule, other practices, student grouping, and constructing the timetable.

a. Operation of schools--According to the Ministry of Education's policy, opening of the school day ranged from 7:45 a.m. to

8:45 a.m.; the closing hour ranged from 3:30 p.m. to 4:50 p.m. Most schools operated on a single-shift basis. However, some of them operated on a double-shift without a marked difference in opening and closing times. The number of teaching days over the year ranges from 197 days to 210 days. In all cases, the number of periods (50-minute) in a week are identical at both the lower and upper secondary levels. In addition, the Department of General Education regulations call for the schools to be operated for 200 days per year, 35 periods per week, plus the possibility of five further optional periods per week.

b. The school schedule--There are four major stages of school scheduling that have been stated by the Department of General Education regulations: planning, course selection, student grouping, and constructing the timetable for the school.

The seven steps in the general procedure for timetabling were: (1) initial meetings with department heads and guidance counselors to agree upon an instructional program for the next school year; (2) preparation by guidance counselors of a student handbook on program offerings; (3) student meetings with department heads to explain the nature of the program and courses; (4) a first try-out of student choice; (5) program revision, with approval of parents who sometimes attend registration; (6) sorting of students into homogeneous groups; and (7) finalization of the schedule, first by fixing the industrial arts courses because of limited space and then accommodating other courses.

c. Other practices--these include the planning and course selection stages. At the planning stage, the following procedures

were commonly used: (1) decisions concerning program by appointed academic staff, including guidance counselors and assistant principal for academic affairs; (2) designing of program by the academic assistant and guidance counselors; (3) survey of student need for courses; and (4) establishing program enrollments. At the course selection stage, there were such common practices as the following: (1) students make program selection rather than individual course selection in order to avoid timetable conflict; (2) completion of a form by students with subject to change by the school whenever necessary; and (3) individualizing choice of electives.

d. Student grouping--This was carried out in several ways such as: (1) homogeneous grouping in core courses; (2) homogeneous grouping within program selection; (3) heterogeneous grouping by mixed ability in electives; (4) ability grouping by results of the entrance exam; and (5) grouping by individual preference and level of achievement.

e. Constructing the timetable--This responsibility was usually assumed by the principal, assistant principals, department heads, and guidance counselors. The final step was assigning students to homeroom teachers (Department of General Education, 1980).

2. Supervision of the instructional program--With regard to supervision of the instructional program in secondary school, Satorn (1978) advised that principals assumed overall responsibility for supervision of the instructional program in their schools and delegated specific aspects of the supervision to assistant principals, department heads, and level of grade heads. In addition to the in-school supervision of the instructional program, it has been formally known that external



supervision was conducted by the Ministry of Education's central and regional office supervisors.

3. Staff development--Regarding staff development in the secondary education school, Vasinsorakorn (1976) noted that such a wide variety of methods to improve teaching performances have been used as intervisitations between secondary schools; in-service training seminars and conferences organized within school clusters and by the project and regional offices on such topics as instructional methods, student assessment, curriculum materials, program development, and administration; demonstration teaching by teachers and specialists; sending teachers to short-term subject area training courses ranging in length from seven days to four months; provision of leave for further studies for teachers and administrators, in-school staff, administration and department meetings, visits to school by supervisory unit and regional office staff members; and dissemination of information to staff through articles and by teachers returning from seminars and conferences.

4. School finance--In the complex area of school finance, the information concerning such school revenues, school fees, management of school finance, and school budget is reported next (Department of General Education, 1980).

There were such several sources of school revenues as the Ministry of Education budget, school fees, foundations, and others. In addition, sources listed under "other" were cooperative activities, rent of food shops, donations, parent-teacher associations, and a cattle-raising project. Complete and consistent data on a school-by-school basis was not available from the schools or from the Department of General Education.

Regarding school fee rates, the rates used in any school are based on the curriculum and also the economic situation of the school community and with the approval of the Ministry. The Ministry has provided rate scales for each level and the schools make a selection with the approval of the Ministry. Rate changes are possible but rarely approved.

With regard to the management of school finance in the secondary school, the regulations of the Department of General Education have conventionally been followed by the principals in order to manage the school finance.

According to the Department of General Education (1980), the following statement of department regulations can be illustrated as below:

1. Personnel in charge of finance and budgeting. Secondary schools are allocated relatively small budgets. Therefore, budgeting plays a secondary role in school management. The staff in charge of the school budget is often responsible for supplementary fees as well. This staff includes: chief of supplies staff, assistant-principal for business affairs, finance and accounting staff, and supplies staff.

2. Control of expenditures. The principal is given the following guidelines to make plans for spending and supervision of supplementary fees, and to provide for audit control. The following typical pattern of day-to-day financial management in the schools will be noted as follows: a business assistant acts as bookkeeper, with two full-time assistants; a finance committee--composed of the principal, available assistant principals, and department heads--guides the finances of the school; a committee of three selected senior teachers also has authority to control financial matters; the business assistant and three teachers help to check the accounts every day.

Budgeting procedures and outcomes is the final step of school finance in the secondary school. In a similar fashion, the principals oversee the budgeting procedures and outcomes according to the regulations of the Department of General Education. Normally, the following steps are taken in preparing the budget for the school:

1. A specific sum is requested by the school from the Department of General Education.
2. School fees are budgeted by proposals received from department heads.
3. Other expenditures are budgeted as specified by the donor.
4. At the end of the school year, the following sequence of events occurs:
  - a. Evaluation of the previous year's finances.
  - b. Receipt of project proposals from departments.
  - c. Screening of departmental budget plans by a special committee or budget committee, chaired by the principal. If the department plan is not available, the committee will reduce the budget to bring it within the funds available.

Summary. From the information presented in this chapter on the organization and administration of the secondary school, it can be concluded that the organization and administration of secondary schools reflect both Ministry policies and regulations and a measure of autonomy. The number of staff members is set by the Ministry but considerable freedom exists to deploy the administrative, teaching, and service staffs in differing ways. Days and hours of operation are consistent throughout the schools, as might be expected in view of departmental regulations.

The general procedures in scheduling the schools appear uniform, following the basic pattern of the Department of General Education.

### Thai Secondary School Principals

Thai secondary school principals, like any other neighboring nations, carry out much more sophisticated and complicated responsibilities than similar school personnel in other countries. Thus, it seems that certain qualifications should be specifically required. As a result, this part of the study focuses on the qualifications, roles, and duties of Thai secondary school principals.

The Thai Civil Service Commission requires the following qualifications of secondary school principals:

1. Hold at least a diploma of education.
2. Hold at least a college degree or equivalent.
3. Posted as assistant principal or educational supervisor for at least two years.
4. Had at least four years of teaching experience.
5. Posted as the fourth-grade principal for at least three years.
6. Posted as the educational supervisor for at least five years.
7. Had at least seven years of teaching experience.

The roles and duties of secondary school principals are listed below (Teerapong, 1980):

1. Plan the school administration in the areas of academic affairs, staff personnel, and administrative office.
2. Delegate responsibilities to assistant principals and faculty members in a way suitable to their ability and educational background.

3. Follow up, examine, and supervise all routine jobs in order to meet planning purposes and objectives.

4. Attempt to solve different school problems in order to improve teaching-learning processes and school administration.

5. Supervise teachers and all staff members.

6. Provide suitable security and welfare to students, teachers, and staff members.

7. Maintain and preserve a high quality and standard of the school and its activities.

8. Develop all of the school's dimensions in a very progressive and satisfactory fashion.

9. Perform miscellaneous duties.

Since the present trend of the Thai educational system is moving more toward the direction of decentralization, the secondary school principals are increasingly expected to assume much more responsibility in such areas as organization and teaching as well as locating administrative staff to fit local situations. In addition, the principals are currently supposed to delegate much of their conventional authority to staff (e.g., assistant principals, department heads) in such areas as the determination of course content, selection of textbooks, determination of teacher assignment and instructional methods, as well as student discipline. As a result, the related study regarding the secondary school and the principal's roles and responsibilities is reviewed in the next section.

Section II: Related Studies on the Secondary  
School Principal's Roles and Responsibilities  
in the United States

Origin and Development of the Secondary

School in the United States

The basic purpose of this section was to provide related studies regarding the secondary school principal's roles and responsibilities in the United States. Accordingly, it is imperative that one should have a historical perspective of the American secondary school so that one may formulate a clear concept of its functions, purposes, and programs.

It is accepted that in many countries there are schools which are administered by the people rather than by the governments. In the United States, the schools belong to the public. Kandel (1957) noted that in the United States, it was the public that determined the character of the school. Although executive functions were placed increasingly in the hands of expert officials, it was ultimately the desires and opinions of the public that prevailed in conduct, administration, and instruction in school systems. It was also noted that the public school is "a school established by the public, supported by the public, and accessible to the public on terms of equality, without special charge for tuition" (Kandel, 1957, p. 21).

Edmonson et al. (1941) confirmed that the basic principle of free secondary education for all youth at public expense had gained substantial recognition in the United States after a long period of struggle. They further indicated that one of the finest tributes to those who laid

the early foundations of American education was given in a report of the Educational Policies Commission:

Distinguished founders of the Republic deemed education indispensable to the perpetuity of the nation, to the realization of its ideals, and to the smooth functioning of American society. Under the impetus of this deep conviction, they explored the nature of education, made plans, and urged the establishment of institutions of learning appropriate to the American setting. . . . In so doing they displayed profound insight into the forces requisite to the creation and operation of a great society. They did more. They set an impressive example to all those of succeeding generations who were called upon to make constructive efforts in education on a large scale and under grand conceptions of public policy. They demonstrated for all time that education was an enterprise worthy of the highest talents, inviting the boldest thought, and forever linked with the cultural destiny of the nation (p. 3).

In 1635, the first permanent school--a Latin grammar school--was founded in Boston. The establishment of the Boston Latin School marked the first period of history of American secondary education. This period extended to about 1750. The second historical period--known as the period of the academy--extended from 1750 to the end of the nineteenth century. The third period was known as the period of the public high school. The first high school--called "The English Classical School" and later renamed the English High School--was established in Boston in 1821. The objective of high schools at that time was to prepare youth to enter some form of vocation (Edmonson et al., 1941).

Development of the American secondary school continued until the twentieth century. The twentieth century had been a most exciting one in the development of secondary education in this country. It was during this period that the great American high school emerged as a further fulfillment of the democratic concept of a universal common school that would provide every boy and girl an opportunity to develop his or her

individual potential to the fullest and to become the most competent citizen of which he or she was capable.

In addition, the function and purpose of the American high school had been defined by the Commission on the reorganization of various high school subject fields. The best known document prepared by this Commission was the statement of the Cardinal Principles of Education. Thus, the Commission defined the main objectives of secondary education in the following: (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character. These, then, were the basic purposes to be achieved by the high school in a democracy. The Commission believed that education "should develop in each individual the knowledge, interests, ideas, habits, and powers whereby he would find his place and use that to shape both himself and society toward noble ends" (Alexander and Saylor, 1960, p. 161).

#### Overview of the Roles and Responsibilities of Principals

In the past, principals were perceived by students and teachers as short tempered brutes who used force to accomplish their objectives, and had little tolerance for teachers or students who disagreed with him. Intelligence was seldom mentioned as a relevant factor. Now, however, principals can no longer depend on physical traits to fulfill their responsibilities.

The principal's job today requires intelligence and tolerance. He is, of course, the educational and administrative leader of the school to which he is assigned. In this instance, he must be aware of



expectations by the faculty and student body as well as by the public. For the new principal, such an awareness is very important. But most important, in his role he must develop effective school programs that will result in a positive teaching-learning environment.

A number of studies in the field of educational administration reveals that the role of the principal is in a state of transition. A number of pertinent studies are reported below.

Romine (1950) investigated the duties of high school administrators and the demands which were made in terms of time, energy, and general resourcefulness of those confronted by administrators. He noted that the duties of an administrator could be classified into many areas. The five areas requiring the most time were planning the school year, pupil activities, curriculum, pupil records and discipline, and related problems. On the average, each of these duties required much time of administrators. Based on school size, Romine found there was a variation of emphasis for certain areas. For example, school publicity, public relations, and social-civic responsibilities were reported as requiring more time for principals in larger schools than in smaller ones. It was possible that these responsibilities were performed more informally in smaller schools and as a result were not reported as requiring the amount of time that was actually spent. Also, in larger schools, administrators may be more alert to certain needs and may be forced to give more time to them.

Thomas (1963) reported that school principals represent one of the stronger bonds that hold us together as a nation. He mentioned four important points that secondary school principals should consider when coping with change. First, the principal should consider the school's past.

Second, the principal must master the tools of his administrative job. With respect to his role in management, Thomas noted that the principal could delegate responsibilities to others. Third, the principal must understand and communicate with the community in which he works. Fourth, the principal must develop a concern for teachers, students, and parents. Above all, Thomas indicated that in times of change, the principal should be an instructional leader who presents a powerful force for stabilizing and improving his school.

The literature during 1965 to 1967 emphasized that the principal's primary role was as instructional leader. It could be clearly seen that writers were repeatedly stating this position because of past failures. For example, Skelton (1965) indicated that improvement of instruction should always be uppermost in the mind of the secondary school administrator no matter how busy he was. Gibb (1967) illustrated the dramatically changing role of the high school principal in five general trends:

1. The administrator is becoming less a controller and disciplinarian and more a team builder and cooperative problem solver.
2. The administrator is becoming less a motivator and persuader and more a gardener and climate builder.
3. The administrator is becoming less a fire fighter and more a planner.
4. The administrator is becoming less a conservator, resister, and preserver of the culture, and more an innovator, a creator, and a quiet revolutionary.
5. The administrator is becoming less a role and more a person.

Penticost (1971) employed a case study method which attempted to identify factors that might cause the principal difficulty in

satisfactorily completing his responsibilities. He decided to seek answers to the following questions relative to the role of the principal:

1. What were the functions that the principal normally performs in his school on a daily basis?
2. What was the nature of his activity?
3. With whom did the principal conduct his affairs?
4. Could the principal shape his position in a manner as to enhance his role as the educational leader in his school?

The research indicated that the principal had extreme difficulty in assuming a leadership role in curriculum development. The study also illustrated a preponderance of the activities performed by the principal were initiated from outside the attendance center; thus the principal was a reactor and not an actor. Finally, and perhaps most discouraging, was that the principal could not of his own accord significantly redirect the role which he performed.

Landers and Silverman (1974) summarized the principal's changing role. They concluded it was still within the power of the principal to determine to a great extent the nature of his role. The principal who realized this and recognized that his success depended upon leadership skills rather than positive power would increase his effectiveness. Thus he introduced the role of the productive principal who was to exert dynamic leadership in the school by:

1. Recruiting the most proficient teachers and staff personnel available.
2. Delegating routine administrative details to appropriate staff personnel.

3. Developing his assistant principals by sharing with them appropriate responsibility and authority.
4. Procuring necessary supportive equipment, materials, and clerical assistance.
5. Promoting innovations in classroom teaching.
6. Motivating teachers to work toward improvement of their instruction.
7. Maintaining effective community relations.
8. Assuming responsibility for whatever went wrong in the school.
9. Communicating with the superintendent to ensure school objectives were aligned with local objectives.
10. Keeping up with new theories and practices through participation in professional organizations.

It could be concluded that the development of good dynamic skills of the group appeared to be the only solution for the principal at this time.

Vetter (1976) related two important forces caused increased role pressures on the principal. First was an increasing need for coordinated effort in order to achieve effective results, and second were attitudes and expectations of individuals. He also pointed out that when role behavior was judged as proper by others, their expectations were reinforced and they could be expected to continue to make these role demands and perhaps would be encouraged to make additional demands. Vetter concluded that systems and procedures could also be used to administer the managerial environment in order to reduce the pressure. For example, delegation of responsibility was important to every role manager. However, delegation was difficult for some because it involved sharing of and not avoidance of responsibility.

Krajewski (1977) attempted to acquire a more realistic comprehension of the importance of the role of the secondary school principal as perceived by principals and teachers. He found that:

1. Both teachers and principals perceived the principal's primary role as administrator, and expected the principal to maintain this primary role.

2. Both teachers and principals saw the principal's role of disciplinarian as important, but ideally both groups would like to see this role become much less important.

3. Neither teachers nor principals saw the principal's role as a curriculum supervisor as too important, but ideally both groups believe it should be a priority role.

4. The principal's role as instructional supervisor is regarded as only mildly important, but ideally both groups believe it should be a priority role.

In conclusion, Krajewski found that the principals wished to become most involved in the instructional and curriculum leadership roles for the sake of improvement in teaching and learning.

Zechman (1977) found the principal to be the most visible of all school administrators who confronted the challenge of an era in which the pace and scope of change was unprecedented. The principal was perceived as a school manager and an instructional leader. He found the principal must serve as a change agent to help insure that the process of change functioned to the advantage of the instructional process. To do this, the principal had to be competent in a variety of areas on a continuing basis.

Cobb (1978) investigated the level of agreement among principals, teachers, and prospective teachers concerning the role of a principal in the performance of his/her duties. In dealing with the question of whether the principal should be an educational leader or merely a manager, he observed that:

1. Principals saw themselves primarily as instructional leaders and as being highly concerned with matters of curriculum.

2. Prospective teachers wanted a principal who would guide and assist them in matters of curriculum and in improving their teaching skills, who would handle interpersonal relationships with skill, who would clearly communicate what was expected of them, and who would see that goals agreed upon were carried through to completion.

Krajewski (1980) determined that administrative theory and rapport nurturance form the foundation for effective carrying out of the principal's role, regardless of agreement or disagreement of what that role encompasses otherwise. He concluded that implementation of a manageable structure was indeed difficult and time consuming; nevertheless, it would be successful if the principal effected it properly. To do that, both the knowledge base and rapport nurturance were needed by the principal.

McIntyre and Grant (1980) compared how principals viewed their own performance with teachers' and superintendents' views. Eighteen senior high school principals participated in the study: six from large schools enrolling 1,200 to 1,500 students; six from medium schools enrolling 501 to 2,100 students; and six from small schools enrolling fewer than 500 students. The findings indicated that there were significant differences in the three groups' perceptions of the performance of the principals in the eight key areas of responsibility.

In general, the writer reviewed the emergence of the secondary school principal's role from 1935 to 1981, in an attempt to assist and prepare the reader to comprehend the nature and development of the secondary school principal's role. Additionally, it seemed compatible to confine the review literature to four hypotheses of the present study.

Different Sizes of Secondary School Influence Principal's Duty and Responsibility. A number of studies by Love (1980) revealed the size of the secondary school does affect the principal's duties and responsibilities in different reflections. For example, there were advantages and disadvantages related to small or large secondary schools, which in turn affected the principal's duties and responsibilities in one way or another.

Surprisingly, one study indicated that the size of a school is not necessarily the determining factor for the principal to produce quality students. When it did, Love held that it was due to teachers and principals failing to manage the schools effectively. In a similar manner, Love found that school size does not affect school quality, but that competent teaching, sensitive administration, innovative courses, and so on were the major elements.

By contrast, in another study Love concluded that there was a relationship between high school size, student participation, and alienation which cause the principal to become either a disciplinarian or academic manager and even both. Likewise, one study indicated that high schools face a number of special problems that affect education when certain enrollment sizes are exceeded. Also, numerous studies and recommendations have been introduced concerning the minimum, maximum, optimum, and best

size for secondary schools. In effect, the following literature relates school size and its effect on the roles and responsibilities of principals.

Beckner and O'Neal (1980) held that size of a school is not necessarily the determining factor for the principal to produce quality students. They argued that if it did, it was because teachers and principals failed to use the modern knowledge about learning, current teaching techniques and materials, effective management and organizational procedures, and creative processes for school improvement which are available today.

Similarly, Coleman (1972) posited that the possibility of creating and maintaining educational opportunities of high quality seemed much more real and close at hand in small and medium sized secondary schools than in the case of very large schools. He further noted that school size does not cause such problems. The problem seemed to relate to competent teaching, sensitive administration of principals, innovative courses, and these are by no means rare in larger high schools.

Beckner (1979) believed that a small school provides greater opportunity for each student to participate in the total school activity program. Mchaffie (1973) presented the best feature of small schools. One of the five most popular responses to this item was "Students have opportunity for wide participation." Consistent with those cited above, Kleinert (1969) reflected that a very large high school, with its institutional character and impersonal masses, was less likely than the small school to help the average individual student with problems of personal identification. It failed to provide the student with opportunities to



take the initiative, enjoy recognition, exercise leadership, and gain honor and glory.

Nevertheless, many of the potential strengths of small schools could prove to be deterrents to effective school administration if the principals do not approach them creatively. Becker and O'Neal (1980) held that a small school can become a weakness rather than a strength if the principal persists in managing in a manner typical of a large school administration.

Huling (1980) concluded that school size affects student participation and alienation as shown below:

1. Students in small schools become involved in a greater number and variety of activities than students in large schools.
2. Students in small schools assume a greater number of positions of responsibility than students in large schools.
3. Students in small schools are less alienated than students in large schools.
4. Student participation in co-curricular activities and student alienation are negatively correlated.

It can be concluded that school size affects the principal's responsibility with regard to student affairs. Consequently, the generalization mentioned above requires principals in different sized schools to manage student affairs differently according to a certain school size.

Williamson and Campbell (1980-81) confirmed that administrators in large schools were more receptive to change than were administrators in small schools. They also noted that administrators in large schools expressed significantly greater agreement than did administrators in small schools that high school principals should be required to file a detailed

report of all serious assaults in the schools with local law enforcement officials. Therefore, it was concluded that reception to change and reporting of serious assaults by high school principals will differ according to school size.

Romine (1958) determined duties of administrators of different size schools and concluded there was variation for certain areas. For example, school publicity, public relations, and social-civic responsibilities were reported as requiring more time among larger schools than among smaller ones. He indicated it was possible that these responsibilities were not reported as requiring the amount of time actually spent on them. Also, in larger schools, administrators may be more aware of needs in these areas and may be forced to give more time to them.

Conant (1969) confirmed it is possible that high schools face a number of special problems that affect administration of principals when certain enrollment sizes are exceeded. This finding indicates that in order to solve problems, the principal's responsibility should be adaptable based on school sizes.

It appears that the principal's duties and responsibilities have been changed in order to keep up with increasing enrollment. Redmond et al. (1972) state that teachers in large city high schools now have a stronger academic background than formerly, and communities are aware that they must become more involved with all institutions that affect their lives. Hence the urban school principal, the educational leader of the school, must be able to work with his new constituents. In view of the quality of the academic background many teachers now possess and the increasing wealth of knowledge available to so many, few principals can be expected to be more knowledgeable in all subject matter fields than members of

their staffs who are specialists in particular fields. The principal's responsibility as a resource person in the urban area has been changed; therefore, the principal must possess leadership ability. He must be able to work with a team to create and carry out an effective educational program. Today's principal must be a catalyst in the introduction of new programs and must be able to follow them through to fruition.

Hosler (1977) pointed out that achievement is more related to the quality and type of student or school than to the size of school or specific educational policies or practices. Furthermore, he concluded that graduates from larger schools do not achieve significantly higher grade point averages nor higher scores on standardized achievement tests than graduates from small schools.

It is evident that when enrollment sizes in large high schools are overcrowded, it affects the principal's duties and responsibilities in one way or another. Conant (1959) pointed out that approximately one-third (35%) of the large city high schools reported their physical facilities were below what could reasonably be expected in terms of the district's financial ability. Almost as many (31%) reported they had been substantially constrained by limitations in their physical facilities during the past five years in designing new educational programs. Finally, 14 percent of them reported their schools' physical facilities were severely inadequate for presenting an appropriate program. In general, schools indicated their plant and equipment were more nearly adequate for the traditional academic programs than for offerings in vocational, industrial arts, and fine arts areas. Conant concluded that in addition to schools having more students than space for them, must be included 26 percent of the large city high schools who said that their enrollment

was below the stated capacity. On a regional basis, overcrowding is least frequent in secondary schools in the southwest (49% incidence of less-than-capacity enrollments); but is most frequent in the northeast, where 36 percent of the schools were overcrowded to the extent of 521 or more students.

Numerous studies and recommendations have been made concerning the ideal size for secondary schools. Most investigators have looked for an ideal size in terms of quality of programs and/or economy in cost, and resulting recommendations have varied considerably.

Stemnook (1974) summarized research on size of schools and school districts in 1974, and revealed minimum size recommendations for junior high schools ranged from 90 to 1,500, optimum size recommendations ranged from 521 to 1,200, and maximum size recommendations ranged from 900 to 1,400. Size recommendations for senior high schools ranged from 100 to 1,600 as a minimum, 290 to 2,000 as an optimum, and 1,700 to 3,000 as a maximum. Recommendations in the last 15 to 20 years have been made for larger minimum enrollments.

As mentioned before, the most influential recommendations on school size were made in 1959 by Conant as a result of nationwide studies. His recommendations for improving high schools and junior high schools included 20 different aspects of curriculum, staff, facilities, and other features. To provide these services at a reasonable cost was obviously impossible in smaller schools. Conant (1959) therefore recommended that no high school should have fewer than 100 in the graduating class. At that time about 30 percent of the high schools in the country were in this category, but Conant supported the recommendations because he was convinced small high schools can be satisfactory only at great expense.

In Thailand, according to the regulations of the Ministry of Education (1978) the secondary school principals were grouped into five graded ranks. They are listed from high to low: (1) special grade, (2) fourth grade, (3) third grade, (4) second grade, and (5) first grade. The different grade principals were responsible for jobs which differed in scope of duties and responsibilities. For example, the special grade principals had more duties and responsibilities than the lower grade principals. The special grade principals operated large schools with more than 42 classrooms and more than 1680 students, while the first grade principals operated schools with not more than 6 to 17 classrooms and 240 to 680 students.

The Department of General Education (1980) has suggested more appropriate sizes for secondary schools. These are as follows: a minimum size for the lower secondary level ranged from 240 to 680, an optimum size from 960 to 1,200, and a maximum size from 1,200 to 1,440. For the upper secondary level, a minimum size ranged from 240 to 720, an optimum size ranged from 960 to 1,200, and a maximum size ranged from 1,490 to 2,160.

Length of Experience Influences Principal's Duties and Responsibilities. In the American educational system in general, state law requires that one who seeks a position as a secondary school principal must receive a certificate or license for the position. Some types of certificates require a teaching background, while others require an administrative background. Extra criteria such as an approved program, an internship, and a written and oral examination in the credential area have been added as a qualification. It can therefore be assumed that secondary school principals were appointed based on the above criteria. The

information presented below includes the literature related to how importance of and length of experience influence the principal's duties and responsibilities.

The secondary school principals and assistant principals determine more than anyone else the nature and extent of a school's services. What superintendents and teachers accomplish is restricted or enhanced by what principals do. Although some principals are ineffective in their primary role of instructional leader, it would be unwise to abandon the position (Trump, 1972).

As the importance of the principal's roles and responsibilities have been shown, both experience and certification become major factors which the American educational organization considers when appointing principals. These criteria indicate that both experience and certification affect the principal's duties and responsibilities. The following section includes the procedures for screening the prospective principals using experience and certification as criteria.

In terms of training, the master's degree was considered a minimum requirement. Applicants with graduate degrees in education were required to present at least 15 semester hours in education, including 6 semester hours of supervision and 6 semester hours in administration at both the elementary and secondary school levels. Other hours could have been earned in curriculum, finance, law, instructional materials, guidance, special education, research, tests and measurements, and transportation. Degrees from other fields were acceptable, provided the candidate had earned 24 semester hours in education of which 20 were in the graduate school. These candidates also had to meet the supervision and administration hours listed above. In Illinois, assignment to secondary schools

requires 15 semester hours of additional work beyond the master's degree to meet regional accrediting standards. Experience requirements included six years of full-time work on a standard certificate as a teacher or school administrator, with the last two years rated as "excellent" or "superior" (Redmond et al., 1972).

Bobroff et al. (1974) conducted a survey to determine options of selected principals concerning pragmatism, characteristics, and competencies desirable for principals of junior high and middle schools. The study surveyed 350 randomly selected principals of selected junior high and middle schools. Of the 233 respondents, 160 reported they were junior high school principals, 66 reported they were principals of middle schools, and 7 did not respond to this question. In addition, only 3 of the 933 responding principals reported previous experience as a junior high or middle school principal, 40 had no previous administrative experience, and the remainder reported a variety of experience. It is encouraging to note that 68 principals had been assistant junior high or middle school principals before accepting their present position.

According to the data, Bobroff et al. (1974) concluded that many teachers and counselors moved directly into the position of principal in junior high and middle schools: 102 principals reported the position they held immediately before accepting their present position was as teacher and counselor, while 55 were junior high teachers. When asked what qualities, competencies, and experiences they considered to be desirable for junior high and middle school principals, 210 strongly agreed that principals should have the skill to diagnose and prescribe as well as to develop and adapt materials for these schools; 206 respondents believed there should be more emphasis placed upon securing principals who

are especially trained for junior high and middle schools; 175 believed prospective junior high and middle school principals should be required to teach at this level; and 162 recommended a required internship for the junior high or middle school principals.

The final question in the survey by Bobroff et al. (1974) asked how institutions of higher learning could make important contributions toward providing better prepared junior high and middle school principals and assistant principals. A telling, and probably valid, statement occurring most frequently was: "Professors of junior high and middle school education courses should have had recent experience in junior high and middle schools" (p. 59).

Many persons aspire to become principals. Some make it by luck, others by influence. Most, however, become principals because they have the ability to remain calm in the midst of confusion. They usually can solve problems instead of being part of the problem. Principals eventually learn to function effectively in the center of conflict and confrontation. The ability to maintain an atmosphere of objectivity in a time of confusion is not easily acquired. Thomas (1979) admits that such ability is mastered only with years of experience and large amounts of fear, uncertainty, and insecurity. Once it is acquired, however, it gives the principal the peace and tranquility needed to be prepared for the next challenge.

Findley and Hales (1974) found that for years certification was contingent upon the approval of local persons or committees. This method was replaced by another in which administrative competence was associated with knowledge of educational principles and practices, and written or oral examinations were used. Presently, certification is still acquired



through approved institutions, but more avenues exist through which certification can be attained. They further determined that standards for certification of administrators in education are in constant flux, and apparently the only characteristic certification requirements have in common is a lack of uniformity. Currently, certification options for the secondary school principal depend on his state of residence, since experience and preparation requirements vary considerably among states. According to the University Council for Educational Administration (UCEA), the model teaching experience for principals among states is three years, with the minimum required by any state being five years. As of 1979, 49 states (including Washington, D.C.) required at least five years of preparation; 3 states required six years; and only 2 states required less than five years of preparation.

These requirements compare favorably with the recommendations of regional and national associations. The recommendations of the North Central Association of Colleges and Secondary Schools for secondary school principals include: (1) 45 semester hours of graduate credit, inclusive of the master's degree; (2) not less than 20 semester hours of graduate credit must be in administration, curriculum, supervision, and related fields; and (3) two years of successful teaching experience. The Northwest Association of Secondary and Higher Schools recommends a master's degree which includes 14 semester hours of graduate work in education, or 38 semester hours of graduate credits, 16 of which must be in education. The Southern Association of Colleges and Universities recommends a graduate degree from an approved institution and 15 semester hours of graduate credit with emphasis on administration.

Findley and Hales (1974) cited other certification options. For example, Michigan is the only state that does not issue any type of administrative certificate. Administrators are considered teachers and must hold a valid Michigan teaching certification for the level of their administrative assignment. Recognizing that the status of reciprocity agreements in administrative certification between states is currently inconsistent, administrative experience without the accompanying certificate might be a distinct disadvantage to the administrator who values mobility to other states. With regard to trends in certification, Findley and Hales stated that one obvious trend in certification is flexibility. It is probable that the rigid traditional approach will decline as more states adopt approved programs and other experimental approaches. These programs provide the necessary flexibility to facilitate the "reality-oriented" preparation procedures currently being used in many institutions. Internships, either as a certification requirement or an option under an approved program, will increase as greater emphasis is placed on field experience and on-the-job performance. Increased flexibility may pervade experience requirements as well. Prerequisites such as teacher certification and teaching experience may be dropped, thus enabling individuals from outside the area of education to enter the field of educational administration. Those in education, however, are likely to oppose such action on the basis that an administrator is expected to provide leadership in improving instruction, and that teaching experience and a background in the field of education are necessary qualifications.

In California, Bybouts (1973) found a unique multi-option certification which was issued by the 1970 Ryan Credentialing Act. The bill

provides three desired avenues for receiving an administrative credential: (1) an approved program, (2) an internship, and (3) an examination in the credential area.

Merullo (1974) stated that the role of the high school principal is changing: personal experiences, size of school, community served, and type of setting are all factors which contribute to the organizational structure of the school, the distribution of responsibilities for decision-making, and even the style of leadership which is acceptable in a community. Merullo described his personal background: he came to his position with 20 years of experience in a relatively large school--12 years as a mathematics teacher and 8 years as an assistant principal. Along the way he was exposed to myriad experiences common to most principals of his vintage. He suspected that his ascendance to this position was due more to his charismatic personality, sense of social mission, circumstances of timing, ambition, and industry than to his academic preparation.

In his research on the principal's experience impact on the school, Wiggins (1975) was unable to establish a strong correlation between the behavior of principals and climate of the school. What Wiggins' findings clearly underscore is the need for principals to have the expertise to influence the system to a significant degree, rather than merely to react to mounting pressures within the school and the larger community. Moreover, he noted that the principal is in a uniquely advantageous position to lead, because he has the preparation and first-hand experience to clearly perceive the complexities of the educational setting and to determine what will or will not work. A school can be no better than its teachers, but it is the leadership with adequate experience of the

principal that determines the extent to which the best of what teachers have to contribute is released within the school. He concluded that leadership through ideas will neither replace nor diminish the need for other lines of authority and enrich not only our solutions but our experiences as educational administrators. It can help place those with the best potential for solving educational problems--the principals--in a position to lead rather than to react to pressures and proposals from outside the profession. Accordingly, it could be presented that the school principal could be more effective with an increased amount of administrative experience.

With respect to length of experience of secondary school principals in Thailand, it was formally stated that administrative experience was a very important requirement in consideration of promoting and appointing school principals. All school principals must have at least two years of administrative experience as assistant principal to become a principal (Ministry of Education, 1980).

The Number of Assistant Principals Influences Principal's Duties and Responsibilities. Gaslin (1974) believed a principal is responsible for his school's programs, but his effectiveness is bound to and influenced by the effectiveness of his assistant principals. Trump (1972) agreed that the secondary school principal and assistant principals more than anyone else determine the nature and extent of a school's services. Nick (1980) concluded that the assistant principal, an important member of the administrative staff of the school, is directly responsible to the principal. He or she is expected to maintain an effective working relationship with other administrators, teachers, maintenance and clerical staff, and student personnel.

Austin and Brown (1970) are convinced the assistant principal is the binding agent--the man who makes the school successful. The principal is the figurehead who can communicate upward, but the assistant principal is the connection to the outside as well as the connection to the principal for most teachers. It appears that the position of assistant principal is imperative in the secondary school.

Burgess (1976) disclosed that he is a principal of a city high school with an enrollment of 2,500 students. He worked with three men who were experienced assistant principals with a vast array of educational talents among them. He assigned three assistant principals into the areas of instructional management, personnel management, and building and equipment management, respectively. He was convinced that every assistant principal is an important member of the school staff. Furthermore, he believed that each assistant principal must find satisfaction in his job if he is to function effectively.

Trump (1972) asserted that school improvement demands principals with high priorities for improving instruction with proper techniques. A school's organization for supervision and management needs to reflect these priorities. A smaller school would combine some positions and a larger one would separate them. He further noted that four auxiliary positions--building administrator, external relations director, personnel administrator, and activities--are handled by two persons in a school with 1,260 pupils or four persons in a school with 2,000 or more. The qualifications for these positions need to be quite different from qualifications of assistant principals and principals. He added that while the roles of the assistant principal and principal are similar, the latter has added responsibilities for supervising auxiliary personnel; this

supervision requires one-fourth of his time and energy. Having the responsibility of improving instruction, the assistant principal complements the principal, thus strengthening the leadership function and potential. Trump concluded that the number of assistant principals will vary with the size of school. For example, a school with fewer than 500 students would not require an assistant principal with full-time responsibility for instruction. However, a school with more than 500 students would require a full-time assistant principal working with the principal on instructional improvement. It can be assumed that the secondary school principal would manage the school more effectively with a complement of assistant principals. Moreover, the number of assistant principals are likely to increase accordingly as the number of enrollments increase.

Reed and Connors (1982) presented data on Fremont High School, an integrated four-year secondary school with a student enrollment of approximately 1,900. A loosely structured administrative team, composed of Principal Williams and Vice Principals Andrews and Cunningham, has been formed. The principal oversees the school management in general; Andrews directs instructional and personnel management; and Cunningham directs office and discipline management. As a result of team management these three administrators support one another, and they appear to develop and maintain personal alliances which make the school successful.

Gross et al. (1980) found that three administrators at Unionville High School, a school of 1,000 students in grades 9 through 12, are dedicated to the concept of teamwork as a logical and variable approach to the management of a dynamic school. This concept of teamwork is the result of two factors. First, the three administrators had very few, if

any, preconceived notions concerning the roles to be filled by the principal and assistant principals. There was flexibility in role definitions--a willingness to shift roles and responsibilities where necessary. Second, they believed the entire team should be involved as much as possible in the total running of the school, and that each administrator should be given autonomy in areas in which he expressed a special affinity. In the individual's area, work is done independently but the final decision is made by the principal. This results in capable managers: if two administrators are away, the third feels capable of assuming certain responsibilities. Gross et al. concluded that with the longer tenure of many principals in their jobs, there is appropriate time for the principal and assistant principal to take a fresh look at their jobs and at each other. It is hoped there will be some rethinking with regard to job descriptions and working relationships. The attitude of flexibility in job functions, open communication, and commitment of the entire school to the disciplinary process can benefit all schools. The rewards accruing from a teamwork approach have proven to be substantial at Unionville.

Stoner and Voorhies (1981) determined the roles and functions of the assistant principal. They employed a questionnaire to gather data from principals, assistant principals, and teachers randomly selected from 106 high schools. They concluded that of the 106 assistant principals, only about 10 percent served in schools with enrollment under 600; about 35 percent served in schools with enrollment between 600 and 1,200; 45 percent served in schools with enrollment of 1,200 or more. The figures indicated that the number of assistant principals increases with the increasing number of enrollments. In other words, it can be said that the

number of assistant principals influences the principal's duties and responsibilities.

Regarding the regulations of the Ministry of Education (1980) in Thailand, according to the procedure of appointment of secondary school assistant principals there are one to four positions with the following criteria:

1. One assistant principal could be appointed in a secondary school with 9 to 17 classrooms.

2. Two assistant principals could be appointed in a secondary school with 18 to 26 classrooms.

3. Three assistant principals could be appointed in a secondary school with 27 to 41 classrooms.

4. Four assistant principals could be appointed in a secondary school with more than 41 classrooms.

Furthermore, in a small secondary school having only one assistant principal, he was likely to assist the principal mainly in such areas as academic affairs, personnel administration, and office administration. In the four larger secondary schools, each of the assistant principals was assigned to a specific area.

Related studies concerning roles and responsibilities of the secondary school principal in the United States and Thailand have been illustrated; therefore, the concept of roles and responsibilities of the secondary school principal are summarized below.

The position of the secondary school principal in recent years has become increasingly complex after a period of rapid change in Thailand and the United States. Moreover, the secondary school principal's position is concomitantly one of the most demanding and least understood in



all of education. Certain questions have been posed to secondary school principals: How effectively do secondary school principals work as they attempt to meet the increasing demands of their role? Do principals perceive themselves as capable of carrying out the multiple tasks associated with the position? Are they experiencing job satisfaction? Additionally, recent research in the field of educational administration reveals that the role of principal is in a state of transition. This is supported by the following studies.

Rice (1976) and Jenkins (1972) believed the high school principal's job is impossible, if not absurd. According to Koener (1973) the secondary school principal is required to make realistic budgets, act as curriculum expert, personnel manager, contract negotiator, public relations expert, disciplinarian, planner, and instructional leader. These duties, along with ever-increasing demands and pressures from community groups, teacher unions, and significant others, are causing the principal's job to become more involved and subject to continued change (Landers and Silverman, 1974). It is not surprising that many secondary school principals may be confused as to what should be emphasized in their position. As a result, it seemed appropriate to conduct a study to analyze how secondary school principals themselves perceived their roles.

This chapter dealt with an overall view of the Thai educational administration and a review of related literature in the United States and Thailand regarding concepts of roles and responsibilities of secondary school principals. Opinions and research of different individuals and groups have been incorporated to establish a framework for this study.

## CHAPTER III

### METHODOLOGY AND RESEARCH DESIGN

#### Introduction

The purposes of this study were to:

1. Analyze the roles and responsibilities of selected secondary school principals in the Educational Region 10, Thailand, to determine if there were any differences in job satisfaction among principals with respect to their perceptions of the two national schemes of education (1960 and 1977, respectively).
2. Determine if there were any differences in the principal's function based on school size.
3. Determine if principals with long experience function differently under this 1977 NSE than recently employed principals.
4. Determine if principals with a different number of assistant principals function differently under the 1977 NSE.

This was done by sending questionnaires to selected secondary school principals in the Educational Region 10, Thailand, to determine if there were differences between job satisfaction and the two national schemes of education; and to determine if the effect of school size, principal's length of experience, and number of assistant principals were influenced by the 1977 National Scheme of Education.

The statistical format utilized to address these issues were descriptive rather than predictive, in that the sample was limited to

principals within Region 10, and thus a generalization to other areas of predictions would be inappropriate.

#### Description of the Sample

The respondents of this study were secondary school principals who were incumbents in their positions for at least five years from 1973 through 1977. According to the secondary school educational record, published by the Department of General Education, there are 127 secondary schools listed as being in Region 10. Of this number, 38 of the schools were considered to be small (enrollment of 360 to 380 students, 9 to 17 classrooms), 64 were classified as being of medium size (enrollments of 720 to 1040 students, 18 to 26 classrooms), and 25 were large (enrollments of 1080 to 1680 students, 27 to 42 classrooms).

From the population of 127 principals of secondary schools in Region 10, those principals who had less than five years experience were eliminated. Since these principals were not serving in that capacity prior to the introduction of the 1977 National Scheme of Education, it was felt they could not compare the two schemes of education (1960 and 1977).

The remaining principals were surveyed; this population consisted of 65 principals. Table I shows the distribution by school size of the original population and the population as adjusted for term of service.

The rationale for selection Region 10 is as follows:

1. Representation of all geographical sections of the tenth Educational Region (see Appendix C).
2. Representation of such three different school principals as large, medium, and small.

3. Representation of all of at least five years' experience in residence principals.

Furthermore, the selection of Region 10 for this study was to provide a defined geographical area from which to draw the sample. Also, the Sri-Nakharinwirot University (where the writer is an instructor) provides as an educational center for most of the schools within Region 10, thereby adding to the common relationship of the principals.

TABLE I  
DISTRIBUTION OF POPULATION AND SAMPLE

School Size	Number of Schools in Population	Percent of Sample	Sample Size	Percent of Sample
Small	38	30.0	31	47.7
Medium	64	50.3	18	27.7
Large	25	19.7	16	29.6
Total	127	100.0	65	100.0

#### Collection of Data

##### Construction of the Questionnaire

The questionnaires were the sole source for gathering data. The process of determining the adequacy of information to be requested in these questionnaires was to:

1. Compile a preliminary list of questions in three areas: administration of academic affairs, personnel administration, and office administration.
2. Consult with the chairman of the writer's dissertation committee.
3. Administer the questionnaire to Thai graduate students in Stillwater residence.
4. Make revisions on the basis of the sample's suggestions and examine the items.
5. Review the translation of questionnaires by Thai graduate students (their names and qualifications are presented in Appendix G).
6. Make revisions based upon this group's recommendations.

#### Submission of Questionnaire to Participants

Prior to submitting questionnaires to participating principals, letters were sent to Aumnoui Uted, the Regional Education Officer in the tenth region (see Appendix G). The purposes for these letters were to introduce him to the study and to solicit his support in encouraging the principals to respond to the questionnaire. It was felt that by following this procedure, a more complete survey could be undertaken.

Additionally, another letter was sent to Ritth Sitthikarn, the Central District Educational Officer of the Ministry of Education. His cooperation was solicited in the distribution of the questionnaires to those principals included in the study. Ritth Sitthikarn was also asked to collect the completed questionnaires and return them to the writer. He agreed to cooperate in this study and returned all completed questionnaires to the writer.

### Validity and Reliability of the Questionnaire

In order that the reliability and validity of parts of the questionnaire can be carefully examined, a pilot study was conducted during the development of the questionnaire. To evaluate the items in the questionnaire, the completed questionnaire (in draft form) was reviewed for translation error by six Thai graduate students (see Appendix G) whose qualifications are presented in this appendix and who resided in Stillwater, Oklahoma.

All of these students were asked to review and evaluate the items. After evaluations and suggestions were made, the items were revised accordingly. Upon review of the questionnaire, these students were subsequently retested. The scores of the test-retest process were compared to determine if there were any significant shifts in the scores of the participants. None was observed; therefore, the test reliability was established by the test-retest procedure.

Reliability was also established by an R-factor analysis between the individual items within the variables: academic administration, personnel administration, and office administration. Use of the R-factor analysis showed the correlation coefficients to be very close using both the technique of "No Rotation" and "Varimax."

The ranges for these correlation coefficients run from 0.012 on questions 1 and 6 in academic administration, to 0.518 between question 2 in office administration with question 9 in personnel administration. This indicates a very high reliability within and between the questionnaire items. There is a high degree of internal reliability in that all of the correlations are closely related.

Validity was established through an examination of the content of each item on the questionnaire. The examination was conducted by the writer's dissertation adviser and by the six Thai graduate students listed in Appendix G. The suggestions made by these evaluators were incorporated into the final draft of the questionnaire.

Translation of the questionnaire items from English to Thai posed another difficulty concerning the validity of this instrument. In order to assure accurate and clear translation of the questionnaire, the group of Thai students with fluency in English (see Appendix G) were asked to review both English and Thai versions to make certain the translations were accurate.

#### Method of Analyzing Data

The statistical methods utilized in this study were the following: the initial step involved establishing frequency counts for each item in the questionnaire. This technique provided the needed demographic information on principals surveyed and nature of the school environment. Through the frequency statistic, means for each item within the categories of academic, personnel, and office administration were found.

The second step was to determine means for the areas of academic, personnel, and office administration. This was accomplished through a statistical technique which allowed for the computation of individual items to form a single statistic. This technique was also utilized to provide information relative to overall job satisfaction. In this computational step, scores for each item within the areas of academic, personnel, and office administration were combined into a single, separate score for job satisfaction.

The final step was to take the independent variables of years of experience, school size, and number of assistant principals and compare each with the matrix format by the dependent variables of academic administration, personnel administration, office administration, and job satisfaction. This was done by utilization of a one-way analysis of variance.



CHAPTER IV  
PRESENTATION AND STATISTICAL  
ANALYSIS OF THE DATA

Introduction

In this chapter the data will be presented and analyzed. Data and statistical techniques used in this study were derived from the Statistical Package for the Social Sciences (SPSS), a computer program available at the Oklahoma State University Computer Center. The statistics to be reported will be frequencies, computations, and one-way analysis of variance of the interaction of the independent variables upon the dependent variables. The statistical practice used was to accept (or could not reject, or failed to reject) the null hypothesis at the .05 level of significance. This practice is preferred by statisticians.

Frequencies

In this first section, an analysis of the frequency information will be presented which yields data about principals surveyed, schools in the study, and principals' responses to specific items on the questionnaire.

The first item on the questionnaire dealt with the sex of the principals. The responses showed that 96.9 percent of the respondents were male. The second item dealt with the age of the principals being surveyed (see Table II).

TABLE II  
AGE OF PRINCIPALS

Age	Number	Frequency	Cumulative Frequency
25-30	---	---	---
31-35	9	13.8	13.8
36-40	16	24.6	38.5
41-45	27	41.5	80.0
46-50	13	20.0	100.0
51-55	---	---	100.0
56 and over	---	---	100.0
Total	65	100.0	100.0

Table II indicates that all principals included in the survey were between 31 and 50 years of age. The mode was in the 41- to 45-year-old range. Approximately 67 percent of all principals in the survey were between the ages of 36 and 45 years of age. While it is not surprising to find no representatives in the 25- to 30-year-old category, because of the limitation of the study the absence of representatives 51 years old and older is somewhat surprising.

Table III provides a breakdown of the level of training of the principals. This was accomplished by analyzing the highest degree held by the principals. This table shows that approximately 74 percent of the principals surveyed held a bachelor's degree or higher teacher certificate or equivalent.

The next item on the questionnaire dealt with the years of experience the respondents had as a principal. The responses are shown in Table IV. As shown in the table, 60 percent of the principals in the

TABLE III  
HIGHEST DEGREE HELD BY PRINCIPALS

Highest Degree Held	Number	Percent	Cumulative Percent
Higher Teacher's Certificate or Equivalent	16	24.6	24.6
Bachelor's Degree	48	73.8	98.5
Specialist's Certificate	---	---	98.5
Master's Degree	1	1.5	100.0
Total	65	100.0	100.0

TABLE IV  
YEARS OF EXPERIENCE AS A PRINCIPAL

Years of Experience	Number	Percent	Cumulative Percent
5-10	39	60.0	60.0
11-15	16	24.6	84.7
16-20	8	12.3	96.3
21-25	1	1.5	98.5
26-30	1	1.5	100.0
31 and over	---	---	100.0
Total	65	100.0	100.0

population had between 5 and 10 years of experience. Approximately 96 percent of the respondents had between 5 and 20 years of experience. The fact that so few principals had more than 21 years of experience and none had over 30 years of experience is not surprising in light of the information of the age of the respondents (see Table II).

From the information presented in Table V, it can be seen that approximately half of the respondents have teaching and administrative responsibilities while half of them do not.

TABLE V  
REGULARLY SCHEDULED TEACHING EXPERIENCE

Responsibilities	Number	Percent	Cumulative Frequency
1. Have teaching responsibilities	33	50.8	50.8
2. Do not have teaching responsibilities	32	49.2	100.0
Total	65	100.0	100.0

The next section of the questionnaire sought information about the characteristics of the schools. The data on the level of the schools are presented in Table VI. Almost 71 percent of the schools in the survey were classified as being lower secondary schools. The remainder were categorized as being both lower and upper level schools. There were no representatives from the sample of higher secondary schools.

TABLE VI  
SCHOOL LEVEL

Level	Number	Percent	Cumulative Frequency
Lower Secondary School	46	70.8	70.8
Higher Secondary School	---	---	70.8
Lower and Upper Level in the Same School	19	29.2	100.0
Total	65	100.0	100.0

School size was determined by the number of classrooms in the schools. By utilizing this criterion, the following material was gathered (see Table VII). Approximately one-half of the respondents indicated that their schools had from 9 to 17 classrooms (small size), 26 percent indicated their schools had from 18 to 26 classrooms (medium size), and approximately 75 percent indicated they had from 27 to 42 classrooms (large size).

TABLE VII  
SCHOOL SIZE

Number of Classrooms	Number	Percent	Cumulative Frequency
9-17	32	49.2	49.2
18-26	17	26.2	75.4
27-42 and over	16	24.6	100.0
Total	65	100.0	100.0

The next item dealt with the types of schools included in the survey. The information is presented in Table VIII. The population surveyed consisted primarily of coeducational schools (95.4%). The number of single-sex schools was very small, less than 5 percent.

TABLE VIII  
TYPE OF SCHOOL

Type	Number	Percent	Cumulative Frequency
Boys' Schools	2	3.1	3.1
Girls' Schools	1	1.5	4.6
Coeducational Schools	62	95.4	100.0
Total	65	100.0	100.0

The school location was the next item assessed. These were divided into categories of urban, district, and sub-district schools. Table IX shows the school location by these categories. As can be seen in Table IX, approximately 72 percent of the schools were district schools. The categories of urban and district schools comprise almost 97 percent of the sample.

Table X shows the number of teachers at all schools included in the survey. This distribution shows the minimum number of teachers was 7 with a maximum of 156 teachers in the largest school. The most common size (mode) was 12 teachers with a mean number of almost 39 teachers (38.925).

TABLE IX  
SCHOOL LOCATION

Location	Number	Percent	Cumulative Frequency
Urban Area	16	24.6	24.6
District Area	47	72.3	96.9
Sub-District Area	2	3.1	100.0
Total	65	100.0	100.0

TABLE X  
NUMBER OF TEACHERS

No. of Teachers	No. of Schools	Adj. Percent	Cum. Percent
7	1	2	2
8	2	3	5
11	3	5	9
12	9	14	23
13	3	5	28
14	6	9	37
15	4	6	43
16	3	5	48
18	1	2	49
24	1	2	51
26	3	5	55
28	1	2	57
30	1	2	58
32	2	3	62
35	1	2	63
36	2	3	66
37	1	2	68
38	1	2	69
40	1	2	71
42	2	3	74
43	1	2	75
45	1	2	77
72	1	2	78
76	1	2	80
79	1	2	82
80	1	2	83
81	1	2	85
92	1	2	86
95	2	3	89
96	1	2	91
98	1	2	92
106	1	2	94
115	1	2	95
116	1	2	97
142	1	2	98
156	1	2	100



Table XI shows the number of assistant principals working in each school. The number ranges from none to four assistant principals in the largest schools. Approximately two-thirds of the schools in the survey had one or more assistant principals (63.1%). Almost 37 percent did not indicate they had any assistant principals, and this was the largest single category.

TABLE XI  
NUMBER OF ASSISTANT PRINCIPALS

No. of Assistant Principals	Absolute Frequency	Relative Frequency (Percent)	Cumulative Frequency (Percent)
0	24	36.9	36.9
1	11	16.9	53.8
2	13	20.0	73.8
3	5	7.7	81.5
4	12	18.5	100.0
Total	65	100.0	

The next sections of the questionnaire consisted of nine questions in each area of academic, personnel, and office administration. These questions were placed on a Likert scale from a low of 1 to a high of 5. The following section will provide the specific response pattern of each questionnaire item.

#### Academic Administration

The nine questionnaire items for academic administration follow with

a statistical analysis. The range of this questionnaire was from average to very high, with almost 74 percent of the respondents rating this item as high. The mean for this item was 4.077 with a standard deviation of 0.510. It would appear that the principals believe their ability to administer their academic affairs was high under the 1977 NSE (see Table XII).

TABLE XII  
PRINCIPAL'S ABILITY TO ADMINISTER  
ACADEMIC AFFAIRS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	6	9.2	9.2
4	48	73.8	83.1
5	11	16.5	100.0
Total	65	100.0	

Table XIII reveals that two-thirds of the principals believed this area to be higher under the 1977 NSE. Almost 25 percent (24.6) believed this area to be average. The mean for this question was 3.831 with a standard deviation of 0.547.

Table XIV concerns the question related to the delegation of authority. The data reflected that almost half of the principals (47.7%) believed this area to be average with approximately 52 percent indicating it was high to very high under the 1977 NSE. The mean was 3.708 with a standard deviation of 0.765.

TABLE XIII

PRINCIPAL'S ABILITY TO IDENTIFY TASKS AND ASSIGN  
RESPONSIBILITIES TO MEMBERS OF THE ACADEMIC  
STAFF BASED ON THEIR SKILLS AND ABILITIES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	16	24.6	24.6
4	44	67.7	92.3
5	5	7.7	100.0
Total	65	100.0	

TABLE XIV

PRINCIPAL'S ABILITY TO DELEGATE AUTHORITY AND  
RESPONSIBILITY TO MEMBERS OF THE ACADEMIC  
STAFF BASED ON THEIR SKILLS  
AND ABILITIES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	31	47.7	47.7
4	22	33.8	81.5
5	12	18.5	100.0
Total	65	100.0	

In Table XV, the range for this question was wider than those previously reported; one principal indicated that his/her ability to assist the academic staff was lower under the 1977 NSE. Over half of the respondents indicated that this area was average. The mean for this item was 3.523 with a standard deviation of 0.709.

TABLE XV  
PRINCIPAL'S ABILITY TO ASSIST THE ACADEMIC  
STAFF IN ACADEMIC AFFAIRS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
2	1	1.5	1.5
3	36	55.4	56.9
4	21	32.4	89.2
5	7	10.8	100.0
Total	65	100.0	

In Table XVI, once again one principal indicated there was a low rank in the preparation of the academic staff for changing responsibilities. Approximately 92 percent of the principals ranked this item from average to high. The mean was 3.569 with a standard deviation of 0.637.

In Table XVII, the principals indicated that this area was average to high under the 1977 NSE. This question was rated as average to high by 95 percent of the respondents, with slightly over half indicating it was high. The mean was 3.600 with a standard deviation of 0.581.

TABLE XVI

PRINCIPAL'S ABILITY TO PREPARE THE ACADEMIC STAFF  
TO ASSUME CHANGING RESPONSIBILITIES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
2	1	1.5	1.5
3	30	46.2	47.7
4	30	46.2	93.8
5	4	6.2	100.0
Total	65	100.0	

TABLE XVII

PRINCIPAL'S ABILITY TO OBSERVE AND SUPERVISE  
TEACHERS ACCORDING TO MINISTRY  
INSTRUCTIONS AND REGULATIONS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	29	44.6	44.6
4	33	50.8	95.4
5	3	4.6	100.0
Total	65	100.0	

As indicated in Table XVIII, over half the principals ranked this area as high (66.2%) and almost 97 percent (96.9) saw it as being average or high. The mean was 3.723 with a standard deviation of 0.516.

TABLE XVIII  
PRINCIPAL'S ABILITY TO PROVIDE LEADERSHIP EXPERTISE  
AND PARTICIPATION FOR ACADEMIC STAFF  
IN ACADEMIC AFFAIRS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	20	30.8	30.8
4	43	66.2	96.9
5	2	3.1	100.0
Total	65	100.0	

In Table XIX, 72 percent of the respondents ranked this area as being high under the 1977 NSE. All respondents believed it to be average or higher. The mean was 3.877 with a standard deviation of 0.516.

In Table XX, the responses to this item demonstrated the principals' perceptions that this area was high under the 1977 NSE. Over 86 percent of those responding ranked this item as being high. The mean for this question was 4.015, with a standard deviation of 0.315.

In addition to the means and standard deviation statistics for each individual question, an analysis was computed for all nine questions in the areas of academic, personnel, and office administration. The mean of

TABLE XIX

PRINCIPAL'S ABILITY TO SUPPORT EXTRA-CURRICULAR  
ACTIVITIES WHICH ENABLE TEACHERS  
TO MEET EDUCATIONAL GOALS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	13	20.0	20.0
4	47	72.3	92.3
5	5	7.7	100.0
Total	65	100.0	

TABLE XX

PRINCIPAL'S ABILITY TO COORDINATE WITH CENTRAL  
OFFICE ON ACADEMIC MATTERS WHICH  
INCREASES JOB EFFECTIVENESS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	4	6.2	6.2
4	56	86.2	92.3
5	5	7.7	100.0
Total	65	100.0	

this composite of all scores for academic administration was 3.769, with a standard deviation of 0.350.

#### Personnel Administration

As indicated in Table XXI, this question generated the most positive response from the principals, with a mean of 4.215 and a standard deviation of 0.573. Ninety-two percent of the principals felt this area was either high or very high under the 1977 NSE.

TABLE XXI

PRINCIPAL'S ABILITY TO IDENTIFY AND ASSIGN RESPONSIBILITIES TO MEMBERS OF THE PERSONNEL ADMINISTRATION STAFF ACCORDING TO THEIR ABILITIES AND THE CHANGING JOB DESCRIPTION

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	5	7.7	7.7
4	41	63.1	70.8
5	19	29.2	100.0
Total	65	100.0	

In Table XXII, approximately 85 percent of the principals believed this item to be high or very high under the 1977 NSE. The majority, 64.6 percent, felt this area was high. The mean was 4.046 with a standard deviation of 0.598.



TABLE XXII

PRINCIPAL'S ABILITY TO DELEGATE AUTHORITY AND RESPONSIBILITIES TO MEMBERS OF PERSONNEL ADMINISTRATION STAFF BASED ON THEIR ABILITIES AND THE CHANGING JOB DESCRIPTION

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	10	15.4	15.4
4	42	64.6	80.0
5	13	20.0	100.0
Total	65	100.0	

In Table XXIII, 83 percent of the respondents indicated this item was either average or high, with slightly over half (52.3%) scoring the item as high under the 1977 NSE. The mean on this item was 3.862 with a standard deviation of 0.682.

TABLE XXIII

PRINCIPAL'S ABILITY TO PERFORM IN THREE ADMINISTRATIVE AREAS: ACADEMIC AFFAIRS, PERSONNEL ADMINISTRATION AND OFFICE ADMINISTRATION

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	20	30.8	30.8
4	34	52.3	83.1
5	11	16.9	100.0
Total	65	100.0	

In Table XXIV, one respondent scored this item as being low, while the remaining principals ranked it as average (37%), high (42%), and low (20%). The mean was 3.800 with a standard deviation of 0.775.

TABLE XXIV  
PRINCIPAL'S ABILITY TO PREPARE THE SCHOOL PERSONNEL FOR CHANGING RESPONSIBILITIES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
2	1	1.5	1.5
3	24	36.9	38.5
4	27	41.5	80.0
5	13	20.0	100.0
Total	65	100.0	

In Table XXV, 80 percent of the principals rated this item as being high or very high. Approximately 62 percent believed the item was high under the 1977 NSE. The mean was 3.985 with a standard deviation of 0.625.

In Table XXVI, almost 70 percent of the respondents agreed this item was high under the 1977 NSE. The mean was 3.908 and the standard deviation was 0.551.

In Table XXVII, approximately 71 percent of the principals scored this item as high under the 1977 NSE. The mean was 3.954 with a standard deviation of 0.543.

TABLE XXV

PRINCIPAL'S ABILITY TO APPROPRIATELY MAKE  
DECISIONS AND FOLLOW UP INSTRUCTIONS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	13	20.0	20.0
4	40	61.5	81.0
5	12	18.5	100.0
Total	65	100.0	

TABLE XXVI

PRINCIPAL'S ABILITY TO ADMINISTER DEMOCRATICALLY

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	13	20.0	20.0
4	45	69.2	89.2
5	7	10.8	100.0
Total	65	100.0	

TABLE XXVII  
 PRINCIPAL'S ABILITY TO RELATE TO SCHOOL PERSONNEL

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	11	16.9	16.9
4	46	70.9	87.7
5	8	12.3	100.0
Total	65	100.0	

Table XXVIII reveals over 80 percent of the respondents rated this item as being high under the 1977 NSE. This consistency is reflected in the mean of 4.000 and standard deviation of 0.433.

TABLE XXVIII  
 PRINCIPAL'S ABILITY TO ACHIEVE UNITY, COOPERATION,  
 AND FULL PRODUCTIVITY AMONG PERSONNEL

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	6	9.2	9.2
4	53	81.5	90.8
5	6	9.2	100.0
Total	65	100.0	

Table XXIX indicates a high degree of agreement existed on this item with approximately 90 percent of the principals relating their ability to

encourage, support, and aid was high under the 1977 NSE. The mean on this item was 4.015 with a standard deviation of 0.330.

TABLE XXIX  
PRINCIPAL'S ABILITY TO ENCOURAGE, SUPPORT,  
AND AID IN PERSONNEL DEVELOPMENT

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	3	4.6	4.6
4	58	89.2	93.8
5	4	6.2	100.0
Total	65	100.0	

As was done in the preceding section, a composite was run for all nine questions to establish a mean for the area of personnel administration. This mean was 3.976 with a standard deviation of 0.324. This was the highest mean composite for all items surveyed.

#### Office Administration

In Table XXX, over 75 percent of the principals indicated that the 1977 NSE rated as high in their ability to plan and prepare the annual school calendar. This item had a mean of 4.000 with a standard deviation of 0.500.

In Table XXXI, 87 percent of the respondents rated this item as being average or high. Approximately 71 percent ranked this area as high. The mean was 3.954 with a standard deviation of 0.543.

TABLE XXX

PRINCIPAL'S ABILITY TO PLAN AND PREPARE  
THE ANNUAL SCHOOL CALENDAR

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	8	12.3	12.3
4	49	75.4	87.7
5	8	12.3	100.0
Total	65	100.0	

TABLE XXXI

PRINCIPAL'S ABILITY TO PREPARE OFFICE ADMINISTRATION  
STAFF FOR CHANGING RESPONSIBILITIES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	11	16.9	16.9
4	46	70.8	87.7
5	8	12.3	100.0
Total	65	100.0	

Table XXXII shows that two principals rated this area as being low under the 1977 NSE. Almost 79 percent believed this item to be average or high. The mean was 3.723 with a standard deviation of 0.801.

TABLE XXXII  
PRINCIPAL'S ABILITY TO SURVEY AND PREPARE SCHOOL  
BUILDING AND FACILITIES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
2	2	3.1	3.0
3	26	40.0	43.1
4	25	38.5	81.5
5	12	18.5	100.0
Total	65	100.0	

Table XXXIII indicates this item was the most negatively ranked of all items. Slightly over half of the principals rated this as average or low under the 1977 NSE. While 40 percent rated this item as high, 47 percent gave it an average rating. The mean also reflects this with a score of 3.554 and a standard deviation of 0.708.

Table XXXIV shows that slightly over half of the principals (50.8%) rated this item as being high and 92 percent ranked it as being average or high. The mean was 3.615 with a standard deviation of 0.764.

Table XXXV shows that 95 percent of the respondents believe the 1977 NSE to be average or high in this area. Approximately 62 percent rated this area as high. The mean was 3.708 with a standard deviation of 0.551.

TABLE XXXIII

PRINCIPAL'S ABILITY TO ASSIST AND SUPERVISE  
SCHOOL PLANT PERSONNEL

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
2	2	3.1	3.1
3	31	47.7	50.8
4	26	40.0	90.8
5	6	9.2	100.0
Total	65	100.0	

TABLE XXXIV

PRINCIPAL'S ABILITY TO FORMULATE A WORKING  
SCHEDULE FOR SCHOOL PLANT PERSONNEL  
AND OFFICE PERSONNEL

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	27	41.5	41.5
4	33	50.8	92.3
5	5	7.7	100.0
Total	65	100.0	



TABLE XXXV  
 PRINCIPAL'S ABILITY TO PROVIDE INFORMATION  
 TO BUILDING USERS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	22	33.8	33.8
4	40	61.5	95.4
5	3	4.6	100.0
Total	65	100.0	

In Table XXXVI, the principals showed this item as being either average or high in 92 percent of the cases; 60 percent rated this item as high under the 1977 NSE. The mean was 3.754 with a standard deviation of 0.587.

TABLE XXXVI  
 PRINCIPAL'S ABILITY TO OFFER PUBLIC USE OF  
 BUILDING AND BUSINESS OFFICE SERVICES

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	21	32.3	32.3
4	39	60.0	92.3
5	5	7.7	100.0
Total	65	100.0	

In Table XXXVII, 75 percent of the respondents rated this item as high under the 1977 NSE, with approximately 94 percent rating it as average or high. The mean for this item was 3.877 with a standard deviation of 0.484.

TABLE XXXVII  
PRINCIPAL'S ABILITY TO PROVIDE HEALTH SERVICES  
TO SCHOOL PERSONNEL AND STUDENTS

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	12	18.5	18.5
4	49	75.4	93.8
5	4	6.2	100.0
Total	65	100.0	

In Table XXXVIII, 83 percent of the principals rated this item as being high under the 1977 NSE. This item had a mean of 3.923 with a standard deviation of 0.259.

The computation of the responses for the items in office administration yielded a mean of 3.790 with a standard deviation of 0.329.

At this point, an additional statistical computation was derived. This statistic was the determination of the mean and standard deviation for each item listed in academic, personnel, and office administration. This is shown in Table XXXIX.

TABLE XXXVIII  
 PRINCIPAL'S ABILITY TO PROVIDE AND SHARE  
 THE SCHOOL BUDGET SUFFICIENTLY

Score	Number of Responses	Relative Frequency (Percent)	Cumulative Frequency (Percent)
3	8	12.3	12.3
4	54	83.1	95.4
5	3	4.6	100.0
Total	65	100.0	

TABLE XXXIX  
 MEANS AND STANDARD DEVIATIONS FOR ACADEMIC,  
 PERSONNEL, AND OFFICE ADMINISTRATION  
 WITH A COMPOSITE SCORE

Name	Mean	Standard Deviation
Academic Administration	3.769	0.350
Personnel Administration	3.976	0.324
Office Administration	3.790	0.329
Composite	3.845	0.277

## Analysis of Variance

The next step in this study was to determine the relationships between the independent variables of experience, school size, and number of assistant principals on the dependent variables of academic, personnel, and office administration, and the composite score of all dependent variables. This was done by a one-way analysis of variance technique.

### Hypotheses

$H_0^1$ --There would be no significant difference in the means of scores for academic administration on the dimension of years of experience.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.5820. The Scheffe ranges for the 0.05 level of significance were computed to be 4.49; therefore, no two groups are significant at the 0.05 level and the hypothesis ( $H_0^1$ ) could not be rejected (see Table XL).

$H_0^2$ --There would be no significant difference in the means of scores for personnel administration on the dimension of years of experience.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.8586. The Scheffe ranges for the 0.05 level of significance were computed to be 4.49; therefore, no two groups are significant at the 0.05 level and the hypothesis ( $H_0^2$ ) could not be rejected (see Table XLI).

$H_0^3$ --There would be no significant difference in means of scores for office administration on the dimension of years of experience.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.5860. The Scheffe ranges

TABLE XL  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF YEARS OF EXPERIENCE  
AND ACADEMIC ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	4	0.3597	0.0899	0.719	9.5820
Within Groups	60	7.4999	0.1250		
Total	64	7.8596			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	39	3.7208	0.3419	0.0547
GRP02	16	3.8750	0.4034	0.1009
GRP03	8	3.8333	0.2970	0.1050
GRP04	1	3.5566		
GRP05	1	3.6667		
Total	65	3,7692	0.3504	

TABLE XLI  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF YEARS OF EXPERIENCE  
AND PERSONNEL ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	4	0.1437	0.0359	0.327	0.8586
Within Groups	60	6.5847	0.1097		
Total	64	6.7283			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	39	3.9744	0.3308	0.0530
GRP02	16	4.0208	0.3276	0.0819
GRP03	8	3.9444	0.3412	0.1206
GRP04	1	3.8889		
GRP05	1	3.6667		
Total	65	3.9761	0.3242	0.0402

were computed to be 4.49; therefore, no two groups are significant at the 0.05 level and the hypothesis ( $H_0^3$ ) could not be rejected (see Table XLII).

TABLE XLII  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF YEARS OF EXPERIENCE  
AND OFFICE ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	4	0.3140	0.0785	0.713	0.5860
Within Groups	60	6.6026	0.1100		
Total	64	6.9166			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	39	3.7778	0.3069	0.0492
GRP02	16	3.7708	0.3838	0.0959
GRP03	8	3.8194	0.3409	0.1205
GRP04	1	4.3333		
GRP05	1	3.7778		
Total	65	3.7897	0.3287	0.0408

$H_0^4$ --There would be no significant difference in means of score for the total administrative score on the dimension of years of experience.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.9146. The Scheffe ranges were computed to be 4.49. No two groups are significant at the 0.05 level; therefore, the hypothesis ( $H_0^4$ ) could not be rejected (see Table XLIII).

TABLE XLIII

ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF ACADEMIC, PERSONNEL, AND OFFICE  
ADMINISTRATION COMBINED TO REFLECT TOTAL  
ADMINISTRATIVE SCORE AND  
YEARS OF EXPERIENCE

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	4	0.0776	0.0194	0.240	0.9146
Within Groups	60	4.8495	0.0808		
Total	64	4.9271			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	39	3.8243	0.2546	0.0408
GRP02	16	3.8889	0.3519	0.0880
GRP03	8	3.8657	0.2750	0.0972
GRP04	1	3.9259		
GRP05	1	3.7037		
Total	65	3.8450	0.2775	0.0344

$H_0^5$ --There would be no significant difference in the means of scores for school size on the dimension of academic administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.5817. The Scheffe ranges were computed to be 3.55. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^5$ ) could not be rejected (see Table XLIV).

$H_0^6$ --There would be no significant difference in the means of scores for school size on the dimension of personnel administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.2752. The Scheffe ranges

TABLE XLIV  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF SCHOOL SIZE AND  
ACADEMIC ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	2	0.1362	0.0681	0.547	0.5817
Within Groups	62	7.7232	0.1246		
Total	64	7.8594			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	32	3.7326	0.3909	0.0691
GRP02	17	3.8431	0.3311	0.0803
GRP03	16	3.7639	0.2865	0.0716
Total	65	3.7692	0.3504	0.0435

TABLE XLV  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF SCHOOL SIZE AND  
PERSONNEL ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	2	0.2743	0.1371	1.317	0.2752
Within Groups	62	6.4540	0.1041		
Total	64	6.7283			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	32	3.9410	0.3398	0.0601
GRP02	17	4.0850	0.3322	0.0806
GRP03	16	3.9306	0.2718	0.0679
Total	65	3.9761	0.3242	0.0402



were computed to be 3.55. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^6$ ) could not be rejected (see Table XLV, page 116).

$H_0^7$ --There would be no significant difference in the means of scores for school size on the dimension of office administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.8225. The Scheffe ranges were computed to be 3.55. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^7$ ) could not be rejected (see Table XLVI).

TABLE XLVI  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF SCHOOL SIZE AND  
OFFICE ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	2	0.0004	0.0002	0.196	0.8225
Within Groups	62	0.0687	0.0011		
Total	64	0.0692			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	32	0.3816	0.0376	0.0066
GRP02	17	0.3765	0.0263	0.0064
GRP03	16	0.3764	0.0303	0.0076
Total	65	0.3790	0.0329	0.0041

$H_0^8$ --There would be no significant difference in the means of scores for school size and combined scores for academic, personnel, and office administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.6627. The Scheffe ranges were computed to be 3.55. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^8$ ) could not be rejected (see Table XLVII).

TABLE XLVII  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF SCHOOL SIZE AND COMBINED SCORES  
FOR ACADEMIC, PERSONNEL, AND  
OFFICE ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	2	0.0650	0.0325	0.414	0.6627
Within Groups	62	4.8621	0.0784		
Total	64	4.9271			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	32	3.8299	0.3055	0.0540
GRP02	17	3.8976	0.2544	0.0617
GRP03	16	3.8194	0.2493	0.0623
Total	65	3.8450	0.2775	0.0344

$H_0^9$ --There would be no significant difference in the means of scores for number of assistant principals and the dimension of academic administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.7590. The Scheffe ranges were computed to be 4.14. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^9$ ) could not be rejected (see Table XLVIII).

TABLE XLVIII  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF NUMBER OF ASSISTANT PRINCIPALS  
AND ACADEMIC ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	3	0.1384	0.0461	0.393	0.7590
Within Groups	47	4.3458	0.1175		
Total	50	4.4842			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	11	3.8182	0.3858	0.1163
GRP02	13	3.8889	0.3685	0.1022
GRP03	5	3.8000	0.1988	0.1889
GRP04	12	3.7407	0.3119	0.0900
Total	41	3.8157	0.3348	0.0523

$H_0^{10}$  -- There would be no significant difference in the means of scores for the number of assistant principals and the dimension of personnel administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.2597. The Scheffe ranges were computed to be 4.14. No two groups were significantly different at

the 0.05 level of significance; therefore, the hypothesis ( $H_0^{10}$ ) could not be rejected (see Table XLIX).

TABLE XLIX  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF NUMBER OF ASSISTANT PRINCIPALS  
AND PERSONNEL ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	3	0.3739	0.1246	0.395	0.2597
Within Groups	37	3.3058	0.0892		
Total	40	3.6796			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	11	4.0707	0.2498	0.0753
GRP02	13	4.1367	0.3605	0.1000
GRP03	5	3.8889	0.2222	0.0994
GRP04	12	3.9352	0.2900	0.0837
Total	41	4.0298	0.3033	0.0474

$H_0^{11}$ --There would be no significant difference in the means of scores for the number of assistant principals and the dimension of office administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.7369. The Scheffe ranges were computed to be 4.14. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^{11}$ ) could not be rejected (see Table L).

TABLE L  
ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
VARIABLES OF NUMBER OF ASSISTANT PRINCIPALS  
AND OFFICE ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	3	0.1274	0.0425	0.424	0.7369
Within Groups	37	3.7052	0.1001		
Total	40	3.8326			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	11	3.8687	0.3712	0.1119
GRP02	13	3.9120	0.2698	0.0748
GRP03	5	3.6889	0.2534	0.1133
GRP04	12	3.7685	0.3298	0.0952
Total	41	3.7995	0.3095	0.0483

$H_0^{12}$  -- There would be no significant difference in mean scores for the number of assistant principals and the dimension reflected in the combined scores for academic, personnel, and office administration.

The one-way analysis of variance was employed to test this hypothesis. The F probability was computed to be 0.5299. The Scheffe ranges were computed to be 4.14. No two groups were significantly different at the 0.05 level of significance; therefore, the hypothesis ( $H_0^{12}$ ) could not be rejected (see Table LI).

The distribution of responses to the individual questions in the areas of academic, personnel, and office administration is presented in Table LII. It shows that principals' self-perceptions of administrative ability and performance are rated high or very high in most instances in

TABLE LI  
 ANALYSIS OF VARIANCE FOR TOTAL MEAN SCORES OF THE  
 VARIABLES OF NUMBER OF ASSISTANT PRINCIPALS  
 AND COMBINED SCORES OF ACADEMIC,  
 PERSONNEL, AND OFFICE  
 ADMINISTRATION

Source	D.F.	Sum of Square	Mean of Square	F Ratio	F Prob.
Between Groups	3	0.1624	0.0541	0.749	0.5299
Within Groups	37	2.6750	0.0723		
Total	40	2.8374			

Group	Count	Mean	Standard Deviation	Standard Error
GRP01	11	3.9192	0.2878	0.0868
GRP02	13	3.9459	0.2712	0.0752
GRP03	5	3.7926	0.1988	0.0889
GRP04	12	3.8148	0.2708	0.0782
Total	41	3.8817	0.2663	0.0416

TABLE LII  
 DISTRIBUTION OF RESPONSES IN AREAS OF ACADEMIC,  
 PERSONNEL, AND OFFICE ADMINISTRATION

	Very High	High	Average	Poor	Very Poor
<u>Academic Administration</u>					
1	11	48	6	---	---
2	5	44	16	---	---
3	12	22	31	---	---
4	7	21	36	1	---
5	4	30	30	1	---
6	3	33	29	---	---
7	2	43	20	---	---
8	5	47	13	---	---
9	5	56	4	---	---
	<u>54</u>	<u>344</u>	<u>185</u>	<u>2</u>	<u>0</u>
<u>Personnel Administration</u>					
1	19	41	5	---	---
2	13	42	10	---	---
3	11	34	20	---	---
4	13	27	24	1	---
5	12	40	13	---	---
6	7	45	13	---	---
7	8	46	17	---	---
8	6	53	6	---	---
9	4	58	3	---	---
	<u>93</u>	<u>386</u>	<u>105</u>	<u>1</u>	<u>0</u>
<u>Office Administration</u>					
1	8	49	8	---	---
2	8	46	11	---	---
3	12	25	26	2	---
4	6	26	31	2	---
5	5	33	27	---	---
6	3	40	22	---	---
7	5	39	21	---	---
8	4	49	12	---	---
9	3	54	8	---	---
	<u>54</u>	<u>361</u>	<u>166</u>	<u>4</u>	<u>0</u>

all three categories. The category which received the greatest support from the principals was that of personnel administration.

These findings are supported by the tabulation of results from an open-ended question which asked the principals to rate their performance under the 1977 NSE compared to the 1960 NSE (see Appendix K). Their comments also revealed satisfaction with the 1977 NSE. Two of the 65 principals, or 3 percent, indicated they did not perceive any difference between the two schemes of education. Fourteen principals, representing almost 22 percent of the respondents, indicated they were very satisfied with the 1977 NSE when compared to the earlier educational plan. The remaining 49 principals, 75 percent of the respondents, indicated they were satisfied under the new educational system.

These findings are consistent with the previous findings on the one-way analysis of variance, which indicated a high degree of satisfaction in the principals' self-perceptions.



## CHAPTER V

### CONCLUSIONS

The purposes of this chapter are to provide a description of the study and present the findings, to analyze the data, and to make appropriate recommendations related to future research in this area. These three purposes are natural outcomes of research and link together to provide not the end of a research project but rather the beginning of continued research efforts.

#### Description of the Study

This study was undertaken to assess the effectiveness in role and job responsibility by high school principals in Region 10, Thailand. This concept of capability was assessed to be of particular importance since, in 1977, the Ministry of Education in Thailand instituted a new National Scheme of Education. By surveying those principals who had served as high school principals prior to the institution of the 1977 National Scheme of Education, it was intended to determine if the satisfaction of these principals today has been affected by the 1977 NSE.

The selection of Region 10 was made because of the diversity of high schools in the area, the ability of the writer to contact the population selected, and the fact that many of the principals were graduates from the same regional university. Region 10 also reflected a diversity of high schools as far as size, type of school, and location.

There were 127 high schools. This study was only concerned with those principals who had served in their principalships for five years or more. As a result, the principals would have had experience under both the 1960 NSE and the 1977 NSE. The number of principals who fit this criterion was 65, and these were the principals who comprised the population for the study.

The instrument for the survey consisted of items related to the description of the principals and a description of the schools. The remainder of the questionnaire consisted of three sections of nine questions each. These three sections were designed to assess the principals' perceptions of their effectiveness in role and responsibilities in academic administration, personnel administration, and office administration. These questionnaires were evaluated for reliability, validity, and accuracy of translation by Thai graduate students in residence in Stillwater, Oklahoma.

Once developed, the questionnaire was sent to the Ministry of Education in Thailand for distribution. Upon completion, the questionnaires were returned to the Ministry for return to the author. The surveys were compiled and coded for computer input. The information was key punched and run through a series of statistical techniques from the program of Statistical Procedures for the Social Science (SPSS). These procedures were a frequency list for all items, a computed score, and a one-way analysis of variance.

The frequency statistic was utilized to determine the make-up of the population and the schools. In addition, means and standard deviations could be assessed for those portions of the questionnaire related to academic, personnel, and office administration. Within these three areas,

the Likert scale was utilized to determine perceptions of capability on a five-point scale from very poor to very high.

The next technique was that of computing the means and standard deviations for the series of questions under the sections of academic, personnel, and office administration. The computer function was also utilized to develop a composite for all items included in the three main categories. In this manner, the scores could be viewed both separately and as a total score for all items.

The final technique used was a one-way analysis of variance for the pre-selected independent variables of the principal's years of experience, school size, and number of assistant principals employed in the school. These variables were tested to determine if any significant relationship could be found between and among academic, personnel, and office administration.

#### Analysis of Data

Although the statistical analysis of data was presented in Chapter IV, there are some additional analyses that need to be discussed. While the analysis of variance correlations were not able to reject the null hypothesis, the frequency statistic and computed data were of interest. Upon comparison of the means for academic, personnel, and office administration, the highest mean was that of personnel administration, followed by academic administration, and office administration. While not a statistically significant difference, it may be that the principals were more satisfied with their capability in the area of personnel administration than in the other areas.

The means for all individual questions as well as the composite scores were high. The range for the scores would indicate that the principals perceived their capability in role and responsibility was "high average" or "high" under the 1977 NSE.

## Summary of Findings

### Introduction

The purposes of this study were to:

1. Analyze the roles and responsibilities of selected secondary school principals in the Education Region 10, Thailand, to determine if there are any differences in job satisfaction among principals with respect to their perceptions of the two National Schemes of Education (1960 and 1977, respectively) based on school size, principal's length of experience, and number of assistant principals. In addition, the principal's job included the three major areas of academic, personnel, and office administration.

2. Determine if there were any differences in the principal's function based on school size.

3. Determine if principals with longer experience function differently under this 1977 NSE than those more recently employed principals.

4. Determine if principals with a different number of assistant principals function differently under the 1977 NSE.

Accordingly, this chapter, then, will include a summary of findings of the study, conclusions, and suggestions for future research.

### Hypothesis 1

The first hypothesis of the study which was tested was that there

will be no difference in principal satisfaction based on school size. Since none of the findings have rejected this hypothesis, the result indicated that there was no significant difference regarding job satisfaction among principals based on school size.

### Hypothesis 2

The second hypothesis of the study which was tested was that there will be no difference among principal satisfaction based on length of experience. Since none of the findings has rejected this hypothesis, the result indicated that there was no significant difference regarding job satisfaction among principals based on length of experience.

### Hypothesis 3

The third hypothesis of this study which was tested was that there will be no difference among principal satisfaction based on the number of assistant principals. Since none of the findings has rejected this hypothesis, the result indicated that there was no significant difference regarding job satisfaction among principals based on the number of assistant principals.

## Conclusions

Through the use of analysis of variance, it was statistically determined that there was no significant difference in means of the response to the three major areas of academic, personnel, and office administration as related to school size, length of principal experience, and number of assistant principals. There was also no significant difference

among the principal job satisfaction, for they were highly satisfied with the performance under the direction of the 1977 NSE.

In conclusion, the writer found that the principals were first satisfied in personnel administration, next satisfied in academic administration, and finally satisfied in office administration.

#### Recommendations and Observations

Several recommendations and observations have emerged as a result of this study. These are presented below:

1. The Educational Region 10 played a very important role in the study through its support and direct involvement in distributing the questionnaires and then collecting the completed questionnaires. These services were invaluable; however, it may be that the recognition of the Region support of the project could have led to the principals inflating their scores. It is therefore recommended that in future studies of this type, wherein the Educational Region 10 assists in the project, that the potential for inflation of scores be controlled.

2. The rationale for excluding from this study those high school principals who had less than five years experience seemed to have logic. They could not have had experience with any other plan than the 1977 NSE, and therefore they could not compare the different schemes of education. It is recommended that a comparison of principals with experience in both national schemes as well as those with only experience under the 1977 NSE might yield valuable data.

3. If the principals were selected without regard to their length of service, as suggested in item 2, the population could be selected

randomly. Through random selection, a population more representative of the entire population would probably result.

4. The use of the variable, length of experience, may have been misleading. Due to the process of excluding all principals with less than five years experience, the sample was not representative of principals within Educational Region 10, Thailand.

5. The variables of school size and number of assistant principals may be too closely related to provide significant results. It is likely that large schools would have a larger number of assistant principals than smaller schools.

#### Suggestions for Further Study

Upon completion of this research, it was felt there is a need to conduct further research with regard to the following suggestions:

1. A researcher should limit his research to one of the areas of responsibility instead of dealing with three areas, as this study had done.

2. A researcher should include or base his research on the role of secondary school principals dealing with such different areas as public relations and social participation.

3. Once the role has been identified and verified, a researcher should analyze how adequately the secondary school principal fits that role.

4. A researcher should include the view of the students, faculty, and superintendents involved in secondary school of investigation concerning the role of secondary school principals.

5. The study revealed that there was general satisfaction with the 1977 NSE in comparison with the 1960 NSE. The study did not address the specific issues related to why this satisfaction was evident, except in the areas of academic, personnel, and office administration. Other areas impacted by the 1977 NSE still need to be addressed.

6. The concept of total job satisfaction was not addressed. This is an important area of principal perception that needs to be the subject of continued research in order to determine the impact of the 1977 NSE.



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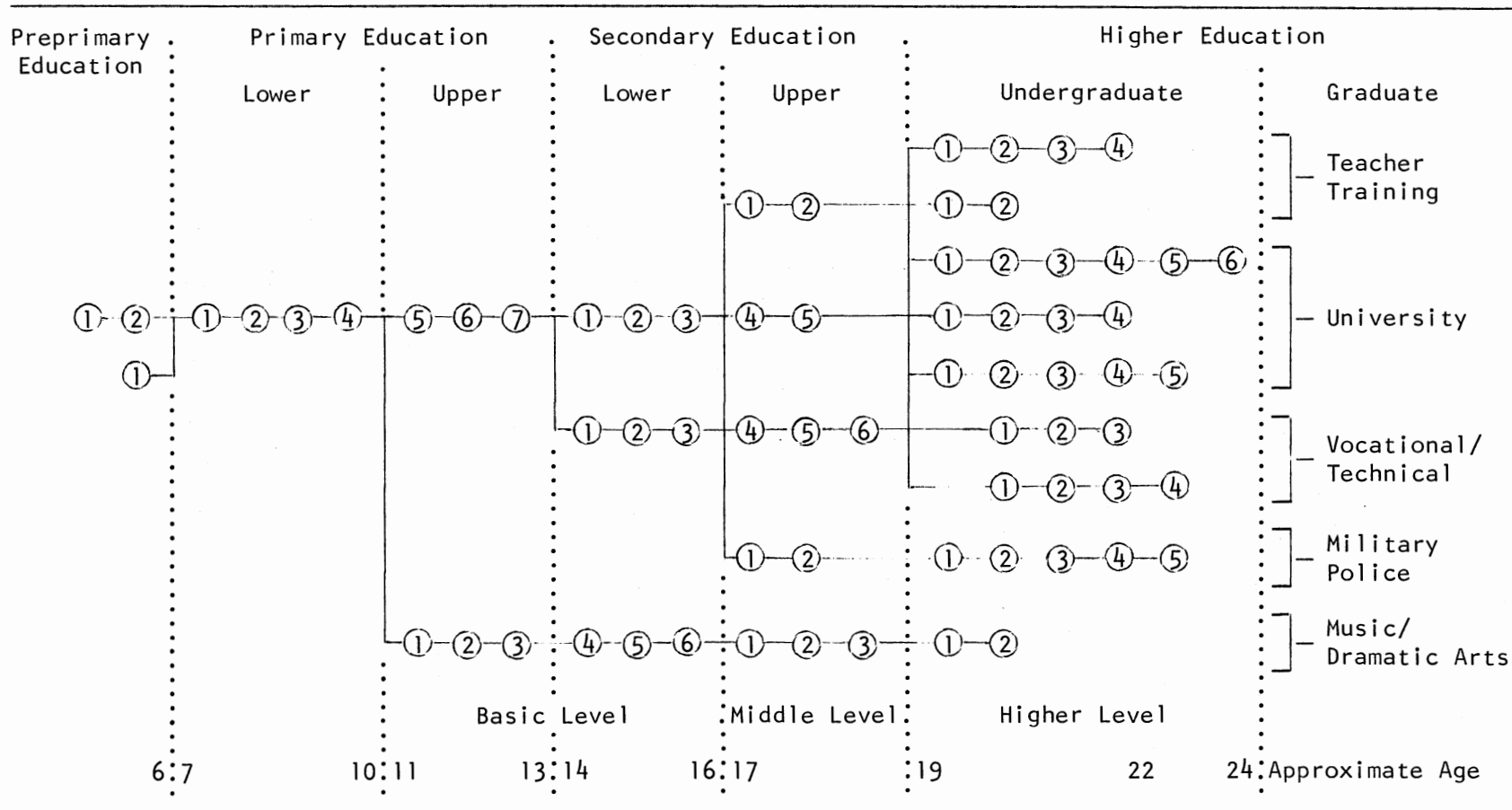
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APPENDIX A

STRUCTURE OF EDUCATIONAL SYSTEM, 1960

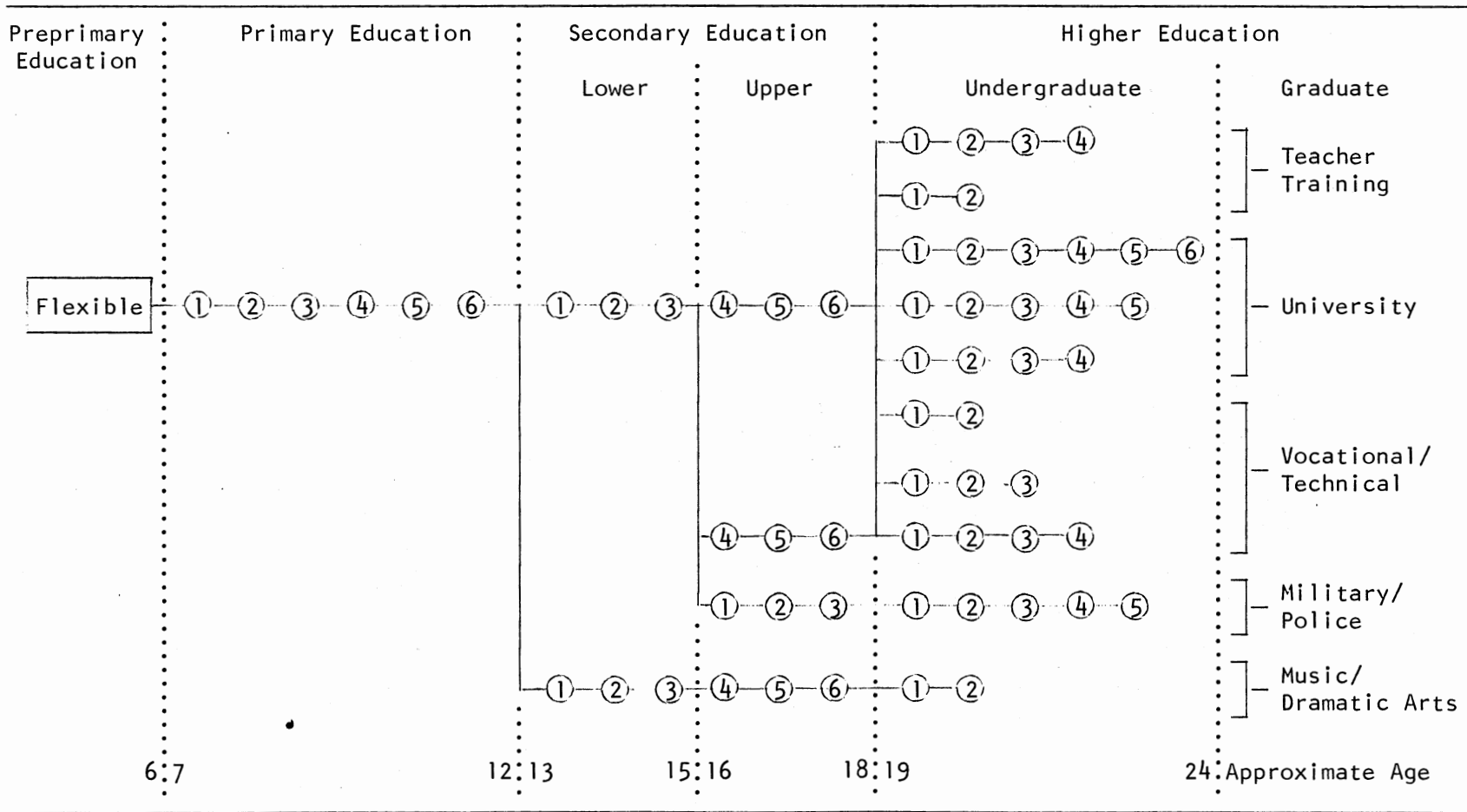


Source: Sippanondha Ketudat et al., Systems of Higher Education: Thailand (New York, 1978), p. 3.



APPENDIX B

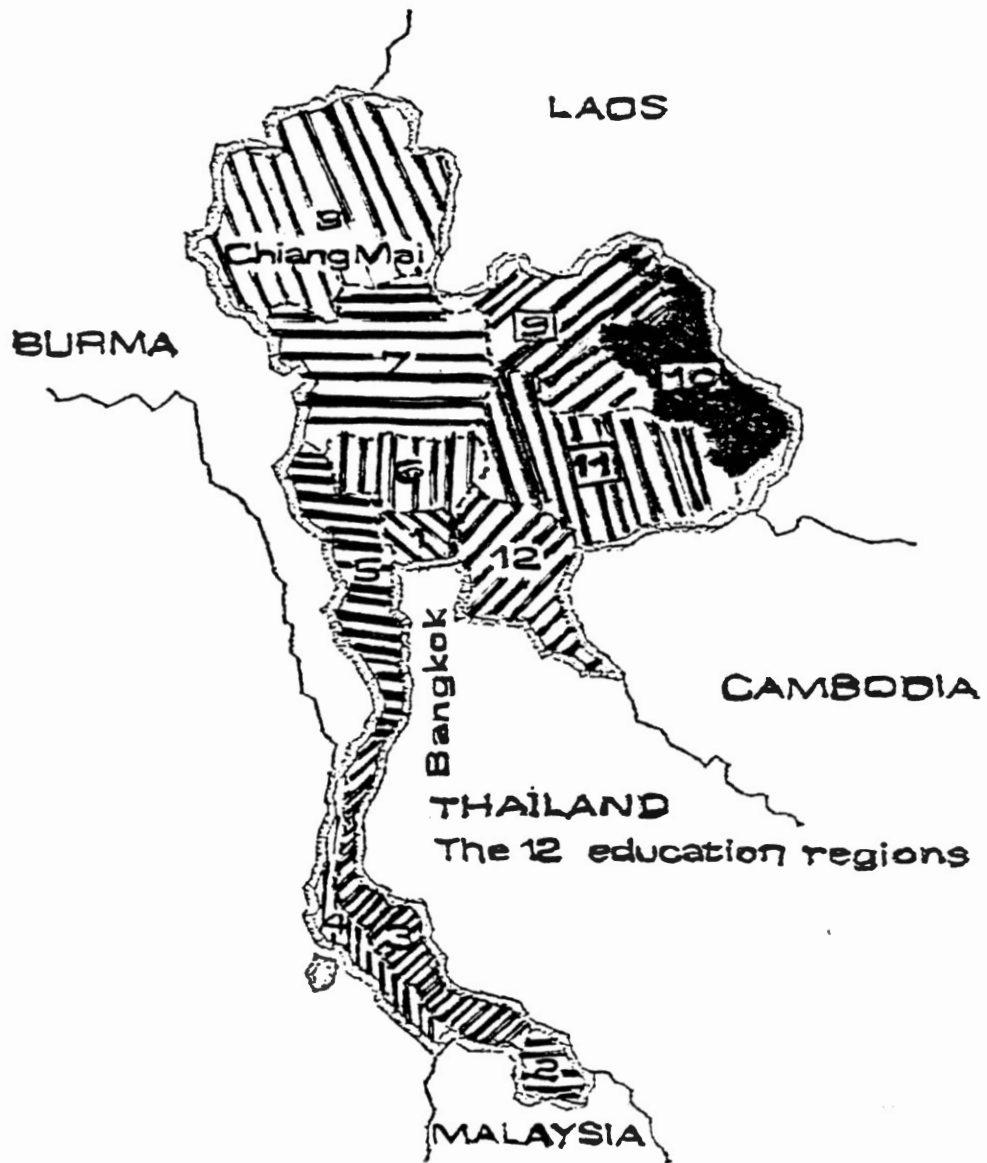
STRUCTURE OF EDUCATIONAL SYSTEM, 1977



Source: Sippanondha Ketudat et al., Systems of Higher Education: Thailand (New York, 1978), p. 4.

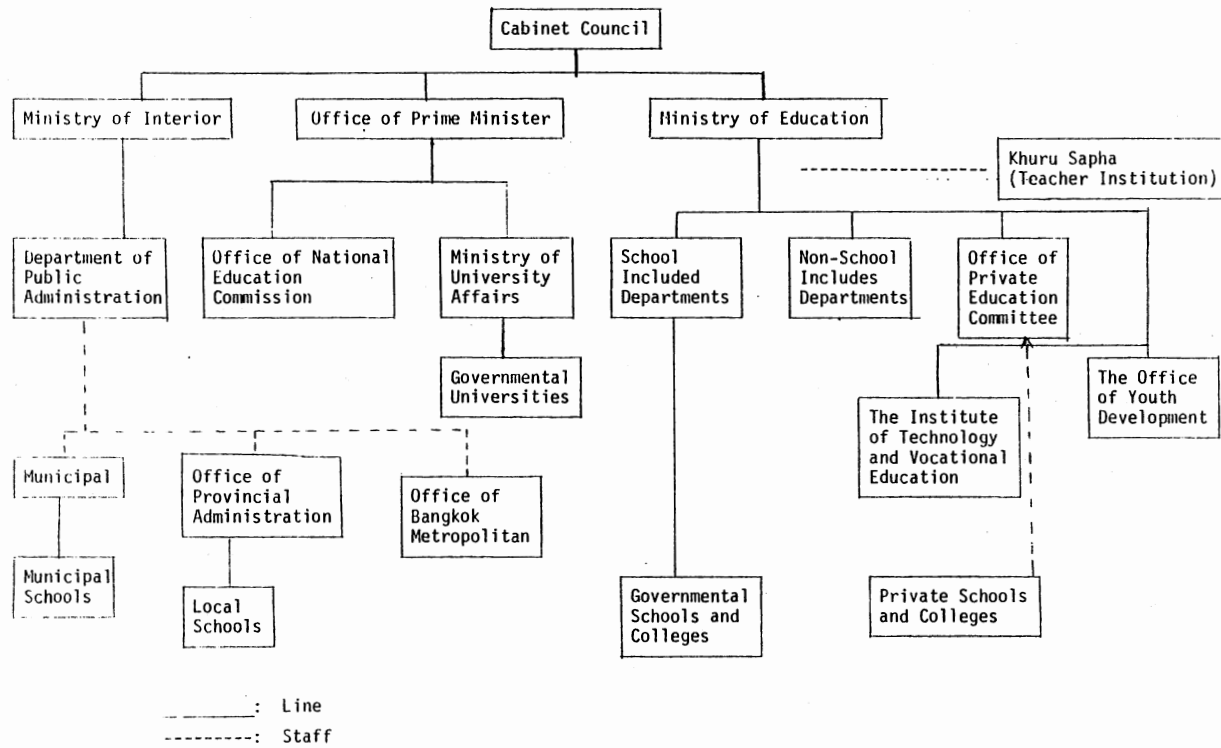
APPENDIX C

THE TWELVE EDUCATION REGIONS



APPENDIX D

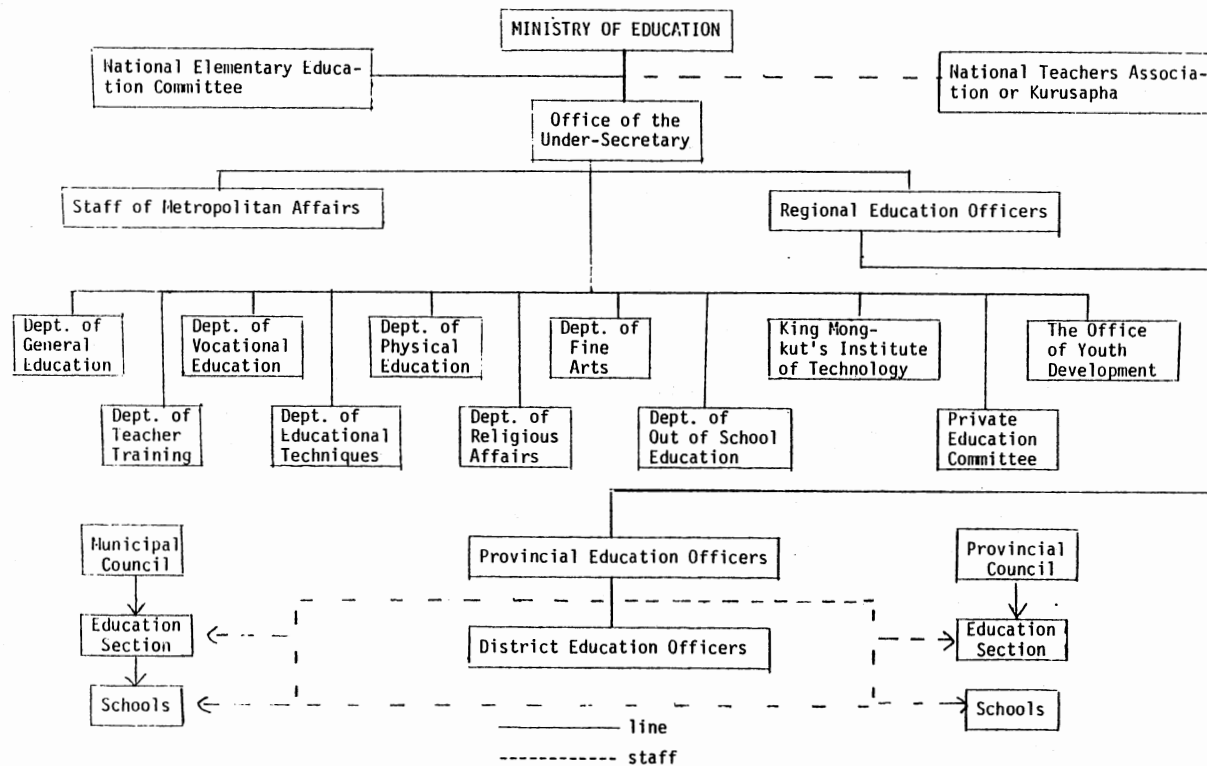
ORGANIZATION OF EDUCATIONAL COORDINATING AGENCIES



Source: Vanida Sittironnarith, Thai Education (Bangkok, 1979), p. 92.

APPENDIX E

STRUCTURE OF THE MINISTRY OF EDUCATION



Source: Ministry of Education, Department of Educational Technique, Bangkok, Thailand, 1980.



APPENDIX F

CONTENT BREAKDOWN FOR LOWER-SECONDARY EDUCATION  
(GRADES 7-9)

Subject Cluster	Periods Per Week					
	Grade 7		Grade 8		Grade 9	
	Compul- sory	Elective (Up To)	Compul- sory	Elective (Up To)	Compul- sory	Elective (Up To)
Language						
Thai	4	---	4	2	4	4
Foreign	---	6	---	6	---	8
Science-Math						
Science	4	---	4	---	4	---
Math	4	---	4	---	---	6
Social Studies	5	---	5	---	5	4
Personality Development						
Physical Education	3	2	3	2	3	4
Art Education	2	2	2	4	---	6
Activities	3-5	---	2-5	---	3-5	---
Work and Occupation	4	6	4	6	4	12
Total		35		35		35

For higher-secondary education (grades 10-12) in 1978 (a transitional stage), the total semester credits required were approximately 150.

Compulsory subjects (approximately 50 semester credits):

Thai Language	c. 18 credits
Social Studies	c. 18 credits
Science	c. 9 credits
Physical Education	c. 5 credits
Subtotal	c. 50 credits

APPENDIX G

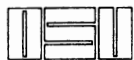
INDIVIDUALS ASSISTING IN QUESTIONNAIRE  
DISTRIBUTION AND RETURN

<u>No.</u>	<u>Name</u>	<u>Attribute and Qualification</u>
1	Suthep Tongpradista	Ph.D. candidate (Ed. Admin.) University of Toronto, Canada
2	Kasarin Tongpradista	B.Ed., Srinaklarinwirot University
3	Ritthi Sitthikarn	Central District Education Officer B.Ed., Srinaklarinwirot University
4	Oumnoie Uted	Regional Education Officer Region 10, Thailand
5	Phanida Suthamchai	Ph.D. candidate (English) Oklahoma State University
6	Naengnoie Promsuwansiri	Ph.D. candidate (English) and Director of English Laboratory Oklahoma State University
7	Siripol Kosinseri	Ph.D. candidate (Engineering) Oklahoma State University
8	Jarungsri Kosinseri	Head of Dental Section Rajavithi Hospital, Thailand
9	Panit Khemtong	Ed.D. candidate (Agri. Ed.) Oklahoma State University
10	Prontip Khemtong	Teacher/College Instructor (Education Dept.)

APPENDIX H

THE PILOT SET OF QUESTIONNAIRES

Letter to Regional Education Officer 10



*Oklahoma State University*

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078  
309 GUNDERSEN HALL  
(405) 624-7244

ตุลาคม 2525

เรื่อง ขอความร่วมมือในการกรอกแบบสอบถาม

เรียน ศึกษาธิการเขต 10

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน 1 ชุด

ข้าพเจ้านายสุทธิ ทองประคิษฐ์ นักศึกษามัธยมศึกษาปีที่ Oklahoma State University เมือง Stillwater มลรัฐ Oklahoma กำลังศึกษาและเขียนวิทยานิพนธ์เรื่อง การวิเคราะห์ผลงานของผู้บริหารโรงเรียนมัธยมศึกษา ที่ตั้งอยู่ในเขตการศึกษา 10 ในความคิดเห็นของผู้บริหารโรงเรียนมัธยม (*Self-Perceptions of Administrative Abilities and Performance of Secondary School Principals in Education Region 10, Thailand*) เนื้อหาสำคัญของวิทยานิพนธ์ฉบับนี้เป็นการศึกษาถึงประสิทธิภาพสัมพันธและความสำเร็จในการบริหารโรงเรียนของครูใหญ่ อาจารย์ใหญ่ หรือผู้อำนวยการ ในการบริหารโรงเรียนในปัจจุบันตามความมุ่งหมายของแผนภูมิการศึกษาแห่งชาติ ปี 2505 โดยหวังว่าผลที่ได้รับจากวิทยานิพนธ์ฉบับนี้จะ เป็นประโยชน์ในการพัฒนาการศึกษาของประเทศในอนาคต

ข้อมูลที่จะใช้ในการศึกษาเรื่องนี้จะได้จากแบบสอบถามครูใหญ่ อาจารย์ใหญ่ หรือผู้อำนวยการในโรงเรียนมัธยมที่ตั้งอยู่ในเขตการศึกษา 10 และปฏิบัติหน้าที่ในตำแหน่งผู้บริหารโรงเรียนตั้งแต่ 5 ปีขึ้นไป ในโรงเรียนมัธยมทั้ง 3 ขนาด คือโรงเรียนที่มีขนาดห้องเรียน 9-17 ห้อง, 18-26 และ 27-42 ห้องขึ้นไป

ในการทำวิทยานิพนธ์ครั้งนี้ ข้าพเจ้าได้รับความร่วมมือช่วยเหลือในการเก็บรวบรวมข้อมูล จากท่านศึกษาฤทธิ์ สิทธิกันต์ ศึกษาธิการอำเภอเมืองนครพนม จังหวัดนครพนม และท่านศึกษาทองคำ สุนทร ศึกษาธิการอำเภอดอนตาล จังหวัดมุกดาหาร

ข้าพเจ้าจึง เรียงมา เพื่อขอความอนุเคราะห์จากท่าน ในการออกหนังสือคำสั่ง เพื่อสะดวกในการเก็บรวบรวมข้อมูล

ขอแสดงความนับถืออย่างสูง

(นายสุทธิ ทองประคิษฐ์)

Principal's Questionnaire  
Thai Version



แบบสอบถามครูใหญ่ อาจารย์ใหญ่ หรือผู้อำนวยการ โรงเรียนมัธยมศึกษา

คำแนะนำ

แบบสอบถามชุดนี้ประกอบด้วยข้อความต่าง ๆ ๓๓ ข้อ ซึ่งเกี่ยวข้องกับบทบาทและความรับผิดชอบของครูใหญ่ อาจารย์ใหญ่ หรือผู้อำนวยการ โรงเรียนมัธยมศึกษา ซึ่งท่านกำลังทำหน้าที่อยู่ขณะนี้ ที่ช่องหรือบล็อกที่จัดให้ ขอให้ท่านได้โปรดกาเครื่องหมาย ✓ ลงในข้อที่ท่านเห็นด้วยและคิดว่าดีที่สุด ตามเกณฑ์ที่กำหนดไว้ดังนี้

- ๕ ความสามารถสูงสุด
- ๔ ความสามารถสูง
- ๓ ความสามารถปานกลาง
- ๒ ความสามารถต่ำ
- ๑ ความสามารถต่ำมาก

แบบสอบถามประกอบด้วยข้อมูล ๔ ตอน ที่เกี่ยวข้องกับผู้บริหารโรงเรียนมัธยมศึกษา ชุดที่ ๑ ภูมิหลัง

- ๑.๑ เกี่ยวกับตัวผู้บริหาร
- ๑.๒ เกี่ยวกับโรงเรียน

- ชุดที่ ๒ บทบาทและความรับผิดชอบในการบริหารงานด้านวิชาการ
- ชุดที่ ๓ บทบาทและความรับผิดชอบในการบริหารงานด้านบุคคล
- ชุดที่ ๔ บทบาทและความรับผิดชอบในการบริหารงานด้านธุรการ

ชุดที่ ๑ ภูมิหลัง

คำชี้แจง โปรดเลือกข้อความที่เหมาะสมและสอดคล้องกับข้อความแต่ละข้อโดยกาเครื่องหมาย ✓ ลงในช่องที่ท่านคิดว่า เป็นความจริงที่สุด

- ๑.๑ ภูมิหลังเกี่ยวกับตัวผู้บริหาร

๑. เพศ

..... ชาย

..... หญิง

๒. อายุ

..... ๒๕-๓๐

..... ๓๑-๓๕

..... ๓๖-๔๐

..... ๔๑-๔๕

..... ๔๖-๕๐

..... ๕๑-๕๕

..... มากกว่า ๕๕ ปี

๓. ระดับการศึกษาสูงสุด

..... ประกาศนียบัตรการศึกษาชั้นสูง (ป.กศ. สูง, พ.ม. หรือ ป.ม.)

..... ปริญญาตรี

..... ประกาศนียบัตรวิชาเฉพาะ (๑ ปี หลังปริญญาตรี)

..... มริญาโท

..... อื่น ๆ (ถ้ามี)

๔. ประสบการณ์ในตำแหน่งปัจจุบันของผู้บริหาร

..... ๕-๑๐

..... ๑๑-๑๕

..... ๑๖-๒๐

..... ๒๑-๒๕

..... ๒๖-๓๐

..... ๓๐ ปี หรือมากกว่า

๕. ท่านมีหน้าที่การสอนด้วยหรือไม่

..... มี

..... ไม่มี

๑.๒ ภูมิหลังเกี่ยวกับโรงเรียน

๖. รัศมีโรงเรียน

- ..... โรงเรียนมัธยมศึกษาตอนต้น
- ..... โรงเรียนมัธยมศึกษาตอนปลาย
- ..... เป็นทั้งโรงเรียนมัธยมศึกษาตอนต้นและตอนปลาย

๗. ขนาดของโรงเรียน

- ..... ๕-๑๗ ห้องเรียน
- ..... ๑๘-๒๖ ห้องเรียน
- ..... ๒๗-๔๒ หรือ มากกว่า

๘. ชนิดของโรงเรียน

- ..... โรงเรียนชาย
- ..... โรงเรียนหญิง
- ..... โรงเรียนสหศึกษา

๙. ทำเลที่ตั้งของโรงเรียน

- ..... ในอำเภอเมือง
- ..... ต่างอำเภอ
- ..... กิ่งอำเภอ

๑๐. โปรดตอบคำถามโดยเติมข้อความลงในช่องว่าง

- ๑๐.๑ จำนวนครู อาจารย์ ทั้งหมด ..... คน
- ๑๐.๒ จำนวนผู้ช่วยผู้บริหารโรงเรียน ..... คน

**หมายเหตุ :** ข้อมูลในจุดที่ ๒, ๓ และ ๔ โปรดแสดงความคิดเห็นของท่านโดยการเปรียบเทียบผลการบริหาร โรงเรียนตามแผนการศึกษาแห่งชาติฉบับที่ ๒๕๒๐ และปี ๒๕๐๓ ตามเกณฑ์การแสดงความคิดเห็นที่จัดไว้ข้างล่างนี้

ระดับความสามารถในการบริหารโรงเรียน

- ๕ - สูงมาก
- ๔ - สูง
- ๓ - ปานกลาง

๒ = ต่ำ

๑ = ต่ำมาก

รูปที่ ๒ บทบาทและความรับผิดชอบในการบริหารงานค้ำวิชาการ

ที่	รายการประเมิน	๕	๔	๓	๒	๑
๑	ความสามารถของผู้บริหารในการบริหารงานค้ำวิชาการ					
๒	ความสามารถของผู้บริหารในการแบ่งงานและมอบหมาย ความรับผิดชอบให้บุคคลากรทางฝ่ายวิชาการ ได้เหมาะสม กับความรู้ความสามารถของบุคคลากรเหล่านั้น					
๓	ความสามารถของผู้บริหารในการกระจายอำนาจและ ความรับผิดชอบในการบริหารงานค้ำวิชาการให้บุคคลากร ฝ่ายวิชาการ ได้เหมาะสมกับความรู้และความสามารถของ บุคคลากรเหล่านั้น					
๔	ความสามารถของผู้บริหารในการให้ความช่วยเหลือ บุคคลากรฝ่ายวิชาการ เกี่ยวกับงานวิชาการ					
๕	ความสามารถของผู้บริหารในการ เปรียบบุคคลากรฝ่าย วิชาการ เพื่อรับหน้าที่ความรับผิดชอบที่เปลี่ยนแปลง					
๖	ความสามารถของผู้บริหาร สนับสนุนเอาใจใส่ดูแลและช่วย- เหลือสนับสนุนให้การสอนของครูเหมาะสมและถูกต้อง ความระเบียบและหลักการของกระทรวงศึกษาธิการ					
๗	ความสามารถของผู้บริหารในการ เป็นผู้นำ ผู้เชี่ยวชาญ และผู้ร่วมงานทางค้ำวิชาการ กับบุคคลากรฝ่ายวิชาการ					

ที่	รายการประเมิน	๕	๔	๓	๒	๑
๔	ความสามารถของผู้บริหารในการส่งเสริมกิจกรรม เสริมหลักสูตรที่ช่วยให้งานด้านวิชาการของครูบรรจุดูเป้าหมาย ทางการศึกษา					
๕	ความสามารถของผู้บริหารในการประสานงานกับหน่วยงาน ต้นสังกัดที่ช่วยให้งานวิชาการของโรงเรียนมีประสิทธิภาพ					

ชุดที่ ๓ บทบาทและความรับผิดชอบในการบริหารงานด้านบุคคล

ที่	รายการประเมิน	๕	๔	๓	๒	๑
๑	ความสามารถของผู้บริหารในการแบ่งงานและมอบหมาย ความรับผิดชอบให้บุคคลากรฝ่ายบริหารบุคคลได้เหมาะสม กับความสามารถและลักษณะของงานที่เปลี่ยนแปลงไป					
๒	ความสามารถของผู้บริหารในการแบ่งงานและมอบหมาย ความรับผิดชอบให้บุคคลากรทางฝ่ายบริหารบุคคลได้เหมาะสม สมกับความสามารถและลักษณะของงานที่เปลี่ยนแปลงไป					
๓	ความสามารถของผู้บริหารในการประสานงานระหว่าง บุคคลากรของ ๓ หน่วยงานหลักของโรงเรียนคือ งานวิชาการ งานบริหารบุคคล งานธุรการ					
๔	ความสามารถของผู้บริหารในการเตรียมบุคคลากรทั้งหมด ในโรงเรียนเพื่อรับผิดชอบลักษณะงานที่เปลี่ยนแปลงไป					
๕	ความสามารถของผู้บริหารในการตัดสินใจสั่งการใ้ถูกต้อง และเมื่อสั่งการใด ๆ มีการติดตามผลงานเสมอ					
๖	ความสามารถของผู้บริหารบุคคลตามวิถีทางของประชาธิปไตย เช่น ยอมรับฟังความคิดเห็นของผู้ร่วมงาน					

ที่	รายการประเมิน	๕	๔	๓	๒	๑
๓	ความสามารถของผู้บริหาร ในทางมนุษยสัมพันธ์กับบุคลากรในโรงเรียน					
๔	ความสามารถของผู้บริหาร ในการสร้างความสามัคคีและความร่วมมืออันดีในหมู่คณะรวมทั้งความสามารถในการจูงใจบุคลากรให้ทำงานอย่างเต็มความสามารถ					
๕	ความสามารถของผู้บริหาร ในการส่งเสริม สนับสนุน และพัฒนาบุคลากร					

ชุดที่ ๔ บทบาทและความรับผิดชอบในการบริหารงานธุรการ

ที่	รายการประเมิน	๕	๔	๓	๒	๑
๑	ความสามารถของผู้บริหาร ในการวางแผนและเตรียมปฏิทินรายการกิจกรรมประจำปีของโรงเรียน					
๒	ความสามารถของผู้บริหาร ในการเตรียมบุคลากรฝ่ายธุรการ เพื่อรับผิดชอบลักษณะของงานที่เปลี่ยนแปลงไป					
๓	ความสามารถของผู้บริหาร ในการสำรวจและเตรียมอาคาร สถานที่ ตลอดจนวัสดุอุปกรณ์ให้พร้อมใช้จนแก่การบริหารงานด้านอื่น ๆ ในโรงเรียน					
๔	ความสามารถของผู้บริหาร ในการ สอดส่องดูแลและช่วยเหลือบุคลากรฝ่ายอาคาร สถานที่					
๕	ความสามารถของผู้บริหาร ในการ จัดทำรายงานสอนการทำงานสำหรับผู้บริหารฝ่ายอาคาร สถานที่และฝ่ายธุรการ ในอันที่จะเป็นประโยชน์แก่การบริหารงานด้านอื่นๆ ในโรงเรียน					

ที่	รายการประเมิน	๕	๔	๓	๒	๑
๖	ความสามารถของผู้บริหารในการให้ความรู้แก่ผู้ใช้บริการ คำนวณอาคาร สถานที่ที่ได้มีโอกาสใช้สถานที่ได้อย่างถูกต้องและปลอดภัย					
๗	ความสามารถของผู้บริหารในการได้ประชาชนเข้ามาใช้บริการทางอาคาร สถานที่และงานธุรการของโรงเรียน					
๘	ความสามารถของผู้บริหารในการจัดบริการด้านสุขภาพอนามัยแก่บุคลากรและนักเรียน					
๙	ความสามารถของผู้บริหารในการจัดและจัดแบ่งงบประมาณไปเพียงพอเหมาะสมและเป็นประโยชน์ในการบริหารโรงเรียน					

ความเห็นส่วนตัวของผู้บริหาร โรงเรียนมัธยมศึกษา

ก. โปรดแสดงความคิดเห็นของท่านเกี่ยวกับผลการบริหาร โรงเรียนมัธยมศึกษาของท่าน โดยเปรียบเทียบระหว่างผลงานความแผนการศึกษาแห่งชาติฉบับปัจจุบันและฉบับปี๒๕๐๓

.....  
 .....  
 .....

ข. ข้อเสนอแนะ

.....  
 .....  
 .....

Letter and Questionnaire to Thai Students  
in Stillwater, Oklahoma





*Oklahoma State University*

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078  
309 GUNDERSEN HALL  
(405) 624-7244

ตุลาคม 2525

เรื่อง ขอความร่วมมือในการกรอกแบบสอบถาม

เรียน เพื่อนักเรียนไทยที่รัก

ท่านเป็นบุคคลหนึ่ง ซึ่งผมได้เลือกในการทำ *Pilot-Project* ซึ่งเป็นแบบสอบถามที่ผมจะใช้เพื่อทดสอบหาความเที่ยงตรงและความเชื่อถือได้ ก่อนที่จะส่งไปให้ครูใหญ่ อาจารย์ใหญ่ หรือผู้อำนวยการในประเทศไทย เป็นผู้ตอบแบบสอบถามชุดนี้ เพื่อเป็นข้อมูลในการเขียนวิทยานิพนธ์เรื่อง *Self-Perceptions of Administrative Abilities and Performance of Secondary School Principals in Education Region 10, Thailand* เพื่อป้องกันความคลาดเคลื่อนในการแปลความหมายจากภาษาหนึ่งให้เป็นอีกภาษาหนึ่ง ผมได้จัดทำ *Pilot-Project* ของแบบสอบถามชุดนี้ขึ้นเพื่อให้ นักเรียนไทยในรัฐโอคลาโฮมา กรอกข้อมูลในแบบสอบถามฉบับทดลองนี้ และนำมาแก้ไขก่อนจะส่งแบบสอบถามฉบับจริงไปยังผู้บริหารโรงเรียนมัธยมศึกษาในประเทศไทย

ขอท่านได้โปรดสละเวลาสัก 10-15 นาที ช่วยตอบแบบสอบถามซึ่งผมได้แนบมาพร้อมกับหนังสือฉบับนี้ เมื่อท่านตอบเสร็จเรียบร้อยแล้ว กรุณาคืนแบบสอบถามให้ผมโดยตรง โดยส่งมาที่

Mr. Sutti Tongpradista

303 Gundersen, Community Education Center

Oklahoma State University

Stillwater, OK 74078

อนึ่ง ผมได้แนบกระดาษว่าง ซึ่งเรียงลำดับหัวข้อตั้งแต่ 1-37 มาด้วย หากท่านคิดว่าข้อหนึ่งข้อใดยากแก่การเข้าใจขอท่านได้โปรดเขียนข้อความซึ่งท่านคิดว่าดีกว่า เหมาะสมกว่าหรือเข้าใจง่ายกว่าลงให้ตรงกับหัวข้อนั้น ๆ ข้อ เสนอแนะและความคิด เห็นจากท่านจะ เป็นประโยชน์ เป็นอย่างมากในการเขียนวิทยานิพนธ์ของผม

ขอขอบพระคุณทุกท่านที่กรุณาสละ เวลาและให้ความร่วมมือช่วยเหลือครั้งนี้เป็นอย่างสูง

ขอแสดงความนับถือ

(นายสุทธิ ทองประสิทธิ์)

*Principal's Questionnaire*

แบบสอบถามครูใหญ่, อาจารย์ใหญ่หรือผู้อำนวยการโรงเรียนมัธยมศึกษา

คำแนะนำ

แบบสอบถามชุดนี้ประกอบด้วยข้อความต่าง ๆ ๑๖ ข้อ ซึ่งเกี่ยวข้องกับบทบาท และความรับผิดชอบของครูใหญ่, อาจารย์ใหญ่หรือผู้อำนวยการโรงเรียนมัธยมศึกษา ซึ่งท่านกำลังทำหน้าที่อยู่ขณะนี้ ที่ห้องหรือบล็อก ที่จัดให้ ขอท่านได้โปรดกาเครื่องหมาย ลงในหัวข้อที่ท่านเห็นด้วย และคิดว่าดีที่สุดตามเกณฑ์ที่กำหนดไว้ดังนี้

Criteria for Testing

5 = very highly capable	ความสามารถสูงสุด
4 = highly capable	ความสามารถสูง
3 = average capability	ความสามารถปานกลาง
2 = low capability	ความสามารถต่ำ
1 = very low capability	ความสามารถต่ำมาก

Range is based on a 5 - point scale:

- 5 represents very highly capable
- 4 represents highly capable
- 3 represents average capability
- 2 represents low capability
- 1 represents very low capability

อนึ่ง หากมีความคลาดเคลื่อน เกิดขึ้นจากการแปลความหมายจากภาษาอังกฤษมาเป็นภาษาไทย โปรดแสดงความคิดเห็นที่มีต่อข้อความในข้อหนึ่งข้อใดที่ยากแก่การเข้าใจและควรแก้ไข ลงให้ตรงกับหัวข้อในกระดาษ ซึ่งแนบมาท้ายแบบสอบถามชุดนี้

Appendix

Principal's Questionnaire

แบบสอบถามครูใหญ่ อาจารย์ใหญ่หรือผู้อำนวยการโรงเรียนมัธยมศึกษา

Direction (คำชี้แจง)

Questionnaire contains 4 sections concerning secondary school principals

แบบสอบถามประกอบด้วยข้อมูล 4 ตอนที่เกี่ยวข้องกับผู้บริหารโรงเรียนมัธยมศึกษา

Section I Background information

ชุดที่ 1 ภูมิหลัง

1.1 Characteristics of the Principal (เกี่ยวกับตัวผู้บริหาร)

1.2 Characteristics of the School (เกี่ยวกับโรงเรียน)

Section II Roles and Responsibilities in Administration of Academic Affairs

ชุดที่ 2 บทบาทและความรับผิดชอบในการบริหารงานด้านวิชาการ

Section III Roles and Responsibilities in Personnel Administration

ชุดที่ 3 บทบาทและความรับผิดชอบในการบริหารงานด้านบุคคล

Section IV Roles and Responsibilities in office Administration

ชุดที่ 4 บทบาทและความรับผิดชอบในการบริหารงานด้านธุรการ

Section I Background Information

ชุดที่ 1 ภูมิหลัง

Directions (คำชี้แจง)

Please Choose the most appropriate information for your Circumstance.

Please Provide only one check ( ) for each item below

โปรด เลือกข้อความที่เหมาะสมและสอดคล้องกับข้อความแต่ละข้อโดยกาเครื่องหมาย ลงในช่องที่ท่านคิดว่าเป็นความจริงที่สุด

## 1.1 Characteristics of the Principal

## ภูมิหลังเกี่ยวกับตัวผู้บริหาร

## 1. Sex (เพศ)

..... Male ชาย

..... Female หญิง

## 2. Age (อายุ)

..... 25 - 30

..... 31 - 35

..... 36 - 40

..... 41 - 45

..... 46 - 50

..... 51 - 55

..... 55 and over มากกว่า 55 ปี

## 3. Highest Degree Held ระดับการศึกษาสูงสุด

.....Higher Teacher Certificate ประกาศนียบัตรการศึกษาชั้นสูง  
or equivalence (ป.กศ.สูง, พ.ม หรือ ป.ม)

.....Bachelor's Degree ปริญญาตรี

..... Specialist's Certificate ประกาศนียบัตรวิชาเฉพาะ  
1 ปีหลังปริญญาตรี

..... Master's Degree ปริญญาโท

..... Other (Specify.....) อื่น ๆ (ถ้ามี).....

## 4. Years of Experience as a principal

## ประสบการณ์ในตำแหน่งปัจจุบันของผู้บริหาร

.....5 - 10

.....11- 15

.....16- 20

..... 21-25

..... 26-30

..... 30 and over (30 ปีหรือมากกว่า)

5. Do you Do any regregeclarly-scheduled teaching

ท่านมีหน้าที่การสอนด้วยหรือไม่

..... yes มี

..... No ไม่มี

1.2 Charaeteristies of the school

ภูมิหลังเกี่ยวกับโรงเรียน

6. School level ระดับโรงเรียน

.....Lower Secondary School โรงเรียนมัธยมศึกษาตอนต้น

.....Higher Secondary School โรงเรียนมัธยมศึกษาตอนปลาย

.....Lower and lepper level in the same school

เป็นทั้งโรงเรียนมัธยมศึกษาตอนต้นและตอนปลาย

7. Size of School ขนาดของโรงเรียน

.....9 -17 Classrooms ห้องเรียน

.....18-26 Classrooms ห้องเรียน

.....27-42 Classrooms and over หรือมากกว่า

8. Type of School ชนิดของโรงเรียน

.....Boys' school โรงเรียนชาย

.....Girls' school โรงเรียนหญิง

.....Coeducational school โรงเรียนสหศึกษา

9. Location of school ทำเลที่ตั้งของโรงเรียน

.....Urban area ในอำเภอเมือง

.....District area ต่างอำเภอ

.....Sub-district area กิ่งอำเภอ

10. Please fill out the appropriate information in the blank

โปรดตอบคำถามโดยเติมข้อความลงในช่องว่าง

10.1 Total number of teachers.....

จำนวนครูอาจารย์ทั้งหมด.....คน

10.2 Total number of Assistant Principals.....

จำนวนผู้ช่วยผู้บริหารโรงเรียน.....คน

Remark : Information in Section II, III, and IV please apply your answers according to the comparison between the 1977 and 1960 National Scheme of education Criteria for applying the answers have been provided as follows.

หมายเหตุ ข้อมูลในชุดที่ 2, 3 และ 4 โปรดแสดงความคิดเห็นของท่าน โดยการเปรียบเทียบผลการบริหารโรงเรียนตามแผนการศึกษาแห่งชาติ ฉบับปี 2520 และปี 2503 ตามเกณฑ์การแสดงความเห็นที่จัดไว้ข้างล่างนี้

Degree of Capability ระดับความสามารถในการบริหารโรงเรียน

5 = very highly capable สูงมาก

4 = highly capable สูง

3 = average capability ปานกลาง

2 = low capability ต่ำ

1 = very low capability ต่ำมาก

Range is based on a 5 point scale:

5 represents very highly capable

4 represents highly capable

3 represents average capability

2 represents low capability

1 represents very low capability

## Section II (ชุดที่ 2)

## Roles and Responsibilities in Administration of Academic Affairs

## บทบาทและความรับผิดชอบในการบริหารงานด้านวิชาการ

Item ที่	Lists of Job descriptions รายการประเมิน	5	4	3	2	1
1	Principal's ability to administer academic affairs ความสามารถของผู้บริหารในการบริหารงานด้านวิชาการ					
2	Principal's ability to identify tasks and assign responsibilities to members of the academic staff according to their skills and abilities ความสามารถของผู้บริหารในการแบ่งงานและมอบหมาย ความรับผิดชอบให้แก่บุคลากรทางฝ่ายวิชาการได้เหมาะสมกับความรู้ ความสามารถของบุคลากร เหล่านี้					
3	Principal's ability to delegate authority and responsibility to members of the academic staff based on their skills and abilities ความสามารถของผู้บริหารในการกระจายอำนาจและความรับผิดชอบ ในการบริหารงานด้านวิชาการให้แก่บุคลากรฝ่ายวิชาการได้เหมาะสม กับความรู้และความสามารถของบุคลากรเหล่านี้					
4	Principal's ability to assist the academic staff in academic affairs ความสามารถของผู้บริหารในการให้ความช่วยเหลือบุคลากร ฝ่ายวิชาการ เกี่ยวกับงานวิชาการ					
5	Principal's ability to prepare the academic staff to take over the changing responsibilities ความสามารถของผู้บริหารในการเตรียมบุคลากรฝ่ายวิชาการเพื่อ รับหน้าที่ความรับผิดชอบที่เปลี่ยนไป					

Item ที่	Job description รายการประเมิน	5	4	3	2	1
6	<p><i>Principal's ability to observe and supervise the teachers appropriately, according to Ministry instructions and regulations.</i></p> <p>ความสามารถของผู้บริหารในการเอาใจใส่ดูแลและช่วยเหลือปรับปรุงให้การสอนของครูเหมาะสมและถูกต้องตามระเบียบและหลักการของกระทรวงศึกษาธิการ</p>					
7	<p><i>Principal's ability to provide leadership expertise and participation to academic staff in academic affairs</i></p> <p>ความสามารถของผู้บริหารในการเป็นผู้นำผู้เชี่ยวชาญและผู้ร่วมงานทางด้านวิชาการกับบุคลากรฝ่ายวิชาการ</p>					
8	<p><i>Principal's ability to support extra-curricular activities which, in turn, help the teachers to conduct an academic instruction to meet the educational goals</i></p> <p>ความสามารถของผู้บริหารในการส่งเสริมกิจกรรมเสริมหลักสูตรที่ช่วยทำงานด้านวิชาการของครูบรรลุเป้าหมายทางการศึกษา</p>					
9	<p><i>Principal's ability to academically coordinate with the Central office which, in turn, effectively assist the school job</i></p> <p>ความสามารถของผู้บริหารในการประสานงานกับหน่วยงานต้นสังกัดที่ช่วยทำงานวิชาการของโรงเรียนมีประสิทธิภาพ</p>					



## Section III ชุดที่ 3

## Roles and Responsibilities in Personnel Administration

## บทบาทและความรับผิดชอบในการบริหารงานค้ำบุคคล

Item ที่	Lists of Job descriptions รายการประเมิน	5	4	3	2	1
1	<p><i>Principal's ability to identify and assign responsibilities to members of the personnel administration staff according to their abilities and the changing job description.</i></p> <p>ความสามารถของผู้บริหารในการแบ่งงานและมอบหมายความรับผิดชอบให้บุคลากรฝ่ายบริหารบุคคลได้เหมาะสมกับความสามารถและลักษณะของงานที่เปลี่ยนแปลง</p>					
2	<p><i>Principal's ability to delegate authority and responsibilities to members of personnel administration staff based on their abilities and the changing job descriptions</i></p> <p>ความสามารถของผู้บริหารในการแบ่งงานและมอบหมายความรับผิดชอบให้บุคลากรทางฝ่ายบริหารบุคคลได้เหมาะสมกับความสามารถ และลักษณะของงานที่เปลี่ยนแปลง</p>					
3	<p><i>Principal's ability to coordinate 3 principle school jobs which concerned among administration of academic affairs, personnel administration and Office Administration</i></p> <p>ความสามารถของผู้บริหารในการประสานงานระหว่างบุคลากรของ 3 หน่วยงานหลักของโรงเรียน คืองานวิชาการ งานบริหารบุคคล งานธุรการ</p>					

Item ที่	Lists of Job descriptions รายการประเมิน	5	4	3	2	1
4	<p><i>Principal's ability to prepare the whole school personnel to take over the changing responsibilities.</i></p> <p>ความสามารถของผู้บริหารในการเตรียมบุคลากรทั้งหมดในโรงเรียนเพื่อรับผิดชอบลักษณะงานที่เปลี่ยนไป</p>					
5	<p><i>Principal's ability to appropriately make decision and follow up the ordered instructions</i></p> <p>ความสามารถของผู้บริหารในการตัดสินใจสั่งการได้ถูกต้องและเมื่อสั่งการใด ๆ มีการติดตามผลงานเสมอ</p>					
6	<p><i>Principal's ability to administer the personnel administration staff according to the democracy way, such as listen to the subordinate ideas.</i></p> <p>ความสามารถของผู้บริหารในการบริหารบุคคลตามวิถีทางของประชาธิปไตย เช่น ยอมรับฟังความคิดเห็นของผู้ร่วมงาน</p>					
7	<p><i>Principal's ability to relate with the whole school personnel.</i></p> <p>ความสามารถของผู้บริหารในทางมนุษยสัมพันธ์กับบุคลากรในโรงเรียน</p>					
8	<p><i>Principal's ability to creat cohesiveness and cooperation among school personnel as well as to encourage them to work with their full attempt.</i></p> <p>ความสามารถของผู้บริหารในการสร้างความสามัคคีและความร่วมมืออันดีในหมู่คณะรวมทั้งความสามารถในการจูงใจบุคลากรให้ทำงานอย่างเต็มความสามารถ</p>					

Item ที่	Lists of Job Description รายการประเมิน	5	4	3	2	1
9	Principal's ability to encourage, support and aid in personnel development. ความสามารถของผู้บริหารในการส่งเสริม สนับสนุนและพัฒนาบุคลากร					

Section IV (ชุดที่ 4)

*Roles and Responsibilities in Office Administration*

บทบาทและความรับผิดชอบในการบริหารด้านธุรการ

Item ที่	Lists of Job Description รายการประเมิน	5	4	3	2	1
1	Principal's ability to plan, prepare all-year school calender ความสามารถของผู้บริหารในการวางแผนและเตรียมปฏิทินรายการกิจกรรมประจำปีของโรงเรียน					
2	Principal's ability to prepare the Office Administration staff to take over the changing responsibilities. ความสามารถของผู้บริหารในการเตรียมบุคลากรฝ่ายธุรการ เพื่อรับผิดชอบลักษณะของงานที่เปลี่ยนไป					
3	Principal's ability to survey and prepare the school building as well as the school facilities in order to benefit the school job in various areas ความสามารถของผู้บริหารในการสำรวจและเตรียมอาคารสถานที่ ตลอดจนวัสดุอุปกรณ์ให้ประโยชน์แก่การบริหารงานด้านอื่น ๆ ในโรงเรียน					

Item ที่	Lists of Job Description รายการประเมิน	5	4	3	2	1
4	<p><i>Principal's ability to assist and supervise the school plants personnel</i></p> <p>ความสามารถของผู้บริหารในการสอดส่องดูแลและช่วยเหลือบุคลากรฝ่ายอาคารสถานที่</p>					
5	<p><i>Principal's ability to make a working schudule for school plants personnel and Office Administration personnel, which in turn, this schedule can benefit the school jobs in various areas</i></p> <p>ความสามารถของผู้บริหารในการจัดการวางสอนการทำงานสำหรับบุคลากรฝ่ายอาคารสถานที่และฝ่ายธุรการในอันที่จะเป็นประโยชน์แก่การบริหารงานด้านอื่น ๆ ในโรงเรียน</p>					
6	<p><i>Principal's ability to provide information to the building users in order to assist them to use the building appropriately and safely</i></p> <p>ความสามารถของผู้บริหารในการให้ความรู้แก่ผู้ใช้บริการด้านอาคารสถานที่ ได้มีโอกาสใช้สถานที่ได้อย่างถูกต้องและปลอดภัย</p>					
7	<p><i>Principal's ability to offer the public to use the school building and business office service</i></p> <p>ความสามารถของผู้บริหารในการให้ประชาชนเข้ามาใช้บริการทางอาคารสถานที่ และงานธุรการของโรงเรียน</p>					
8	<p><i>Principal's ability to provide health service to the school personnel and students</i></p> <p>ความสามารถของผู้บริหารในการจัดบริการด้านสุขภาพอนามัยแก่บุคลากรและนักเรียน</p>					

Item ที่	Lists of Job Description รายการประเมิน	5	4	3	2	1
9	<p><i>Principal's ability to provide and share the school budget sufficiently, which in turn, this school budget can benefit the school administration.</i></p> <p>ความสามารถของผู้บริหารในการจัดหาและจัดแบ่งงบประมาณให้เพียงพอเหมาะสมและ เป็นประโยชน์ในการบริหารโรงเรียน</p>					

Principal's personnel comment and suggestion

ความเห็นส่วนตัวของผู้บริหารโรงเรียนมัธยมศึกษา

A. Please compare your performance under the 1977 and 1960 National Scheme of Education.

โปรดแสดงความคิดเห็นของท่าน เกี่ยวกับผลการบริหารโรงเรียนมัธยมศึกษาของท่านโดย เปรียบ เทียบ ระหว่างผลงานตามแผนการศึกษาแห่งชาติ ฉบับปัจจุบันและฉบับปี 2503

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B. Suggestion ข้อเสนอแนะ

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## Appendix.....

## Principal's Questionnaire

คำแนะนำ จากข้อความ ๑7 ข้อใน *Pilot-Project* นี้ หากท่านคิดว่าข้อหนึ่งข้อใดยากแก่การเข้าใจและควรแก้ไข ขอท่านได้โปรดเขียนข้อความ ซึ่งท่านคิดว่าดีกว่าเหมาะสมกว่า และเข้าใจง่ายกว่า ลงให้ตรงกับหัวข้อของแบบสอบถาม ซึ่งเรียงตามลำดับหัวข้อดังต่อไปนี้

1. ....
2. ....
3. ....
4. ....
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19. ....
20. ....

- 21. ....
- 22. ....
- 23. ....
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- 25. ....
- 26. ....
- 27. ....
- 28. ....
- 29. ....
- 30. ....
- 31. ....
- 32. ....
- 33. ....
- 34. ....
- 35. ....
- 36. ....
- 37. ....

Principal's Questionnaire  
English Version



## Principal's Questionnaire

## English Version

## Criteria for testing:

- 5 = Very high capability
- 4 = High capability
- 3 = Average capability
- 2 = Low capability
- 1 = Very low capability

## Range is based on a 5-point scale:

- 5 = Very high capability
- 4 = High capability
- 3 = Average capability
- 2 = Low capability
- 1 = Very low capability

This questionnaire contains four sections concerning secondary school principals:

## Section I--Background Information

1. Characteristics of the principal
2. Characteristics of the school

## Section II--Roles and Responsibilities in Administration of Academic Affairs

## Section III--Roles and Responsibilities in Personnel Administration

## Section IV--Roles and Responsibilities in Office Administration

Section I--Background Information

Directions: Please choose the most appropriate information for your circumstance. Please provide only one check (✓) for each item below.

## Characteristics of the Principal:

1. Sex: Male  Female
2. Age:
 

<input type="checkbox"/> 25-36	<input type="checkbox"/> 46-50
<input type="checkbox"/> 31-35	<input type="checkbox"/> 51-55
<input type="checkbox"/> 36-40	<input type="checkbox"/> 55 and over
<input type="checkbox"/> 41-45	

3. Highest degree held:
- Higher teacher certificate or equivalent
  - Bachelor's degree
  - Specialist's degree
  - Master's degree
  - Other (specify \_\_\_\_\_)
4. Years of experience as a principal:
- 5-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - 30 and over
5. Do you do any regularly-scheduled teaching?
- Yes
  - No

#### Characteristics of the School

6. School level:
- Lower secondary school
  - Higher secondary school
  - Lower and upper level in the same school
7. Size of school:
- 9-17 classrooms
  - 18-26 classrooms
  - 27-42 classrooms and over
8. Type of school:
- Boys' school
  - Girls' school
  - Coeducational school
9. Location of school:
- Urban area
  - District area
  - Sub-district area
10. Please fill out the appropriate information in the blank:
- Total number of teachers
  - Total number of assistant principals

Remark: For information in Sections II, III, and IV, please apply your answers according to the comparison between the 1977 and 1960 NSE. Criteria for applying the answers have been provided on page .

Section II--Roles and Responsibilities in  
Administration of Academic Affairs

Item	List of Job Descriptions	5 4 3 2 1
1	Principal's ability to administer academic affairs	
2	Principal's ability to identify tasks and assign responsibilities to members of the academic staff according to their skills and abilities	
3	Principal's ability to delegate authority and responsibility to members of the academic staff based on their skills and abilities	
4	Principal's ability to assist the academic staff in academic affairs	
5	Principal's ability to prepare the academic staff to take over changing responsibilities	
6	Principal's ability to observe and supervise teachers appropriately, according to ministry instructions and regulations	
7	Principal's ability to provide leadership expertise and participation to academic staff in academic affairs	
8	Principal's ability to support extracurricular activities which in turn help teachers to conduct academic instruction to meet educational goals	
9	Principal's ability to academically coordinate with the central office which in turn effectively assists the school functions	

Section III--Roles and Responsibilities

in Personnel Administration

Item	List of Job Descriptions	5 4 3 2 1
1	Principal's ability to identify and assign responsibilities to members of the personnel administration staff according to their abilities and changing job descriptions	
2	Principal's ability to delegate authority and responsibilities to members of the personnel administration staff based on their abilities and changing job descriptions	
3	Principal's ability to coordinate three principle school jobs among the administration of academic affairs, personnel administration, and office administration	
4	Principal's ability to prepare the whole school personnel to assume changing responsibilities	
5	Principal's ability to appropriately make decisions and follow up instructions	
6	Principal's ability to administer the personnel administration staff in a democratic way, such as listening to ideas of subordinates	
7	Principal's ability to relate with the whole school personnel	
8	Principal's ability to create cohesiveness and cooperation among school personnel, and to encourage them to work to their fullest	
9	Principal's ability to encourage, support, and aid in personnel development	

Section IV--Roles and Responsibilities

of Office Administration

Item	List of Job Descriptions	5 4 3 2 1
1	Principal's ability to plan and prepare the all-year school calendar	
2	Principal's ability to prepare the office administration to assume changing responsibilities	
3	Principal's ability to survey and prepare the school building and facilities in order to benefit the school in various areas	
4	Principal's ability to assist and supervise the school plant personnel	
5	Principal's ability to make a working schedule for school plant personnel and office administration personnel which can benefit the school in various areas	
6	Principal's ability to provide information to building users for assistance in using the building appropriately and safely	
7	Principal's ability to offer public use of the school building and business office service	
8	Principal's ability to provide health service to school personnel and students	
9	Principal's ability to provide and share the school budget sufficiently, which can benefit the school administration	

Principal's Comments and Suggestions

1. Please compare your performance under the 1960 and 1977 NSE:

2. Suggestions:

APPENDIX I

NUMBER OF ADMINISTRATIVE, SCHOOL SERVICE, AND  
TEACHING STAFF PLACES, LOWER SECONDARY  
LEVEL SCHOOLS (OFFICE OF SPECIAL  
PROJECTS DOCUMENTARY DATA)

Type	1	2	3	4	5	6	7	8	9
Number of classrooms	6	12	18	24	30	36	42	48	54
Number of students	240	480	720	960	1200	1440	1680	1920	2160
Administrative staff	1	2	3	3	4	4	5	5	5
Principal	1	1	1	1	1	1	1	1	1
Assistant Principal	--	1	2	2	3	3	4	4	4
School service staff	1	2	3	5	7	9	10	12	14
Finance									
Business									
Registration and evaluation									
Educational guidance	1	2	3	5	7	7			
Library									
Supplies									
Student activities							10	12	14
School health									
Audio-visual						2			
Nutrition									
Teaching staff	12	24	36	48	60	72	84	96	108
Total number of personnel	14.12	28.23	42.35	56.47	70.59	84.70	98.83	112.94	127.06
Teacher/student	1:17	1:17	1:17	1:17	1:17	1:17	1:17	1:17	1:17

NOTE: The calculation is based on the following premises:

1. 40 students per room.
2. No more than 20 periods per week of teaching load.
3. 40 class hours per week.
4. Teacher/student ratio = 1:17
5. The number of school service staff is based on the total number of personnel, subtracted by the number of administrative and teaching staffs.



APPENDIX J

NUMBER OF ADMINISTRATIVE, SCHOOL SERVICE, AND  
TEACHING STAFF PLACES, UPPER SECONDARY  
LEVEL SCHOOLS (OFFICE OF SPECIAL  
PROJECTS DOCUMENTARY DATA)

Type	1	2	3	4	5	6	7	8	9
Number of classrooms	6	12	18	24	30	36	42	48	54
Number of students	240	480	720	960	1200	1440	1680	1920	2160
Administrative staff	1	2	3	3	4	4	5	5	5
Principal	1	1	1	1	1	1	1	1	1
Assistant Principal	--	1	2	2	3	3	4	4	4
School service staff	2	3	5	8	9	12	14	16	19
Finance	}	}	}	}	}	}	}	}	}
Business									
Registration and evaluation									
Educational guidance									
Library									
Supplies									
Student Activities									
School health									
Audio-visual									
Nutrition									
Teaching staff	16	32	48	64	80	96	112	128	144
Total number of personnel	13.33	26.67	40	53.33	66.67	80	93.33	106.67	120
Teacher/student	1:15	1:15	1:15	1:15	1:15	1:15	1:15	1:15	1:15

NOTE: The calculation is based on the following premises:

1. 40 students per classroom.
2. Teacher/student ration = 1:15
3. No more than 18 periods per week of teaching load.
4. 40 class hours per week.

APPENDIX K

PRINCIPALS' OPEN-ENDED COMMENTS

Please apply your answers in the appropriate column below, with regard to the comparison of your performance under the 1960 and 1970 NSE if the latter is more satisfied than the former.

<u>No.</u>	<u>No Difference</u>	<u>Satisfied</u>	<u>Very Satisfied</u>
1		X	
2		X	
3			X
4		X	
5		X	
6		X	
7		X	
8		X	
9			X
10		X	
11		X	
12		X	
13		X	
14			X
15			X
16	X		
17			
18		X	
19		X	
20		X	
21		X	
22			X
23		X	
24			X
25		X	
26		X	
27		X	
28		X	
29		X	
30	X		
31		X	
32		X	
33		X	
34		X	
35			X
36		X	
37			X
38		X	
39		X	
40		X	
41		X	
42		X	
43		X	
44		X	
45		X	
46		X	
47			X
48		X	

<u>No.</u>	<u>No Difference</u>	<u>Satisfied</u>	<u>Very Satisfied</u>
49		X	
50			X
51		X	
52		X	
53		X	
54		X	
55			X
56			X
57		X	
58		X	
59		X	
60		X	
61		X	
62			X
63		X	
64		X	
65		X	

2  
VITA

Sutti Tongpradista

Candidate for the Degree of

Doctor of Education

Thesis: SELF-PERCEPTIONS OF ADMINISTRATIVE ABILITIES AND PERFORMANCE OF SECONDARY SCHOOL PRINCIPALS IN EDUCATION REGION 10, THAILAND

Major Field: Educational Administration

Biographical:

Personal Data: Born in Korat, Thailand, November 10, 1949, the second son of Lamom and Maitri Tongpradista, married to Kasarin Kotchapun, January 22, 1978, and have one four-year-old son, Suteera.

Education: Graduated from Rajasima-Wittayarai School, Korat, Thailand, in 1961; received the Bachelor of Education degree in Chemistry from the College of Education, Sri-Nakharinwirot University, Bangsaen, Cholburi, Thailand, in 1971; received the Master of Science in Education degree in Educational Administration from Western Illinois University, Macomb, Illinois, in 1973; received the Specialist in Education degree in Educational Administration from Western Illinois University, Macomb, Illinois, in 1981; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1983.

Professional Experience: Employed by the College of Education at Sri-Nakharinwirot University, as an instructor in the Educational Administration Department at Sri-Nakharin University, Mahasarakham, Thailand, from 1973 to 1980; appointed as acting head, Educational Administration Department, Sri-Nakharinwirot University; graduate assistant in the Supervision and Curriculum Department at Western Illinois University, Macomb, Illinois; graduate associate in the Educational Administration and Higher Education Department, Oklahoma State University; representative of Siam Motors Co., Ltd. in the United States from 1980 to 1983.