# CHAPTER 1
## INTRODUCTION OF THE PROBLEM

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CHAPTER 1
INTRODUCTION OF THE PROBLEM

1.1 INTRODUCTION

The state’s vision which confirms education policy in building up quality manpower, creating jobs to redeem the economy and social crisis, establishing sustainable national security, strengthening the nation through education, revising the education infrastructure and systems, emphasizing quality, effectiveness and equality, applying education technology, having a firm belief in education for creating manpower, integrating education, religion and culture in learning reformation and national education policy for creating jobs, assuring knowledge and career for the youth. (Ministry of education. 2008:5)²

Therefore, education management emphasizes the importance of knowledge, thought, capability, morality, learning processes and social responsibility. The aims are to foster the well balanced development of each individual as learner is the most important. Every one is capable of learning and self-development, learners shall be encouraged to develop themselves in line with their natural inclinations, and to fully realize their own potential. The following subjects are considered very important: - i.e. knowledge about self, relationship between self and society, family, community, country and the world; Thai society historical development, political system, democratic government and monarchy under constitution; science and technology knowledge and skills; knowledge, and sustainable experience in management, preservation and utilization of natural resources and environment; knowledge about religion, art, culture, sports, Thai wisdom and their application; knowledge and skills in mathematics; languages and their application, in particular Thai language; knowledge and skills in careers; knowledge and skills in leading a happy life. (Ministry of education. 2008:15)²

In addition, to achieve the ultimate goals of Ministry of education, educational administrators have to play the important roles in improving the educational performance. Educational administrators have to plays the roles of full development of the Thai students in all aspects; physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people. The learning process should aim at inculcating sound awareness of politics; democratic system of government under a constitutional monarchy; ability to protect and promote their rights, responsibilities, freedom,
respect of the rule of law, equality, and human dignity; pride in Thai identity; ability to protect public and national interests; promotion of religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge; inculcating ability to preserve natural resources and the environment; ability to earn a living; self-reliance; creativity; and acquiring thirst for knowledge and capability of self-learning on a continuous basis. Educational provision should be based on the following principles;

(1) Lifelong education for all;
(2) All segments of society participating in the provision of education;
(3) Continuous development of the bodies of knowledge and learning processes.

In organizing the system, structure, and process of education, the following principles shall be observed;

(1) Unity in policy and diversity in implementation;
(2) Decentralization of authority to educational service areas, educational institutions, and local administration organizations;
(3) Setting of educational standards and implementing system of quality assurance for all levels and all types of education;
(4) Raising the professional standards of teachers, faculty staff, and educational personnel, who shall be developed on a continuous basis;
(5) Mobilization of resources from different sources for provision of education;
(6) Partnerships with individuals, Families, communities, community organizations, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions.

The important roles of educational administration are to provide the system of improving educational standards. Educational institutions should establish a quality assurance system in the institutions.

The researcher is the director of primary school in Chiangrai province, would like to study the present roles of administrators in improving the educational standards which will develop the level of educational quality. Therefore, the present research is aims to study under the statement of the problem as follow:
1.2 STATEMENT OF THE PROBLEM

The present research is going to study under the problem:

“A study of the roles of administrators in improving the educational performance of primary schools in Thailand”

1.3 DEFINITION OF THE IMPORTANT TERMS

(1) Role

"Role" is a set of connected behaviours, rights and obligations as conceptualized by a particular position or status in a group or organization or a social situation. In the present study, “role” refers to a set of administrative behaviours, rights and obligations as conceptualized by primary school administrators.

(2) Roles of school administrator

Roles of school administrator mean the functions and behaviours expected of or performed by administrative positions. In the present study, roles of school administrator mean the functions and behaviours expected of or performed by primary school administrators in providing students with a high quality of educational performance, support and develop a talented school staff, build a solid organizational structure which can be done through the curriculum standards, teaching and learning process, implementing of school management, school culture, leadership skills, and collaboration of the students/ school staff/ parents/ communities.

(3) Improving

“Improving” means to increase the productivities to a more desirable or more value or more useful or more excellent quality or condition or make beneficial additions to become better. In the present study, “improving” refers to the increasing of educational performance to a more desirable and excellent quality.

(4) Educational performance

“Educational performance” is the accomplishment of performing in educational management successfully; using the teaching and learning process for imparting knowledge to the students. In the present study, “educational performance” refers to the accomplishment of performing in educational management successfully by the primary school administrator i.e. students’ achievement.
Roles of administrators in improving educational performance

“Roles of administrators in improving educational performance” is a set of administrative behaviours, rights and obligations as conceptualized of performing in educational management by primary school administrators in increasing and successfully or accomplishment of educational performance to a more desirable and excellent quality i.e. students’ achievement.

In the present study, “roles of administrators in improving educational performance” refers to four aspects of roles for improving the educational performance i.e.

1. Improving in building and environment
2. Improving in instructional leadership
3. Improving in system of educational administration
4. Improving in professional development

Improving in building and environment

Improving in building and environment means the roles of school administrator in improving school building and school environment i.e. sufficient comfortable building for teaching and learning process, the lower density of class size, adequate space for school personnel interaction, adequate natural lighting in the classroom, clean and sanitary in school building, noise control, suitable temperature, sufficient technologies and learning materials, safety and security school area, healthy environment (complete physical, mental and social well-being), efficient using energy and water, and reduction of waste and pollution.

Improving in instructional leadership

Improving in instructional leadership means the roles of school administrator in improving instruction performance, instructional goals to achieve high expectation of certain standards, instructional administration, curriculum development, lesson plans, teaching and learning process, effective pedagogical strategies, modeling behaviour of learning, supervision, action research for improving students’ performance, educational philosophies, technical skills on instructional goal setting and instructional progress, career counseling programme, collaborative grouping of teachers for professional development, valuation of standards, and instructional assessment.
(8) Improving in system of educational administration

Improving in system of educational administration means the roles of school administrator in improving policies and goals of educational performance to ensure the national and local academic standards, school finances, system of educational administration, leadership style, establishment of school culture, and community relations.

(9) Improving in professional development

Improving in professional development means the roles of school administrator in improving school personnel to have new technologies and knowledge in everyday experience with proficiency constantly and continuously until the end of their professions, co-operate in the planning and arrange diverse experience training which vary according to the character of the teachers, develop technical and functional skills on general occupational qualifications of school staffs, develop technical and functional knowledge, develop technical and functional abilities, technical and functional task performance, and development of human relations and collaboration.

(10) Primary school administrator

Primary school administrator refers to the school administrators of primary schools (grade 1 – 6) in the Northern part of Thailand.

1.4 OBJECTIVES OF THE STUDY

Objectives of the present study were as under:

(1) To construct the scale to measure the opinions of primary school teachers about the roles of administrators in improving the educational performance of primary schools.

(2) To study the level of the roles of administrators in improving the educational performance of primary schools in Thailand.

(3) To study the level of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school.

(4) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation...
(5) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to age.

(6) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to educational qualification.

(7) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to work experience.

(8) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to monthly income.

(9) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to area of school.

(10) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to type of school.

(11) To compare the mean scores of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to size of school.

1.5 VARIABLES OF THE STUDY

There were two types of variables included in the study:

(1) Independent variables

(1.1) Sex

- Male
- Female
(1.2) Age
- 20-30 years
- 31-40 years
- 41-50 years
- 51-60 years

(1.3) Educational qualification
- Graduate
- Post graduate

(1.4) Work experience
- 01-10 years
- 11-20 years
- 21-30 years
- 31-40 years

(1.5) Monthly income
- 10,000-15,000 Baht
- 15,001-20,000 Baht
- 20,001-25,000 Baht
- 25,001 Baht onwards

(1.6) Area of school
- Urban
- Rural

(1.7) Type of school
- Government
- Private

(1.8) Size of school
- Large
- Medium
- Small
(2) Dependent variable

Teacher’s opinions about the roles of administrators in improving the educational standards of primary schools in Thailand which consisted of four aspects:

(2.1) Improving in building and environment
(2.2) Improving in instructional leadership
(2.3) Improving in system of educational administration
(2.4) Improving in professional development

1.6 QUESTIONS TO BE ANSWERED

The questions to be answered in the present study were based on the teachers’ opinions which will be as the following:

(1) What is the level of the roles of administrators in improving the educational performance of primary schools in Thailand in total score and in different aspects of roles of administrators in improving the educational performance of primary schools?

(2) What is the level of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects of roles of administrators in improving the educational performance of primary schools rated by primary school teachers belonging to different groups of sex, age, educational qualification, work experience, monthly income, area of school, type of school, and size of school?

(3) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of sex?

(4) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of age?
(5) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of educational qualification?

(6) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of work experience?

(7) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of monthly income?

(8) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of area of school?

(9) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of type of school?

(10) Is there the significant difference between the mean scores of the roles of administrators in improving of the educational performance of primary schools in Thailand in total score and in different aspects rated by primary school teachers belonging to different groups of size of school?

1.7 HYPOTHESES OF THE STUDY

The present research studied under the hypothesis as follow:

(1) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to sex.
(2) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to sex.

(3) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to sex.

(4) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational administration) in relation to sex.

(5) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to sex.

(6) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to age.

(7) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to age.

(8) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to age.

(9) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational
administration) in relation to age.

(10) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to age.

(11) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to educational qualification.

(12) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to educational qualification.

(13) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to educational qualification.

(14) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational administration) in relation to educational qualification.

(15) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to educational qualification.

(16) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to work experience.

(17) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the
educational performance of primary schools (improving in building and environment) in relation to work experience.

(18) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to work experience.

(19) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational administration) in relation to work experience.

(20) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to work experience.

(21) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to monthly income.

(22) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to monthly income.

(23) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to monthly income.

(24) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational administration) in relation to monthly income.
(25) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to monthly income.

(26) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to area of school.

(27) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to area of school.

(28) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to area of school.

(29) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational administration) in relation to area of school.

(30) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to area of school.

(31) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to type of school.

(32) There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to type of school.
There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to type of school.

There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in instructional leadership) in relation to type of school.

There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in system of educational administration) in relation to type of school.

There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to type of school.

There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (total score) in relation to size of school.

There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in building and environment) in relation to size of school.

There will be no significant difference between the mean scores of the opinions of primary school teachers regarding the roles of administrators in improving the educational performance of primary schools (improving in professional development) in relation to type of school.
relation to size of school.

1.8 DELIMITATION OF THE PROBLEM

(1) The present study confined to study only the primary schools of Thailand in formal system of education.

(2) The study is based on the opinions of teachers about the roles of administrators in improving the educational performance of primary schools.

(3) The study is further delimited to the sample which is the primary school teachers who given the instruction in academic year 2008 - 2009.

(4) The sample of the study consists of the primary school teachers, which located in the Northern part of Thailand.

1.9 IMPORTANCE OF THE STUDY

To succeed in a rapidly changing world, individuals need to advance their knowledge and skills throughout their lives. Raising the quality of educational performance, it is need to lay strong foundations, by fostering knowledge and skills and strengthening the capacity and motivation to the students. School administrator plays an important role in improving of educational performance. In addition to highlighted significant equalities in the educational performance, school administrators have a vested interest in roles of improving in building and environment, instructional leadership, system of educational administration, and professional development. Essentially, the role of school administrator is to guide the schools toward goal accomplishment and to move school towards its purposes and have a single minded focus on the fulfillment of the organizational goals. Effective school administrators are strong educators, anchoring their work on central issues of continuing in school improvement. The results of the present research will be useful for the school administrators in improving educational performance of the schools.

1.10 CHAPTERIZATION

The researcher has planed to divide the present study into five chapters.

The first chapter on the introduction dealt with introductory aspect of the study, statement of the problem, definition of the important terms, objectives of the study, variables of the study, questions to be answered, hypotheses of the study, limitation of the
study, importance of the study, and chapterization.

The second chapter concerned to theoretical orientation i.e. the roles of administrators in improving the educational performance of primary schools. The review of the past researches have done in Thailand and in foreign countries also discussed in this chapter.

The third chapter based on plan and procedure i.e. technique selected for the study, tools and their characteristics, development of the tool, item analysis (establishment of discrimination of the tool, establishment of the reliability of the tool, establishment of validity of the tool, administration of the tool, population and sample of the study, technique of analysis of the data, and statistic used.

The fourth chapter described the analysis of data and interpretation. This chapter were divided into different parts i.e.

1. Level of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers (entire sample)
2. Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to sex.
3. Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to age.
4. Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to educational qualification.
5. Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to work experience.
6. Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational
performance of primary schools rated by primary school teachers in relation to monthly income.

(7) Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to area of school.

(8) Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to type of school.

(10) Level of the roles of administrators in improving the educational performance of primary schools and comparison of the roles of administrators in improving the educational performance of primary schools rated by primary school teachers in relation to size of school.

The last chapter gave the summary, major findings, conclusions, suggestions and recommendation for further study.

The data collected by the tool was analyzed according to the hypotheses. The 0.05 and 0.01 level of significant was considered satisfactory for the acceptance or rejection of the null hypotheses. The frequency distributions, tables were prepared and placed in the report to present the data comprehensively.
References


2. Ibid.