AN OVER VIEW, FINDINGS, AND EDUCATIONAL IMPLICATIONS
In this chapter the following major topics will be dealt with: (1) an over view of the previous chapters, (2) summary of the major findings of the present investigation, and (3) educational implications and suggestions based on the findings, with a view to improve the educational administration concerned with community and learning environment of primary schools in the Educational Region II of Thailand.

1. AN OVER VIEW

The investigator attempted to study the problems of educational administration concerned with community and learning environment of primary schools in the Educational Region II of Thailand.

The present investigator belongs to the province of Narathiwat in the Educational Region II, Thailand. During the period of his service as an educational supervisor of primary education in this province, he faced many problems of education in primary schools. As a result of which he has taken up this project. In the context of the problems of this region it was felt that the present problems at hand are worth studying and it will be of help to the administrators, educators and others to find out the possible solutions to some of these critical problems.
The main purpose of the present doctoral study is to identify and compare the problems of educational administration concerned with community and learning environment of primary schools. The study covered various aspects like: (1) the weak points in the policy and methods of school administration concerned with community and learning environment of primary schools, (2) the weak points in relation to the duties of primary schools in serving the community, (3) problems relating to the physical site, school building and other buildings, (4) problems of materials and equipment of the schools, (5) the psychological environment, and emotional climate of learning-teaching in the schools, (6) the promotion of curricular experiences and co-curricular activities for pupils of the schools, (7) safety, health, physical education facilities and food service for pupils in the schools, (8) the differences of the problems of learning environment in different categories schools, (9) the weak points in relation to the duties of the communities to serve the schools, (10) the areas of conflict between the schools and communities in serving each other, and (11) to compare the problems of educational administration concerned with community and learning environment of primary schools in each of the provinces of the Educational Region II, Thailand.

It was hypothesized that: (1) the policy and methods of school administration concerned with community and learning environment of primary schools are very remiss; (2) the primary schools have many weak points in relation to the
duties they have towards the community; (3) the primary schools do have problems concerned with their learning environment as affected by physical site, school building and other buildings; (4) the primary schools also have problems related to materials and equipment to aid teaching-learning; (5) the primary schools have the problems of psychological environment and emotional climate in the schools; (6) the promotion of curricular experiences and co-curricular activities in the primary schools are not at desirable levels; (7) the primary schools are remiss in the promotion of safety, health, physical education facilities and food service for pupils in the schools; (8) there are differences of seriousness in each category of the problems of learning environment; (9) the relation and duties of the communities in serving the primary schools are remiss; (10) the various conflicts between the schools and communities are perceived more by the communities than in the primary schools; (11) all of these problems come from learning environment of schools more than from the communities; and (12) the provinces having many primary schools show these problems more than the provinces having less primary schools.

The study is based on a stratified proportionate sampling. The samples were picked up to include 25 per cent of principals, 15 per cent of teachers and 100 pupils of primary schools and 100 people in each province (4 provinces). The total sample in all is 2528 consisting of 285 principals, 1443 teachers, 400 pupils and 400 people.
The method employed for present study is descriptive. Data of the study were collected with the help of questionnaire issued to the principals and teachers of primary schools. Interview schedule was used to interview pupils of primary schools and people, all of them from the Educational Region II, Thailand. Both these tools consist of 8 categories and 131 items. They cover the same subject matter areas and suitably worded for different respondents.

The data were analysed using computer programmes described in Statistical Package for the Social Sciences (1975). Analysis of variance (ANOVA) was conducted to test the differences of opinions of respondents in each category. The means, and standard deviation of responses of each group of respondents were also computed. t-ratios were calculated to test the significance of differences in perceptions of the problems concerned with community and learning environment.

2. THE MAJOR FINDINGS

The present study has yielded some interesting results and thought-provoking findings which are briefly indicated below:

1. The first hypothesis that the policy and methods of school administration concerned with community and learning environment of primary schools are very remiss was found true.

2. The second hypothesis that the primary schools have many weak points in relation to the duties they have towards community was also proved.
3. The third hypothesis that the primary schools do have problems concerned with their learning environment as affected by physical site, school building and other buildings was also approved.

4. The fourth hypothesis in this regard that the primary schools also have problems related to materials and equipment to aid teaching-learning was also found to be correct.

5. The fifth hypothesis that the primary schools have the problems of psychological environment and emotional climate was also proved.

6. The sixth hypothesis that the promotion of curricular experiences and co-curricular activities in the primary schools are not at desirable levels was also approved.

7. The seventh hypothesis that the primary schools are remiss in the promotion of safety, health, physical education facilities and food service for pupils in the schools was also found to be right.

8. The eighth hypothesis that there are differences in seriousness of each category of the problems of learning environment was also approved. The problems of learning environment fall into 5 categories. On the basis of the results of this study they were ranked in order of the seriousness of the problems as follows: The first ranking is problems of safety, health, physical education facilities and food service for pupils. The second rank goes to the problems of the materials and equipment in schools. The third
rank is assigned to the problems of promotion of curricular experiences and co-curricular activities. The forth rank is assigned to problems of the physical site, school building and other buildings. The fifth rank goes to the problems of the psychological environment and emotional climate of learning-teaching in schools.

9. The ninth hypothesis that the relation and duties of the communities in serving the primary schools are remiss was also approved.

10. The tenth hypothesis was that the various conflicts between the schools and communities are perceived more by the communities than in the primary schools. t-ratio calculated for comparing the differences between the two means of these problems indicate that the perception of the conflicts did not differ between schools and communities. Hence the tenth hypothesis is not approved.

11. The eleventh hypothesis was that all of these problems come from learning environment more than from the communities. t-ratio calculated for comparing the differences between the two means of these problems indicate that the problems were more from the communities than from the learning environment. Thus the eleventh hypothesis is also not approved.

12. The twelfth hypothesis was that the provinces having many primary schools have these problems more than the provinces having less primary schools was approved.
Besides testing the various hypotheses outlined above a number of other associations were tested out. The association between the background of participants and their perception of the problems were tested. There were several significant associations indicating that the personal, social, educational, etc. background of the respondent does affect his perception of the problems. For example those respondents coming from Buddhist background perceived the problems as more serious than islamites in several cases. Similarly more educated respondents perceived more serious problems. Some suggestions for dealing with these problems are presented below.

3. EDUCATIONAL IMPLICATIONS

1. The primary schools in the Educational Region II of Thailand have the problems of school administration concerned with community and learning environment in various aspects. These can be improved as follows:

1.1 The policy and methods of school administration can be improved by

(1) improving the relation between school and community,
(2) planning good physical environment (e.g. physical site, material and equipment, etc.),
(3) providing of teachers' seminars for planning school-community relations.
(4) providing seminars for teachers on planning learning environment,
(5) constituting educational committees of people for each school to become counsellors or helpers in various aspects of school development,

(6) inviting of guardians or people in the location to meet and indicate the policies and activities for improvement in the working of the school,

(7) getting guidelines from people for improving school administration,

(8) solving the problems of tradition, faith and local language which may be obstacles in the management of the school.

(9) providing special services for pupils needing help such as, stationery, food, etc.,

(10) convincing the public to be faithful and favourable of a school,

(11) urging people to help in some activities which are concerned with the management of the school through donations, material, labour, etc.,

(12) helping people to understand the significance of education,

(13) evaluating the needs of guardians and people in the locality and responding to their needs,

(14) teachers, pupils and members of community taking part to plan management and usage of learning environment of the school,
(15) providing some one to attend, maintain and repair the
  physical facilities of the school,
(16) planning of classrooms and various rooms, and also
  using these rooms to be multiple purposes, and
(17) having special budgets to manage the learning environment.

1.2 The relationship and duties of the school in serving
the community can be improved through the following:
(1) By providing various services and support to guardians
  and members of community who come to use building and
  space of the school,
(2) cooperating with community as a partner in improving
  community life,
(3) participating in community activities like local festi-
    vals,
(4) cooperating with other government offices and assist in
    improving health and hygiene of people,
(5) visiting homes, families of pupils and also members of
    community,
(6) having good relation with old pupils and also follow up
    their development,
(7) inviting experts to teach the pupils, and
(8) using community as a place or resource of education.
1.3 The physical site, school building and other buildings can be improved through:

(1) Locating schools at the centre of the community and away from all security and other forms of threats.

(2) Providing enough space in the school.

(3) By locating schools at places where the students have opportunity to learn desirable values and knowledge.

(4) By designing buildings in such a way that there is enough light, wind, ventilation etc.

(5) By having spacious school sites where students have opportunities to experiment a number of things in open space.

(6) By providing learning experiences to students through cleanliness and beautification drives, student committees to maintain buildings etc.

(7) By removing all health hazards in the compound.

1.4 Material and equipment of schools could be improved by:

(1) Providing necessary equipment, (e.g. tables and chairs for teachers, the desk and bench for pupils).

(2) Providing cabinets for keeping equipment, classroom timetable, cleaning equipment for classrooms, audio visual equipments etc.
1.5 Psychological environment of the school plays a significant role in ensuring the mental, emotional and personality development of children. In order to improve the psychological environment of the classroom, the teachers need to play a different role in and outside the class. The psychological environment can improve only when teachers start treating children like their own children. A child spend a major part of his waking life in the school. The classroom behaviour of teacher can have tremendous impact on the learning environment of the class as well as on the personality development of children. Pareek and Rao have demonstrated that non-directive verbal behaviour of teachers can have very positive effect on the positive mental health of children. Teachers should be trained periodically in creating positive climate in the classroom so that students start taking more initiative, adjust better to the school and develop themselves well.

1.6 The promotion of curricular experiences and co-curricular activities should aim at training the pupils:

(1) to be unselfish,

(2) to be self-disciplined and persevering,

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(3) to be diligent and tolerant,
(4) to be able to think critically and make sensible decisions,
(5) to accept criticism objectively and respect individual or group differences,
(6) to be sportsmanlike,
(7) to be able to work and live cooperatively with others,
(8) to achieve physical and mental health for self and community,
(9) to know important laws for daily life,
(10) to develop knowledge and skill for earning, spending and saving money,
(11) to understand the meaning of science and technology in daily life,
(12) to develop knowledge and skill in cooperative management and operation,
(13) to develop knowledge and skills in work both as a producer and a consumer,
(14) to want to become a life-long learner,
(15) to develop knowledge and skill in language and mathematics,
(16) to develop knowledge and skill in use of scientific method,
(17) to be able to live in harmony with natural environment,
(18) to appreciate and participate in the fine arts,
(19) to adapt to changing social environment and new knowledge,
(20) to understand and believe their own religion,
(21) to use leisure time effectively,
(22) to be creative in useful ways to self and society,
(23) to be able to think freely and accept ideas of other people,
(24) to solve problems peacefully,
(25) to believe in democratic administration,
(26) to appreciate national cultural values,
(27) to recognize one's rights and duties,
(28) to recognize in importance of own family, community and hometown,
(29) to recognize relationship between nations in the region and world,
(30) to strengthen mental, physical and economic resources for national development and security, and
(31) to know value of freedom and independence and to be proud of being born in Thailand.

Developing some of these attitudes in primary school students is very important. A majority of these students may not be able to go for higher studies due to various limitations. They will be future citizens of Thailand. If that is so the primary schools offer the best opportunity to sow seeds of positive attitudes and values in the young minds. It is in this context innovative curricular experiences for attitude formation needs to be thought of. A lot of it also depends on the examples set by teachers and elders. There is a great need for curriculum experts to examine the extent to which the present curriculum takes care of preparing the students on the above dimensions, and take corrective action.
1.7 Safety, health, physical education facilities and food service should also be provided for pupils in schools. At present the schools do not perform some of these functions. Taking care of pupils' security from various harms; giving safety education; providing health service and first-aid; checking the physical development of pupils; arranging vaccinations for prevention of various diseases; providing health inspection for pupils regularly; providing drinking water; and helping pupils who lack diet etc. may go a long way improving the physical development of children.

1.8 From the results of this study there appears to be a very big gap between what the community should do to the school and what they are actually doing. Community should serve the school properly if they expect the school to serve them. Having good links between the community and the school is good for both of them. Community members should take more initiative in making demands on the school and molding its character. Periodic discussions with principal and teachers, involving school staff in community functions, assisting school in its functions, providing learning materials, giving donations etc. when needed, inviting teachers for home visits, joint councils of school staff and community leaders etc. are some mechanisms by which the gaps can be bridged.