CHAPTER 5
REVIEW, MAJOR FINDINGS, CONCLUSIONS, AND SUGGESTIONS

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CHAPTER 5
REVIEW, MAJOR FINDINGS, CONCLUSION, AND SUGGESTIONS

5.0 REVIEW

The present research was studied under the problem:

"A STUDY OF SELF DEVELOPMENT OF SECONDARY SCHOOL ADMINISTRATORS IN THAILAND"

The definition of the important terms of the study was as follow:

1) Self development

Self development means the development of knowledge and skills of secondary school administrators by themselves related to four aspects: (1) Personality development (2) Academic development (3) Knowledge development (4) Health development.

2) Personality development

Personality development means the development of secondary school administrators related to characteristics of each administrator, exhibited by way of character, physical or mental expression. Personality development divided into two aspects: (1) Physical development (2) Mental development. The physical personality development refers to countenance, shape or dress and all things exhibited in the eyes of other people i.e. (1) Dress suitably (2) Having good attitude (3) Good behaviour and good action (4) Having nice voice (5) Being able to speak effectively to suit with the occasion and acceptable to listeners (6) Not being overly selfish (7) Being humor (8) Carry friendly expression to get on with people generally (9) Enjoy good health (10) Being diligent (11) Being alert (12) Being artistic in association with others including buddies (13) Being a good listener (14) Posses art of speech with sincerity (15) Posses faculty to draw listeners attention (16) Jovial, enjoyment and fresh (17) Orderliness (18) Friendship (19) Using time for productivity on time with attractiveness.

The mental development refers to: (1) Having capacity to win the hearts of others (2) having concrete objectives, doing things seriously (3) Being straightforward
(4) Being constructive in thought (5) having general knowledge (6) Satisfaction
deriving from inner happiness (7) With heart to help others (8) Being jovial, easy-going
(9) Being meticulous, analytical (10) Being hardworking, with emotional stability and
wanting to know.

3) Academic development

Academic development means the development of secondary school administrators related to the academic administrative potential i.e. educational administration management in school, institution curriculum management, activities for learners development, learning standard, curriculum design and building, learning management, learning materials, learning measurement and evaluation, teachers’ potential development, supervision-follow up-evaluation and report.

4) Knowledge development

Knowledge development means the development of secondary school administrators related to career development, i.e. command of basic facts, relevant professional knowledge, continuing sensitivity to events, social skills and ability, analytical, problem solving, decision making skills, proactively-inclination to respond purpose fully to events, creativity, Balanced learning habits, self-knowledge

5) Health development

Health development refers to the development of secondary school administrators related to physical and mental health which derived from five factors i.e.

(1) Suffering from various diseases such as heart disease, diabetes, blood vessels congested by fat, high blood pressure, alcoholism, abdominal disease, hemorrhoid and so on. (2) Working atmosphere in form of material and other related things (3) Mental constituents, namely weakness, strengths, and so on (4) Work that is heavy or light, risky, convoluted works, works requiring wisdom and a great deal of brain (5) Social pressure such as various values, and social status (6) Relationship and behaviour, namely, characteristics of relationship with bearings on other people and their reaction producing adverse effects on management leading to tension and stress.
6) Secondary school administrators refers to the administrators in secondary schools (grade 7 – 12) who are responsible for administering each state and private educational institution consisted of the Director of the school, the Vice Director of the school, Chair persons, and the school board supervising.

In the present study, the researcher intends to find out the self development of secondary school administrators in Thailand. The following were the objectives of the study:

1) To construct the scale to study the self development of secondary school administrators in Thailand.

2) To study the level of self development of secondary school administrators in Thailand in total score and in relation to sex, age, work experience, education qualification, monthly income, type of school, area of school, and size of school.

3) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to sex.

4) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to age.

5) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to work experience.

6) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to educational qualification.

7) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to monthly income.

8) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to type of school.

9) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to area of school.

10) To compare the mean scores of the level of self development of secondary school administrators in Thailand in relation to size of school.
There were two variables of the study:

1) **INDEPENDENT VARIABLES**
   1) Sex of secondary school administrators
   2) Age of secondary school administrators
   3) Work experience of secondary school administrators
   4) Educational qualification of secondary school administrators
   5) Monthly income of secondary school administrators
   6) Type of secondary school
   7) Area of secondary school
   8) Size of secondary school

2) **DEPENDENT VARIABLES**

   Self development of secondary school administrators consists of:
   - Personality development
   - Academic development
   - Knowledge development
   - Health development

There were nine questions in the study as follow:

1) What is the level of self development of secondary school administrators?

2) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of sex?

3) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of age?

4) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of work experience?

5) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of educational qualification?

6) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of...
monthly income?

7) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of type of school?

8) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of area of school?

9) Is there the significant different between the mean scores of the level of self development of secondary school administrators belonging to different groups of size of school?

There were 40 hypotheses in the study:

1) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of sex.

2) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of sex.

3) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of sex.

4) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of sex.

5) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of sex.

6) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of age.

7) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators
belonging to different groups of age.

8) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of age.

9) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of age.

10) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of age.

11) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of work experience.

12) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of work experience.

13) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of work experience.

14) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of work experience.

15) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of work experience.

16) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of educational qualification.

17) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of educational qualification.
18) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of educational qualification.

19) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of educational qualification.

20) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of educational qualification.

21) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of monthly income.

22) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of monthly income.

23) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of monthly income.

24) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of monthly income.

25) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of type of school.

26) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of type of school.

27) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of type of school.
28) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of type of school.

29) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of type of school.

30) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of type of school.

31) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of area of school.

32) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of area of school.

33) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of area of school.

34) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of area of school.

35) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of area of school.

36) There will be no significance of difference between the mean scores of the level of self development (total score) of secondary school administrators belonging to different groups of size of school.

37) There will be no significance of difference between the mean scores of the level of self development (personality development) of secondary school administrators belonging to different groups of size of school.
38) There will be no significance of difference between the mean scores of the level of self development (academic development) of secondary school administrators belonging to different groups of size of school.

39) There will be no significance of difference between the mean scores of the level of self development (knowledge development) of secondary school administrators belonging to different groups of size of school.

40) There will be no significance of difference between the mean scores of the level of self development (health development) of secondary school administrators belonging to different groups of size of school.

The limitations of the study were as follow:
1) The present study confined to study the educational administrators who are responsible for educational administering in secondary schools in Thailand in formal system of education.

2) The study is further delimited to the sample of secondary schools which working in secondary schools during academic year 2004.

3) The secondary school administrators in the present study concerned to the administrators those who are administering in the secondary school (grades 7 – 12).

4) The sample of the study consisted of the administrators in secondary schools, which located in eight provinces in the Eastern part of Thailand:
   - Chonburi Province
   - Chantaburi Province
   - Chachogsaw Province
   - Trad Province
   - Nakhonnayok Province
   - Prachinburi Province
   - Rayong Province
   - Sakaew Province

The researcher has planned to divide the present study into five chapters:

The first chapter concerned to the introductory aspect of the study, statement of the problem, Importance of the study, 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, and the chapterization.

The secondary chapter concerned to self development of secondary school administrators, meaning of self development, need of self development, self development practice of secondary school administrators i.e. personality development, academic development, knowledge development, and health development. This chapter also present the review of the past studies related to self development of secondary school administrators.

The third chapter based on the technique selected for the study, tool and the Characteristics of the tool, development of the tool, establishment of discrimination of the tool, establishment of reliability of the tool, establishment of validity of the tool, administration of the tool, technique of analyses of data, statistical technique used in the study.

The fourth chapter described about the analyses of the data and interpretation. The data collected by the tool will be analyzed according to the hypotheses which concerned to:

1) The analysis of the level of self development of secondary school administrators in total score and in relation to different variables i.e. sex, age, work experience, educational qualification, monthly income, type of school, area of school, and size of school.

2) The comparison of the level of self development of secondary school administrators in relation to different variables i.e. sex, age, work experience, educational qualification, monthly income, type of school, area of school, and size of school.

The 0.05 and 0.01 level of the significance was considered satisfactory for acceptance or rejection of the null hypotheses. The frequency distributions, tables and figures will be prepared and placed in the report to present the data comprehensively.

The last chapter adopted with the review, the major findings and conclusions as well as the suggestion for further research work.

In the present study, the researcher decided to make use of the tool in form of rating scale. There were two parts in the tool to be used for the study.
Part 1 The Respondents’ Personal Information

This is the tool to enquire about sex, age, work experience, educational qualification, monthly income, type of school, area of school, and size of school of the respondents.

Part 2 The Scale to measure the self development of secondary school administrations

This scale was constructed by the researcher. The process of constructing the scale started by the researcher studied the aspects of the self development of secondary school administrators mentioned in different books and research studies. The following are the aspects of self development of secondary school administrators:

1. Personality development
2. Academic development
3. Knowledge development
4. Health development

The scale consisted of 100 statements. Each statement has five levels of opinion regarding the self development of secondary school administrators. The respondents can mark either the level of opinions of "Always" or "Often" or "Usually" or "Sometime" or "Rarely" according to their opinion or actual deed of performance.

The Likert method has been used for constructing the present scale. According to this method, the following steps were to be observed for constructing the scale:

1. The first step of constructing the tool, the researcher was to study and procure the tools available in the market. The researcher collected the large number of statements depicting the different aspects of self development from the past research studies and the documents. Then the researcher started to construct many statements as possible that would measure the self development.

2. The second step was the screening of the statements and scaling the statement in five points:
   "Always"
   "Often"
   "Usually"
   "Sometimes"
   "Rarely"
(3) Prepared the preparation form of the scale and evaluated the statements in preparation form of the scale by the help of guide.

(4) Selected the statements for the inclusion in the pilot study.

(5) Administration of the pilot scale for the purpose of analyzing the statements.

(6) Determining the validity, discrimination and reliability of the scale.

(7) Administration of the final form of the scale to study the self development of secondary school administrators.

It was found that there were 100 statements of the scale to measure the self development of secondary school administrators. In order to prepare a valid scale, the researcher go for the item analysis. It provided the idea about the discrimination index, the reliability index, and an index of validity. It was found that the 100 statements obtained the \( t \)-value greater than 1.75 which given statements differentiated between high and low groups. Thus, the 100 statements of the scale to measure the self development of secondary school administrators obtained the high value of discrimination.

It was observed that the scale to measure the self development of secondary school administrators was found the correlation efficient \( (r) = 0.91 \). It can be said that the scale have high reliability.

For the validity index, it can be seen that the score of each item obtained from 100 secondary school administrators indicates the \( r_v \) value between 0.36 - 0.45. There were 100 statements in the scale to measure the self development of secondary school administrators obtained the \( r_v \) value which ere significant at 0.01 level of confidence.

From the results of construct validity, it can be said that the obtained value defined the accuracy with which the scale measures what it claims to measure. The scales fulfilled the purpose for which it is designed.

In the present study, the population was the secondary school administrators in the Eastern part of Thailand. The step of selection of the sample was shown below:

**Step 1** Eastern part of Thailand consisted of 8 provinces. In each provinces, 3 districts were selected by random simple sampling. There were 66 districts included in 8 provinces. It can be said that out of 66 districts, 24 districts would be depicted by
simple random sampling. Thus, 24 districts would be selected to be the sample of the study.

Step 2  From 24 districts, 70% of secondary school administrators in each district were selected by simple random sampling. There were 187 secondary schools located in 24 districts. Moreover, there would be 131 secondary schools to be the sample of the study.

Each secondary school, 6 respondents will be selected i.e. (1) Director of the school (2) vice director (there were 5 vice - directors in each secondary school) (3) Chair persons (4) School board supervising.

Step 3 The researcher classified the total sample into different groups according to different variables i.e. sex, age, work experience, qualification, monthly income, type of

For administration of the tool, the work was started with the preparation of the tool and then got printed. The researcher designed a schedule for data collection. Collection of data from the secondary school in eastern part of Thailand was a big task. Without proper planning and designing the schedule, it would be expensive in terms of money and time. To make the data collection feasible, researcher wrote letters to the Director of Office of Education in different areas in the Eastern part of Thailand, fixed up the time and followed it accordingly.

For scoring of data, the respondent personal information was the tool to enquire about the bio-data of the secondary school administrators which were taken from the sample of the study. The information which was received from this tool concerned to:

(1.1)  Sex  
(1.2)  Age  
(1.3)  Work experience  
(1.4)  Qualification  
(1.5)  Monthly income  
(1.6)  Type of school  
(1.7)  Area of school  
(1.8)  Size of school

The data collected by this tool was used for grouping the sample according to the variables of the study.
The scale to measure self development of secondary school administrators was divided into 4 aspects, regarding the self development of secondary school administrators. The scale to measure self development of secondary school administrators consisted of 100 statements. There were five levels of performance rated by the respondents (secondary school administrators) i.e. "Always", "Often", "Usually", "Sometime" and "Rarely". If the respondents mark "✓" in channel "Always" of positive statements they would obtained 5 score. If the respondents mark "✓" in channel "Often" of positive statement they would obtained 4 score. If the respondents mark "✓" in channel "Usually" of positive statements they would obtained 3 score. If the respondents mark "✓" in channel "Sometime" of positive statements they would obtained 2 score. If the respondents mark "✓" in channel "Rarely" of positive statements they would obtained 1 score.

If the respondents mark "✓" in channel "Always" of negative statements they would obtained 1 score. If the respondents mark "✓" in channel "Often" of negative statement they would obtained 2 score. If the respondents mark "✓" in channel "Usually" of negative statements they would obtained 3 score. If the respondents mark "✓" in channel "Sometime" of negative statements they would obtained 4 score. If the respondents mark "✓" in channel "Rarely" of negative statements they would obtained 5 score.

One of the objectives of the present study pertained to find out the level of the self development of secondary school administrators. To determine the levels of self development of secondary school administrators the scores obtained by summing the weights assigned to the statements of the scale. The maximum possible score for each respondent thus be 500 and the minimum score for each respondent thus be 100. The scores then be divided by number of statement (100). In this way, the maximum score would be 5 and minimum score would be 1. To decide whether the score indicates in "Very High", "High", "Moderate", "Low", "Very Low", the scores were converted into the criteria which based on the suggestion of Best (Best, 1983:182).

After the responses on the scale to measure self development of secondary school administrators, the mean score for the total score (100 statements) was obtained. In order to make the levels of self development namely "Very High", "High", "Moderate", "Low", "Very Low", the researcher classified with the help of the criteria mentioned above. The scores of
“Very Low” group of self development varies from 1.00 – 1.49, the scores of “Low” group varies from 1.50-2.49, the scores of “Moderate” group varies from 2.50-3.49, the scores of “High” group varies from 3.50-4.49, and the scores of “Very High” varies from 4.50-5.00.

The data yielded by the tools were analyzed according to the hypotheses. The following techniques of analyses of data and the statistical calculations were employed.

1) The percentage was used to calculate the number of sample.

2) In order to determine the level of self development of secondary school administrators, the mean and standard deviation were calculated.

3) The t-test was used to test the significant of difference between mean scores of self development of secondary school administrators belonging to different groups of sex, educational qualification, type of school, and area of school.

4) The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the self development of secondary school administrators belonging to different groups of age, work experience, monthly income, and size of school.

5) The Studentized Range Statistics Test (q) was used just to get the general idea about the difference between mean scores of various groups of self development of secondary school administrators belonging to different groups of age, work experience, monthly income, and size of school.

6) The 0.05 and 0.01 level of significance were considered satisfactory for the acceptance or rejection of the null hypotheses.

7) The frequency distribution, tables were prepared and placed in the report to present the data comprehensively.

From the technique of analysis of data mentioned above, it can be concluded that the researcher used of the statistics as follow:

- Percentage (%)
- Mean (x̄)
- Standard Deviation (S.D.)
- t-test (Independent Variables)
- Analysis of Variance (ANOVA) or (F-test)
- Studentized Range Statistics Test (q) (Newman Keuls Technique)
5.1 MAJOR FINDINGS

From the analysis and interpretation of data, it can be seen that the mean score of the self development of secondary school administrators (N = 786) was 4.21 (S.D. = 0.82), which was in high level.

It was further seen that the self development of secondary school administrators divided into four aspects.

(1) The mean score of the self development (personality development) of secondary school administrators was 4.08 (S.D. = 0.86), which was in high level. There were 25 statements regarding the self development (personality development). The highest mean score of the self development (personality development) related to the statement "I would talk to a friend who had different ideas to exchange our experience" (\( \bar{X} = 4.58, \text{S.D.} = 0.68 \)), which was in very high level, whereas the second and third mean score related to the statement "I carry friendly expression to get on with people generally" (\( \bar{X} = 4.44, \text{S.D.} = 0.72 \)) and the statement "I would express new ideas or works, which were well attuned to other tasks in the organization" (\( \bar{X} = 4.42, \text{S.D.} = 0.71 \)), which were in high level. The lowest mean score related to the statement "I intend to remember my colleagues' names and address them acquisitively" (\( \bar{X} = 3.52, \text{S.D.} = 0.97 \)), which was in high level. Out of 25 statements, 24 statements obtained mean score of self development (personality development) in high level whereas the other 1 statement obtained the mean score of the self development (personality development) in very high level.

(2) The mean score of the self development (academic development) was 4.44 (S.D. = 0.72) which was in high level. There were 25 statements regarding the self development (academic development). The highest mean score of the self development (academic development) related to the statement "I am trained to have ability in educational administration management in school" (\( \bar{X} = 4.66, \text{S.D.} = 0.58 \)), which was in very high level, whereas the second and third mean score related to the statement "I stipulated the curriculum, taking into consideration, readiness, identity, local wisdom and desirable" (\( \bar{X} = 4.64, \text{S.D.} = 0.69 \)) and the statement "I established learning network for learning linkage and exchange among the school" (\( \bar{X} = 4.62, \text{S.D.} = 0.71 \)), which were in very high level. The lowest mean score related to the statement "I established effective learning center
within school and community for exchange learning experience" $(\bar{X} = 4.07, \text{S.D.} = 0.84)$ which was in high level. "Out of 25 statements regarding self development (academic development), 12 statements obtained the mean score in very high level, whereas the other 13 statements obtained the mean score in high level.

(3) The mean score of the self development (knowledge development) was 4.19 (S.D. = 0.83) which was in high level. There were 28 statements regarding the self development (knowledge development). The highest mean score of the self development (knowledge development) related to the statement "I attended the speech, narration, panel discussions held at various government organizations for knowledge development" $(\bar{X} = 4.69, \text{S.D.} = 0.52)$ which was in very high level whereas the second and third mean score related to the statement "In pursuing knowledge, I worked closer with the public, with consciousness and seek knowledge for self" $(\bar{X} = 4.58, \text{S.D.} = 0.55)$ and the statement "I would read about the academic and occupational progress in the newspaper" $(\bar{X} = 4.57, \text{S.D.} = 0.71)$, which were in very high level. The lowest mean score related to the statement "I tried to associate with worthy senior persons" $(\bar{X} = 3.76, \text{S.D.} = 1.44)$, which was in high level. Out of 28 statements, 3 statements obtained the mean score of self development (knowledge development) in very high level whereas the other 25 statements obtained the mean score of self development (knowledge development) in high level.

(4) The mean score of the self development (health development) was 4.13 (S.D. = 0.88) which was in high level. There are 22 statements regarding the self development (health development). The highest mean score of self development (health development) related to the statement "I would follow the new concepts of sanitation, nutrition, and accommodation $(\bar{X} = 4.55, \text{S.D.} = 0.83)$, which was in very high level whereas the second and third mean score related to the statement "I would talk and exchange ideas with my friends about sport races" $(\bar{X} = 4.52, \text{S.D.} = 0.81)$ and the statement "I want to be the administrator who has sound education, broad experience, and mentally strong" $(\bar{X} = 4.36, \text{S.D.} = 0.87)$, which were in very high and high level respectively. The lowest mean score related to the statement "I would take a hygienic rest daily after work" $(\bar{X} = 3.79, \text{S.D.} = 1.01)$, which was in high level. Out of 22 statements, 2 statements obtained the mean score of the self development (health development) in very
high level whereas the other 20 statements obtained the mean score of self development
(health development) in high level.

5) The mean scores of the self development (personality development) of
secondary school administrators was in high level (\( \bar{X} = 4.08, S.D. = 0.86 \)) whereas the
mean scores of the self development in other aspects (academic development, knowledge
development, and health development) were also in high level (\( \bar{X} = 4.44, S.D. = 0.72 \)),
(\( \bar{X} = 4.19, S.D. = 0.83 \)), (\( \bar{X} = 4.13, S.D. = 0.88 \)) respectively. The highest mean score of
the self development related to the academic development (\( \bar{X} = 4.44, S.D. = 0.72 \)) which
was in high level whereas the lowest mean score of the self development related to the
personality development (\( \bar{X} = 4.08, S.D. = 0.86 \)).

6) The mean score of the self development of male secondary school administrators
was 4.22 (S.D. = 0.79) which was in high level whereas the mean score of the self
development of female secondary school administrators was 4.20 (S.D. = 1.02) which was in
high level.

The self development (personality development) of male secondary school
administrators was 4.29 (S.D. = 0.90) which was in high level whereas the self development
(personality development) of female secondary school administrators was 3.83 (S.D. = 1.16)
which was in high level.

The self development (academic development) of male secondary school
administrators was 4.36 (S.D. = 0.73) which was in high level whereas the self development
(academic development) of female secondary school administrators was 4.55 (S.D. = 0.88)
which was in high level.

The self development (knowledge development) of male secondary school
administrators was 4.10 (S.D. = 0.92) which was in high level whereas the self
development (knowledge development) of female secondary school administrators was
4.29 (S.D. = 1.06) which was in high level.

The self development (health development) of male secondary school
administrators was 4.13 (S.D. = 0.64) which was in high level whereas the self development
(health development) of female secondary school administrators was 4.14 (S.D. = 0.97)
which was in high level.
It can be summarized that all of 4 aspects of self development of secondary school administrators belonging to male and female group obtained the mean scores at high level.

7) There was no significance between the mean scores of self development (total score) and self development (health development) of secondary school administrators belonging to male and female group, whereas there was the significant at 0.01 level of confidence between the mean scores of self development (personality development, academic development, knowledge development) of secondary school administrators belonging to male and female group.

8) The mean score of the self development of secondary school administrators belonging to different groups of age was in high level. The mean score of the self development of secondary school administrators belonging to 31 - 40 year was 4.05 (S.D. = 0.89) which was in high level whereas the mean score of the self development of secondary school administrators belonging to 41 - 50 year, and 51 - 60 year were 4.39 (S.D. = 0.78), and 4.19 (S.D. = 0.82) respectively, which were in high level.

The mean score of the self development (personality development) of secondary school administrators belonging to 31 - 40 year was 4.11 (S.D. = 0.74) which was in high level whereas the mean score of the self development (personality development) of secondary school administrators belonging to 41 - 50 year, and 51 - 60 year were 4.15 (S.D. = 0.74), 3.98 (S.D. = 0.95) respectively, which were in high level.

The mean score of the self development (academic development) of secondary school administrators belonging to 31 - 40 year was 4.30 (S.D. = 0.96) which was in high level whereas the mean score of the self development (academic development) of secondary school administrators belonging to 41 - 50 year, and 51 - 60 year were 4.57 (S.D. = 0.58), 4.45 (S.D. = 0.87) respectively, which were in very high and high level.

The mean score of the self development (knowledge development) belonging to 31 - 40 year was 3.90 (S.D. = 1.13) which was in high level whereas the mean score of the self development (knowledge development) of secondary school administrators belonging to 41 - 50 year, and 51 - 60 year were 4.45 (S.D. = 0.56), 4.22 (S.D. = 0.89) respectively, which were in high level.
The mean score of the self development (health development) of secondary school administrators belonging to 31 - 40 year was 3.89 (S.D. = 1.39) which was in very high level whereas the mean score of the self development (health development) of secondary school administrators belonging to 41 – 50 year, and 51 – 60 year were 4.40 (S.D. = 0.80), 4.10 (S.D. = 0.94) respectively, which were in high level.

9) There was the significance at 0.01 and 0.05 level of confidence between the mean scores of self development (total score) and different aspects of self development of secondary school administrators belonging to different groups of age.

10) The mean score of the self development of secondary school administrators belonging to difference groups of work experience was in high level. The mean score of the self development of secondary school administrators belonging to 01 – 10 year was 4.17 (S.D. = 0.84) which was in high level whereas the mean score of the self development of secondary school administrators belonging to 11 - 20 year, 21 – 30 year, and 31 – 40 year were 4.44 (S.D. = 0.66), 4.20 (S.D. = 0.79), 4.03 (S.D. = 0.89) respectively, which were in high level.

The mean score of the self development (personality development) of secondary school administrators belonging to 01 – 10 year was 4.11 (S.D. = 0.85) which was in high level whereas the mean score of the self development (personality development) of secondary school administrators belonging to 11 - 20 year, 21 – 30 year, and 31 – 40 year were 4.40 (S.D. = 0.68), 4.01 (S.D. = 0.69), 3.80 (S.D. = 0.98) respectively, which were in high level.

The mean score of the self development (academic development) of secondary school administrators belonging to 01 – 10 year was 4.20 (S.D. = 0.88) which was in high level whereas the mean score of the self development (academic development) of secondary school administrators belonging to 11 - 20 year, 21 – 30 year, and 31 – 40 year were 4.80 (S.D. = 0.47), 4.54 (S.D. = 0.64), 4.22 (S.D. = 0.87) respectively, which were in very high and high level.

The mean score of the self development (knowledge development) of secondary school administrators belonging to 01 – 10 year was 4.24 (S.D. = 0.70) which was in high level whereas the mean score of the self development (knowledge development) of
secondary school administrators belonging to 11 - 20 year, 21 – 30 year, and 31 – 40 year were 4.25 (S.D. = 0.75), 4.16 (S.D. = 0.87), 4.11 (S.D. = 0.71) respectively, which were in high level. The mean score of the self development (health development) of secondary school administrators belonging to 01 – 10 year was 4.13 (S.D. = 0.91) which was in high level whereas the mean score of the self development (health development) of secondary school administrators belonging to 11 - 20 year, 21 – 30 year, and 31 – 40 year were 4.31 (S.D. = 0.72), 4.06 (S.D. = 0.98), 3.99 (S.D. = 1.01) respectively, which were in high level.

It can be summarized that all of 4 aspects of self development of secondary school administrators belonging to different groups of work experience obtained the mean scores at high and very high level.

11) The F ratio on ANOVA of self development of secondary school administrators belonging to different groups of work experience was 8.65, which was significant at 0.01 level of confidence. The F ratio on ANOVA of self development (personality development, academic development, and health development) of secondary school administrators belonging to different groups of work experience was 18.78, 24.14, 4.21, which were significant at 0.01 level of confidence, whereas the F ratio on ANOVA of self development (health development) of secondary school administrators belonging to different groups of work experience was 1.26. It can be concluded that work experience did effect on the mean score of self development (personality development, academic development, and health development) of secondary school administrators and did not effect on the mean score of self development (health development) of secondary school administrators.

12) The mean score of the self development of secondary school administrators belonging to difference groups of monthly income was in high level.

The mean score of the self development (personality development) of secondary school administrators belonging to 05,000-10,000 Baht group of monthly income was 3.62 (S.D. = 1.19) which was in high level whereas the mean score of the self development (personality development) of secondary school administrators belonging to 10,001-15,000 Baht, 15,001-20,000 Baht, and 20,001 Baht onwards group of monthly income were 4.04 (S.D. = 0.84), 4.18 (S.D. = 0.89), 4.48 (S.D. = 0.59) respectively, which were in high level.

The mean score of the self development (academic development) of secondary
school administrators belonging to 05,000-10,000 Baht group of monthly income was 4.11 (S.D. = 1.06) which was in high level whereas the mean score of the self development (academic development) of secondary school administrators belonging to 10,001-15,000 Baht, 15,001-20,000 Baht, and 20,001 Baht onwards group of monthly income were 4.52 (S.D. = 0.63), 4.52 (S.D. = 0.68), 4.45 (S.D. = 0.78) respectively, which were in very high and high level.

The mean score of the self development (knowledge development) of secondary school administrators belonging to 05,000-10,000 Baht group of monthly income was 3.76 (S.D. = 0.97) which was in high level whereas the mean score of the self development (knowledge development) of secondary school administrators belonging to 10,001-15,000 Baht, 15,001-20,000 Baht, and 20,001 Baht onwards group of monthly income were 4.22 (S.D. = 0.88), 4.33 (S.D. = 0.71), 4.45 (S.D. = 0.68) respectively, which were in high level.

The mean score of the self development (health development) of secondary school administrators belonging to 05,000-10,000 Baht group of monthly income was 3.63 (S.D. = 1.31) which was in high level whereas the mean score of the self development (health development) of secondary school administrators belonging to 10,001-15,000 Baht, 15,001-20,000 Baht, and 20,001 Baht onwards group of monthly income are 3.94 (S.D. = 1.14), 4.29 (S.D. = 0.80), 4.66 (S.D. = 0.61) respectively, which were in high level.

It can be summarized that all of four aspects of self development of secondary school administrators belonging to different groups of monthly income obtained the mean scores at high and very high level.

13) There was the significance at 0.01 level of confidence between the mean scores of self development (total score) and different aspects of self development of secondary school administrators belonging to different groups of educational qualification.

14) The mean score of the self development of post graduate secondary school administrators was 4.51 (S.D. = 0.63) which was in very high level whereas the mean score of the self development of graduate secondary school administrators was 3.91 (S.D. = 0.91) which was in high level.

The self development (personality development) of post graduate secondary school administrators was 4.35 (S.D. = 0.69) which was in high level whereas the self development (personality development) of graduate secondary school administrators was
3.81 (S.D. = 0.89) which was in high level.

The self development (academic development) of post graduate secondary school administrators was 4.88 (S.D. = 0.43) which was in very high level, whereas the self development (academic development) of graduate secondary school administrators was 4.00 (S.D. = 0.87) which was in high level.

The self development (knowledge development) of post graduate secondary school administrators was 4.45 (S.D. = 0.65) which was in high level whereas the self development (knowledge development) of graduate secondary school administrators was 3.93 (S.D. = 0.97) which was in high level.

The self development (health development) of post graduate secondary school administrators was 4.36 (S.D. = 0.70) which was in high level whereas the self development (health development) of graduate secondary school administrators was 3.90 (S.D. = 0.93) which was in high level.

It can be summarized that all of four aspects of self development of secondary school administrators belonging to different groups of educational qualification obtained the mean scores at high and very high level.

15) There was significance of difference between the mean scores of self development (total score) and self development (different aspects) of secondary school administrators belonging to post graduate and graduate group. The post graduate secondary school administrators obtained higher mean score greater than that of the graduate secondary school administrators. The differences between mean scores are significant at 0.01 levels in total score and in different aspects.

16) The mean score of the self development (total score) of government secondary school administrators was 4.36 (S.D. = 0.81) which was in high level whereas the mean score of the self development (total score) of private secondary school administrators was 4.06 (S.D. = 0.79) which was in high level.

The self development (personality development) of government secondary school administrators was 4.28 (S.D. = 0.91) which was in high level whereas the self development (personality development) of private secondary school administrators was 3.88 (S.D. = 0.79) which was in high level.

The self development (academic development) of government secondary school administrators was
administrators was 4.58 (S.D. = 0.63) which was in very high level, whereas the self
development (academic development) of private secondary school administrators was 4.30
(S.D. = 0.71) which was in high level.

The self development (knowledge development) of government secondary school
administrators was 4.36 (S.D. = 0.80) which was in high level whereas the self development
(knowledge development) of private secondary school administrators was 4.02 (S.D. = 0.97)
which was in high level.

The self development (health development) of government secondary school
administrators was 4.22 (S.D. = 0.88) which was in high level whereas the self development
(health development) of private secondary school administrators was 4.04 (S.D. = 0.83)
which was in high level.

It can be summarized that all of four aspects of self development of secondary
school administrators belonging to different groups of type of school obtained the mean
scores at high and very high level.

17) There was significance difference between the mean scores of self
development (total score) and self development (different aspects) of secondary school
administrators belonging to different groups of type of school (government and private).

18) The mean score of the self development (total score) of urban secondary school
administrators was 4.35 (S.D. = 0.71) which was in high level whereas the mean score of the
self development (total score) of rural secondary school administrators was 4.07
(S.D. = 0.86) which was in high level.

The self development (personality development) of urban secondary school
administrators was 4.26 (S.D. = 0.74) which was in high level whereas the self development
(personality development) of rural secondary school administrators was 3.90 (S.D. = 1.10)
which was in high level.

The self development (academic development) of urban secondary school
administrators was 4.52 (S.D. = 0.66) which was in very high level, whereas the self
development (academic development) of rural secondary school administrators was 4.36
(S.D. = 0.88) which was in high level.

The self development (knowledge development) of urban secondary school
administrators was 4.38 (S.D. = 0.70) which was in high level whereas the self development
The self development (health development) of urban secondary school administrators was 4.24 (S.D. = 0.86) which was in high level whereas the self development (health development) of rural secondary school administrators was 4.02 (S.D. = 0.71) which was in high level.

It can be summarized that all of four aspects of self development of secondary school administrators belonging to different groups of area of school obtained the mean scores at high and very high level.

19) There was significance of difference between the mean scores of self development (total score) and self development (different aspects) of secondary school administrators belonging to different groups of area of school (urban and rural).

20) The mean score of the self development of secondary school administrators belonging to different groups of size of school was in high and very high level. The mean score of the self development (total score) of secondary school administrators belonging to small group of size of school was 3.94 (S.D. = 0.74) which was in high level whereas the mean score of the self development (total score) of secondary school administrators belonging to medium, large, and very large size of school were 4.12 (S.D. = 0.84), 4.25 (S.D. = 0.83), 4.52 (S.D. = 0.64) respectively, which were in high and very high level.

The mean score of the self development (personality development) of secondary school administrators belonging to small group of size of school was 3.78 (S.D. = 0.95) which was in high level whereas the mean score of the self development (personality development) of secondary school administrators belonging to medium, large, and very large size of school were 4.00 (S.D. = 0.87), 4.13 (S.D. = 0.77), 4.41 (S.D. = 0.71) respectively, which are in high level.

The mean score of the self development (academic development) of secondary school administrators belonging to small group of size of school was 4.30 (S.D. = 0.80) which was in high level whereas the mean score of the self development (academic development) of secondary school administrators belonging to medium, large, and very large size of school were 4.38 (S.D. = 0.84), 4.49 (S.D. = 0.70), 4.59 (S.D. = 0.63)
respectively, which were in very high and high level.

The mean score of the self development (knowledge development) of secondary school administrators belonging to small group of size of school was 3.99 (S.D. = 0.88) which was in high level whereas the mean score of the self development (knowledge development) of secondary school administrators belonging to medium, large, and very large size of school were 4.07 (S.D. = 0.84), 4.21 (S.D. = 0.72), 4.49 (S.D. = 0.69) respectively, which were in high level.

The mean score of the self development (health development) of secondary school administrators belonging to small group of size of school was 3.71 (S.D. = 1.10) which was in high level whereas the mean score of the self development (health development) of secondary school administrators belonging to medium, large, and very large size of school were 4.03 (S.D. = 0.86), 4.17 (S.D. = 0.97), 4.59 (S.D. = 0.52) respectively, which were in high and very high level.

It can be summarized that all of four aspects of self development of secondary school administrators belonging to different groups of size of school obtained the mean scores at high and very high level.

21) There was the significance of difference between the mean scores of self development (total score) and self development (different aspects) of secondary school administrators belonging to different groups of size of school (small, medium, large, and very large size of school).

5.2 CONCLUSIONS

It can be concluded that the mean scores of self development of secondary school administrators were in high level. It was further seen that the mean scores of four aspects of self development (personality development, academic development, knowledge development, health development) of secondary school administrators were also in high level.

For the comparison of the mean scores of self development of secondary school administrators belonging to different groups of variables, the t-test and F-test was used for the analysis. It was found that there was no significance of difference between the
scores of self development of secondary school administrators belonging to different groups of sex whereas there was the significance of difference between the scores of self development of secondary school administrators belonging to different groups of age, work experience, educational qualification, monthly income, type of school, area of school, and size of school. For better understanding, the conclusions of the comparison of the mean scores of self development of secondary school administrators belonging to different groups of variables is presented in table 5.1 - 5.2

**TABLE 5.1**

SUMMARY OF THE MEAN SCORES OF SELF DEVELOPMENT OF SECONDARY SCHOOL ADMINISTRATORS

<table>
<thead>
<tr>
<th>ASPECTS OF SELF DEVELOPMENT</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Personality development</td>
<td>High</td>
</tr>
<tr>
<td>(2) Academic development</td>
<td>High</td>
</tr>
<tr>
<td>(3) Knowledge development</td>
<td>High</td>
</tr>
<tr>
<td>(4) Health development</td>
<td>High</td>
</tr>
<tr>
<td>TOTAL</td>
<td>High</td>
</tr>
</tbody>
</table>
TABLE 5.1
CONCLUSION OF THE COMPARISON OF THE LEVEL OF SCORES OF
SELF DEVELOPMENT OF SECONDARY SCHOOL ADMINISTRATORS
CLASSIFIED BY SEX, AGE, WORK EXPERIENCE, EDUCATIONAL QUALIFICATION,
MONTHLY INCOME, TYPE OF SCHOOL, AREA OF SCHOOL AND SIZE OF SCHOOL

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>TOTAL SELF DEVELOPMENT</th>
<th>PERSONALITY DEVELOPMENT</th>
<th>ACADEMIC DEVELOPMENT</th>
<th>KNOWLEDGE DEVELOPMENT</th>
<th>HEALTH DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) SEX</td>
<td>ns</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>Ns</td>
</tr>
<tr>
<td>(2) AGE</td>
<td>**</td>
<td>*</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(3) WORK EXPERIENCE</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>ns</td>
<td>**</td>
</tr>
<tr>
<td>(4) EDUCATION QUALIFICATION</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(5) MONTHLY INCOME</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(6) TYPE OF SCHOOL</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(7) AREA OF SCHOOL</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>(8) SIZE OF SCHOOL</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Ns = Not significant
* = Significant at 0.05 level of confidence
** = Significant at 0.01 level of confidence

5.3 SUGGESTIONS

Currently, there are several avenues available for the pursuit of knowledge. There are news and data systems in the works of the developing telecommunications systems, made possible by research on electronics. Function of an organization would be good provided it has all the essential ingredients: up-to-date data, information system in the fields of politics, economics, social, new technology. All these have bearings on official function facing obstacles. Therefore, it is the duty of secondary school administrators to fix policy and modus operandi for the organization that must keep in step with the movements of
things that dictate its destiny, in order to avoid the bad effect of the work. Such abilities cannot be acquired by a single training method. Thus, the secondary school administrators must keep trying for self-development continually striving to improve the blind spots, and to keep up with the requirements realistically to keep pace with developments in the world. Self-development principles must stress to see "own self" in focusing the improvement of the weak points, in order to achieve success in the official life and perform with efficiency by keeping the concept for self developments i.e. personality development, academic development, knowledge development, and health development as follows:

1. Self-development must center on the principle of looking at duties and function and responsibility. Secondary school administrators must have "Morality" which will him to behave himself right. Together with "morality" he must have "Justice and Fairness". An secondary school administrators must be fair to his colleagues. Morality and Fairness help him develop himself.

2. Must be honest to self, because if he is not honest to himself, he can not be honest to others in his group a whole.

3. Must have responsibility to self, if not there will be damage. Hence, secondary school administrators need to be responsible over his duties, while exploring way for self development. Must be able to use own wits, coupled with revisions of various responsibilities.

4. In pursuing knowledge, an executive must work closer with the public, with consciousness and seek knowledge for self. Currently, the world is very much advanced in science and technology, so it is essential to keep up with latest knowledge and technology.

5. Secondary school administrators must sacrifice, and diligent all the time. Daily assessments of work carried out is necessary and revision should lead to guidelines for self development.

6. Team work is productive; with understand of policy, targets and working in team. Secondary school administrators must keep in mind all the time that each individual is a part of the job, community and society.

Such aforementioned concept, besides consideration of "self – analysis" as principle, also offered his comments to help the secondary school administrators to be more productive as follows:
1. Know themselves fully, regarding emotions, whether having actual ability adequately or not.

2. Know the strengths and weakness of team workers.

3. Know work mechanism

4. Know job description

5. Know an evaluation

6. Know how to place hope in the job

For Capability Adjustments of oneself, the secondary school administrators should place emphasis on the followings:

1. Consideration and analysis of self concerning knowledge, ability, untapped resources, weakness and strength, with the weakness corrected.

2. Should make consideration, learning all things all the time, with respect to general knowledge and job to be executed. This means studying, research making, and reading technical and occupational books.

3. Must have interest to study and enhance knowledge, including technical subjects, theory and new statistics, with tendency to change in future, so they can be used in the interests of organization always.

4. Meet with experts for association, the secondary school administrators might seek knowledge through conversation, exchanging ideas or experts in various fields.

5. Try to enhance one’s reputation, if possible, such as by contributing articles in magazines to share ones knowledge with readers.

6. Must seek knowledge always. In the commanding role, the secondary school administrators must seek knowledge at work; otherwise, job instructions would not proceed smoothly. For example, incorrect job instruction could lead to damages and secondary school administrators should study for knowledge of organization where he is working in order to achieve a standard over and above qualifications he possesses.

7. Must have experience of work. The art of learning theoretically alone is not enough. Must work seriously to get experience of progressive nature; must avoid experience that is depleted.
8. Must have knowledge and ability, that is, must be able to impart the knowledge and experience to get results in the job assigned.

9. Should have good human relations, inside and outside the organization, because the mere having of knowledge but lacking in human relations would achieve nothing. There is the proverb saying "With abundance of knowledge but unable to survive"

10. Know the location of organization quite well, meaning you have to know the environment, traditions and culture of the society all around the organization.

11. Know the policy of ministry, bureau, department and division, the unit that is under one's control.

12. Self-knowledge. Normally, we overlook this factor, as we tend to look at other before we look at ourselves. Not dare to censure self or criticize in a straightforward manner. Thus you need to correct yourself fast. If we can not mirror our image, it will be so difficult to work. To solve work-related problems you can not look in single direction, but you shall have to seek out way, one or the other to solve problems effectively with best results.

Every one may be able to be the secondary school administrators, but good administrators are scarce, with ability to do things should proposed four main principles for management as follows:

1) Acting which could be relied upon by subordinates, with expression of sympathy as appropriate, and being neutral. Secondary school administrators must be able to check excesses, depending on discretion. Above all, do not take advantage of your subordinates.

2) Develop subordinates by giving instructions, training and knowledge. They should be given chance to learn and improve, with enhancement of duties and responsibilities, including techniques of work so they improve their performance.

3) Develop own self through education which could adversely affect your work and management, leading to mistakes and shortcomings. Moreover, secondary school administrators need to develop themselves centering on habit and spirit, including family economy and status. Endeavor should go hand-in-hand with honesty. A person with weak financial status finds it difficult to achieve success in work.

4) Development the work. Secondary school administrators should concern to the job-related problems and try to overcome obstacles for progress that is sustainable.
To get good results in work, there is the need to look at the qualifications of secondary school administrators, as follows:

1. Ability to write, speak and speaking before and audience.
2. Having interest in all things in a wide spectrum
3. Ability to strive a balance
4. Being diligent
5. Being hard working and interest for progress
6. Being physically and mentally strong
7. Being decisive
8. Being sympathetic and flexible
9. Sound behaviour, countenance and attitude of administrators, conduct, language proficiency, coupled with ability to criticize of make assessment of subordinates.
10. Bravery
11. Decisiveness
12. Reliability, keeps promise as given, honesty
13. Hardworking
14. Sincerity to work and business
15. Being creative, and long-sighted.
16. Being fair
17. Knowledge
18. Tactful and clever
19. Selfless
20. Punctual

Based on research and theory of management of Guruge advanced by Ananda W. Guruge, and expert of science and culture attached to United Nations, a summary has been reached. Management is a process related to decision-making when one is engaged in formation of plans, usage of data, coupled with control of work and function, for progress in work and for achievement of target and goals envisaged. Secondary school administrators must have good guidelines for management to generate results (AIEPA. 1970 : 18-25). Based on the aforementioned summary, secondary school administrators striving for
progress must try to develop guidelines for self-development. In this nexus, recommendations have been issued by the President of Ogilvy and Matter, inc. focusing on factors that bring success to secondary school administrators as follows:

1. Must be a good listener
2. Questions shall be posed in a way that bring benefits to the person issuing questions to the greatest extent.
3. Should have good reading habit, taking all subjects and being able to read fast and able to comprehend.
4. Should be a good writer, with able to write well, sans mistakes, and easy to read.
5. Practice to be a good speaker, with essence and credibility.
6. Don’t talk too much; try to speak intelligently with an easy to understand style
7. Obtain data with accuracy and know things that you should know
8. Express ideas to the benefit of the organization
9. Work more than what is required by duty, and try to take work over and about the normal duties.
10. Be observant
11. Make yourself well-known, at least by issuing comments with justification.
12. Don’t hesitate to say thank you, regardless of what you do, keep thinking now and then.
13. Don’t hesitate to say thank you, regardless of what you do, keep thinking now and then.
14. Have interest in things generally, and executive knowledge should be expansive and thorough.
15. Good health is essential and it can be achieved by physical exercise, and rest so as to be emotional stable.

Preeya Kongruetsuksakorn. (2000: 34-35) emphasized method of developing knowledge and capability. They said that without self-development, and exercise cannot develop its subordinates. Thus, development can be achieved as follows:
1. Be serious about self-development to keep pace with circumstances.
2. Exchange idea, knowledge in friendly gesture.
3. Monitor movements relating to policy and projects undertaken directly and other related projects.
4. Seek technical knowledge from books, documents.
5. Monitor movements of incidents, local and international on basis of the media.
6. Participate in training and seminars if chance presented.
7. Study via the post to absorb subjects relating to work.
8. Seek membership of technical associations and other interesting organizations.
9. Be a leader in panel discussions and sometimes give lectures.
10. Seek chance for studying and for apprenticeship locally and at international level from time to time.
11. Back to some academic institution, if possible.
12. Should be interested in books written in other languages.
13. Associate with worthy senior persons.

Tawiboon Homyen. (2002: 37) proposed that executives should have personal characteristics as follows:

1. Should have financial status should be good, stable, sans debt.
2. Should be brainy or have wisdom, including high knowledge and high education good to earn respect of subordinates.
3. Should have general ability, special knowledge, with high degree of psychology, with understanding of human differences, possess' principles of management, able to solve problems and be creative.
4. Should have good characteristics for leadership, and be able to adjust self to get along with people from all walks of life; shall also possess good human relations.
5. Should have good health, the exercise must know how to keep physical and mental faculties going all the time.
Based on the summary on the Seminar for self-development to be complete personnel of Office of the Civil Commission (2003:1-6) secondary school administrators should have been gleaned as follows:

1) Thoughts and concept for self-development relating to knowledge and ability.
   1.1) Pursuit of knowledge and observance of rules, regulations for self-practice.
   1.2) Study policy, structure, habits of the superiors.
   1.3) Exchange ideas, thoughts and concept among people in varying circumstances.
   1.4) Know thyself, along with knowledge of duties, role in management.
   1.5) Seek chances for participation Technical Seminars relating to management.
   1.6) Be accept to ideas and expressions of others, in order to find effective means for management.

2) Conceptual guidelines relating to duty, role and function of people who are complete in most respects.
   2.1) Honest, neutrality are essential for fairness
   2.2) Know how to solve problems
   2.3) Know how to plan for work, including guidelines to maintain life.
   2.4) Be receptive to problems with sympathy, and give explanations with clarity.
   2.5) Carry out work with speed to maintain interests.
   2.6) Should not be secretive of your knowledge or your working guidelines.
   2.7) Should be hard working, and do not exhibit bad behaviour.

3. Conceptual guidelines for official execution of work.
   3.1) Do your work to maintain a balance between government officials and agencies.
   3.2) Have good human relations.
   3.3) Extend cooperation, create good understanding among officials
   3.4) Should give explanations about pros and cons of officialdom in
continuity.

3.5) Officer consulting service and solve personal problems

Because a qualified secondary school administrators could generate productivity, it is essential for self-development because a qualified administrator with self-development possess five good qualities in view of Arponphan Janswamg. (2003 : 33-34) as follows:

1. Should be able to use thought and action productively.
2. Should have ability to forecast future trends.
3. Should be able to handle complicated situations
4. Should be receptive and listen to others, who express their thoughts, concept and interests.
5. Being experienced in human relations to achieve one's own objectives.

Administrator possessing aforementioned five qualifications should be clever, and adherent of discipline, with sense of responsibility, self-confidence and healthy. Thus administrator's development is actually development of personality to have quality for utilizing knowledge physical and mental ability to general interests of the organization and of self.

Shane and Yarch. (1997 : 517-519) gave summary on administrative characteristics under 13 points, that can be put into 2 groups, namely, specials characteristics inherent in each exercise and characteristics created by executives as follows:

Special characteristics found in each executive are as follows:
1. Being a solid person and considerate
2. Being a hard worker, seriously interested in work
3. Having self-confidence
4. Acting and behaving to earn the respect of co-workers
5. Being broad-minded
6. Having wisdom
7. Being emotional stable
Characteristics which an executive could create subsequently are as follows:

1. Getting co-worker to work on one's behalf fully.
2. Being up-to-date always
3. Working efficiently
4. Possessing good human relations
5. Being a man of discipline
6. Being a developer

Nolte, C.M. (1966: 386-398) gave definition of good characteristics found in administrators as follows:

1. Having good human relations
2. Being broad-minded
3. Possessing clever methods to work
4. Being democratic
5. Able to solve problems
6. Being creative
7. Accountable for mistakes
8. Being emotionally stable
9. Works seriously for common benefits
10. Having capacity for communications
11. Able to create good atmosphere to work
12. Energetic and agile
13. Offers opportunity to others for participation in creation of concept for working
14. Being in step with events always

Fayol (1911: 7) commented about characteristics of administrators as follows:

1. A good administrator must be physically strong.
2. A good administrator must be mentally strong with good intention, and able to learn for self improvement or adjustment
3. A good administrator must have good morals and ethics
4. A good administrator must understand rules and regulations and know working procedures.

5. A good administrator must have sound education

6. A good administrator must have broad experience

According to the results of the study, it can be seen that sex, age, work experience, educational qualification, monthly income, type of school, area of school, and size of school did affect on the mean scores of self development of secondary school administrators. In order to raise the level of self development of secondary school administrators, one should concern to the variables as mentioned above.

1) Male secondary school administrators should develop themselves related to the personality more than female secondary school administrators. Female secondary school administrators should develop themselves related to the academic and knowledge more than male secondary school administrators.

2) Secondary school administrators of 31 – 40 years and 51 – 60 years of age should develop themselves related to the personality, academic, knowledge, and health more than secondary school administrators of 41 – 50 years of age.

3) Secondary school administrators of 01 - 10 years, 21 – 30 years, and 31 – 40 years of work experience should develop themselves related to the personality, academic, knowledge, and health more than secondary school administrators of 11 – 20 years.

4) Secondary school administrators with low educational qualification should develop themselves related to the personality, academic, knowledge, and health more than secondary school administrators with high educational qualification.

5) Secondary school administrators with high monthly income can get opportunity in self development related to the personality, academic, knowledge, and health more than secondary school administrators with low monthly income.

6) Secondary school administrators belonging to private schools should get opportunity in self development related to the personality, academic, knowledge, and health more than secondary school administrators belonging to government schools.
7) Secondary school administrators belonging to rural schools should get opportunity in self development related to the personality, academic, knowledge, and health more than secondary school administrators belonging to urban schools.

8) Secondary school administrators belonging to small, medium and large schools should get opportunity in self development related to the personality, academic, knowledge, and health more than secondary school administrators belonging to very large schools.

5.4 SUGGESTION FOR FURTHER STUDY

1) There should be the study of the self development of primary school administrators.

2) There should be the study of the self development of college administrators.

3) There should be the study of the self development of primary school teachers.

4) There should be the study of the self development of college teachers.

5) There should be the study of the self development of educators in office of education.

6) There should be the study of the self development of head division of offices in Ministry of education.

7) There should be the study of the self development of educational supervisors.

8) There should be the study of factors affecting of the self development of primary school and secondary school administrators.

9) There should be the study of factors affecting of the self development of educator and head division of offices of education.

10) There should be the study of factors affecting of the self development of educational supervisors.

11) There should be the study of the obstacles of the self development of primary school and secondary school administrators.

12) There should be the study of the obstacles of the self development of educator and head division of offices of education.

13) There should be the study of the obstacles of the self development of educational supervisors.
14) There should be the study of the policies of the educational organizations regarding to the self development of teachers, administrators, and supervisors.

15) There should be the study of the effectiveness of the schools or organizations in relation to self development of teachers.

16) There should be the study of the effectiveness of the schools or organizations in relation to self development of administrators.

17) There should be the study of the effectiveness of the schools or organizations in relation to self development of educational supervisors.