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CHAPTER 1
INTRODUCTION

1.0 PREFACE

School is considered as an educational organization or a unit of the society with a prominent role in producing the personnel, who are children and juveniles, to become good citizens, vested with the knowledge and ability. It is therefore important to develop the educational standard, and the educational administration of the government to keep in pace with changes of the New World, which is a global communication with no limitation. In this world a variety of new technologies are put into use. In progressing to the state of excellence, a school needs to have a competent school administrator with a good knowledge and ability. He should also be fully authorized to make use of various resources in the school operation (Ministry of education. 2002:12). Hence, the administrative behavior of a school administrator is an important factor for the accomplishment or failure in the school administration. This is in congruent with the concept of Somchai Prapapen (2002: 2), who stated that the significance of the school administration primarily depends upon the school administrator.

Administering work in any organization either it be an organization which is working unit of governmental section or private sector, all will have the same aim that is efficiency or success of work. The organization will be successful or meet with failure in work, part of it will happen with two groups of people that is administrative group which is leader and colleagues group. If the administrator is able to create leadership situation suitably and is in accordance with roles and duties of a good administrator, the Colleagues would naturally give cooperation and help to develop the work which they are responsible to a perfect one. When it is so, that organization will have advancement throughout the time. On account of this, the administrator is therefore, important machinery in coordinating the role of the organization and coordinates the roles of personnel in the organization to remain in good balance, that means there is a work success or work effectiveness.
On the whole, the past secondary education encountered many problems to be rectified. One of the problems is due to the lack of development of administrator. (Apaporn Mitcharoon. 2004: 37-39).

In addition, the administrators usually lack of practice of self development i.e. personality development, academic development, knowledge development, and health development. The administrators like to set criteria with the old knowledge and unnecessarily which enables colleagues to loss morale, encouragement, and performance of work has dropped.

Miller, D.E. (1979: 15) has given a suggestion that the self development will enable relationship between leadership behaviour of the administrator and the environment both the staff and outside the organization to change. Specifically, in the present time, Thailand has received impact due to socio-economic growth, politics, science & technology, which enables people's life to adjust and change rapidly. Such change enables personnel to adjust themselves. In what characteristics the adjustment will be, is depended upon complications of change which happens. Therefore, it is the duty of administrator to develop himself, in order to create the success in producing the quality of work.

From the study of Department of General Education, (2003: 1) found that the administration of most secondary educational institution is not sufficiently systemized to steer the organization to the excellence, effectively. The administration acquired knowledge on the modern administration, with insufficient administrative ability. The emphasis had not been placed on the educational development. Most authorized persons and staff members did not acquire more academic development. There is a lack of progression with an inconstant development. Hence, they cannot keep pace with the modern technology. The learning achievement of students is still at the amendatory level, with a lack of skill in the learning process. The administrator acquired the personality development and health development.
Problems pertaining to the administrative behaviour of school administrators would affect directly to the difference in the administrative achievement of school directors. That is, the achievement or failure in the school administration significantly occurs from the difference of administrative quality of the school administrators; (Office of the National Education Commission. 2003: 25 – 27). This concept is in consort with Knezevich, (Prasit Sawaddee. 2002: citing Knezevich. 1975:5), saying that the administrative behaviour is the most important device of an administrator in his performance with direct impact to the success of that administrator. Therefore the secondary school administrators must improve themselves in such a way that they acquire a wide vision, and become a leader in the innovative thinking. Administrators should be supported to develop their knowledge to keep pace with rapid changes. Technical seminars should be set up. Administrators should go on field trips, and special technicians should be invited to add up their knowledge. They should be supported to further their studies, internally and externally. Educational supervision should also be undertaken within schools; (National Education Commission. 2003: 109). This is advantageous to the execution in adapting to the present social environment and technology, enabling the accomplishment of the school administration, successfully and effectively.

1.1 STATEMENT OF THE PROBLEM

The present research is studied under the problem:

“A STUDY OF SELF DEVELOPMENT OF SECONDARY SCHOOL ADMINISTRATORES IN THAILAND”

1.2 IMPORTANCE OF THE STUDY

The main focuses of the Basic Education Curriculum, 2001 is to develop learner in four areas:- morality, intellectual growth, quality of life, and competitive ability which accelerate the potential of learners; to enable them to live a happy life according to the basis of good citizenship of the country and the world: to develop their professional or vocational abilities, to be able to make appropriate decisions for furthering their advance education in the line with their competencies, interests and experience. The person who
plays the very important roles to achieve the ultimate goals of secondary education in Basic Education is the administrators. Educational institution administrators have given many appellations by people of many professions. According to the roles and duties of the Educational institution administrators, it is found that their roles and duties are onerous. This is because the character of an educational institution administrators must get close and associate with a lot of teachers, students, and people in community. Whereby, educational institution administrators must face with many circumstances that are both satisfactory and dissatisfactory. The secondary school administrators also the person who have to take up lots of work and undergoes lots of responsibilities. This acquired by secondary school administrators in developing himself to become his important obstacle in executing his duties.

The findings of the study will give the knowledge about the level of self development of secondary school administrators and the guideline how to develop themselves. The present study will give the idea about the self development such as the personality development, academic development, knowledge development, and health. If the country has good quality of administrators, the students then fully have knowledge and potential for country development.

1.3 DEFINITION OF THE IMPORTANT TERMS

1) Self development

The self-development refers to the consecutive process of self-analysis to find the weak points and strong points on the technical knowledge and on the behaviour which the self-developer stipulates resiliently. Then the individual would quest for the knowledge, understanding, and experience to improve himself to the required behaviour. This self-improvement would be executed through any one influential basis.

Self development in the present study 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 refers to countenance, shape or dress only, but it also refers to all things exhibited by us in the eyes of other people, that is part of characteristics of each administrator, exhibited by way of character, physical or mental expression.

Personality development in the present study 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) Possess 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 refers to the experience, and knowledge deriving from studies and training in any area. Ability to lay ground work for c-workers, ability to draw thoughts and concept of other people are all necessary to keep the cc-workers on their toes. Ability to get cooperation, and making others feel that they are important and
ability to place assignments and responsibility, including ability to express thoughts with clarity, by writing and by speech.

Academic development in the present study 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 refers to the basic factors and characteristics, guidelines have appeared for the administrator to achieve succeeds. Administrator-developer should be able to use the tools in hand along with knowledge to generate maximum benefits for the organization as much as possible. Success achieved by the agency shall be satisfactory to the service users.

Knowledge development in the present study 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.

5. OBJECTIVES OF THE STUDY

In the present study, the researcher intends to find out the self development of secondary school administrators in Thailand. 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.

1.5 VARIABLES OF THE STUDY

1.5.1 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

1.5.2 DEPENDENT VARIABLES

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

1.6 QUESTIONS TO BE ANSWERED

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?

1.7. HYPOTHESES OF 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 monthly income.

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.

1.8 LIMITATION OF THE STUDY

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

1.9 CHAPTERIZATION

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

CHAPTER 1 INTRODUCTION

The first chapter deals with 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.

CHAPTER 2 THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

The second chapter concerns 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 presents the review of the past studies related to self development of secondary school administrators.

CHAPTER 3 METHOD AND PROCEDURE

The third chapter bases on the technique selected for the study, tool and the administration of the tool, technique of analyses of data, statistical technique used in the
CHAPTER 4 ANALYSES OF DATA AND INTERPRETATION

The fourth chapter describes 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.

CHAPTER 5 REVIEW, MAJOR FINDINGS, CONCLUSION AND SUGGESTIONS

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


