PART - I
CHAPTER 1

INTRODUCTION, SCOPE AND METHODOLOGY
1.1.1 GENERAL BACKGROUND OF THAILAND

1.1.1 Geographical Background

Thailand, one of the Southeast Asian countries, is situated on the Indo-Chinese Peninsula, comprising an area of some 200,000 square miles, about the size of France, from North 5°40' to 20°30' and from East 97°30' to 105°45'. It is bounded by Malaysia on the south, Kampuchea and Vietnam on the east, Laos and China on the north, and Burma on the west. Bangkok is the capital of Thailand. With a medley of past and present, the city, besides being the centre of the government administration, is renowned among foreigners for its international airport, first class hotels, shopping centres, floating market, historical temples and Grand Palace. In 1980, Thailand's population was estimated at 47 million. About 85 per cent of them live in rural areas, with the remaining 15 per cent clustered mainly in Bangkok, the centre of social, commercial and political life. The majority of the labour force is engaged in agriculture, forestry, hunting and fishing.
About 45 per cent of the labour force is contributed by women.¹

Thailand is comprised of 73 provinces (changwats). Geographically it is divided into four regions: the Central, the Northeastern, the Northern and the Southern.

Tropical and with a high degree of humidity, Average temperature is 83°F. In Bangkok, temperature ranges from 69°F in December to 96°F in April and May. Thailand has three seasons: hot (March to May), rainy (June to October) and cool (November to February).

1.1.2 General History and Government

From ancient days the king has always been the supreme head of the Thai Kingdom. He might be the "Father of the people" as was Khun Ram KhunBeang of Sukhothai (1279-1300), or the "Lord of Life" as were the kings of Ayuthaya and Bangkok during the pre-constitution periods. Though the king was an absolute monarch, he had to observe "the Tenfold Virtues of the King".

King Mongkut (1804-1868) was the first monarch of modern Thailand who was fond of associating with the westerners

and was keen to learn new ideas from them. Besides entering into treaty with the countries of the west, he sent to them on various occasions ambassadors to promote these relations. Although he did little to alter traditional patterns, he did invite eighty-four Europeans as advisers and consultants, but he permitted no encroachments on the monarchy itself.

Major changes in all fields were introduced by the late king Chulalongkorn (1853-1910). Since his time, modern education and modern political ideas have spread rapidly. His successors tried to reform many governmental agencies and systems, but in the later years the progress was slow. Among other factors, the pressure of the world-wide economic depression of the thirties led to a bloodless revolution in 1932. The regime was changed from an absolute monarchy to a constitutional one. According to the constitution of Thailand, the king is the head of the state. All the three powers - executive, legislative and judiciary - must be performed in his name. "The King can do no wrong" is accepted by the law and the Thai people. The King is the supreme commander of the armed forces. Although he is the patron of all religions in the kingdom, he himself must be a Buddhist.

At present Thai Government is highly centralized. The greater part of administrative authority is in the hands of high officials in the Bangkok Metropolis. Decentralization, in a small way, was once put into practice. Many inconveniences were suffered and then the power was taken back by the central
government. Most of the elected local governments (like municipalities) are not very popular. At present governments (like municipalities) are not very popular. At present the Bangkok Metropolis is under the control of the Director-General of the Department of Local Administration, Ministry of Interior and his staff, who are the appointed officers.

Executive power is handled by the government, headed by the prime minister. Government affairs are divided into the following ministries: Office of the Prime Minister; Interior; Defence; Agriculture; Economics; Communications; Education; Finance; Justice; Foreign Affairs; Health; Science and Technology; and Industry. Each minister is assisted by one or more deputies and assistant ministers. The permanent under-secretary has under his charge political officers in the departments in the ministry and all the field staff at the provincial and district levels.

Thailand is divided into seventy-three provinces, each of which is headed by a governor who is appointed by the Ministry of Interior. The province has administrative staff composed of representatives of some departments. A province is split into districts, and the sub-division of a district is a tambon (comprising a group of villages). The tambon is partitioned into mubans (consisting of hamlets or villages). The district officer, an appointed officer of the Ministry
of Interior, inspects and supervises all official leaders of the tambons and mubans respectively. There are elected personnel like the kamnons from among the headmen in the tambons; and the phuyaibans or the headmen from the leadersmen in the villages. They are employed under the administrative law to perform all government duties in their areas, but their names are not in the regular government payroll. They receive a small monthly allowance for miscellaneous expenses.

1.1.3 Occupations in Thailand

Thailand is an agricultural country with approximately 84 per cent of her employed population engaged in crop and livestock production. Rice is now, as in the past, the chief produce of the country. The average Thai farmer is not employed throughout the year. He works hard at the planting and harvesting seasons: ploughing, sowing, transplanting and finally reaping and storing the grain. Between these periods of heavy work, he has little to do but odd jobs. Some farmers raise supplementary crops in their fields in the off seasons. In the country as a whole besides planting rice in wet land, other cultivated crops are maize, mung beans, cassava roots, sugarcane, vegetables and fruits. The farmers also raise oilseeds, coconuts, jute, cotton, and kapok. Rubber plantations are found in the eastern part of the central area and in the southern Thailand where there is plenty of rainfall. Forestry is there practically in all areas with an exception of the
alluvial plain in central Thailand. Livestock such as buffaloes, cattle, pigs and fowls are raised. Fishing is done in both fresh and salt water. Manufacturing forms a small percentage (about two per cent) of all occupations.

From the economic point of view, the economy of Thailand is based on Agriculture. Rice is the most important export followed by rubber, maize, tin, jute, kenaf, teak and cassava. And since over the past decade there has been an increase in the number of firms producing construction materials, iron and steel, electrical goods, petroleum, chemicals, plastics and canned fruit and assembling automobiles. This change has affected a great impact on Thai industrial acts and products. It has brought about large foreign investors and resulted 'new-step' of Thai industrial occupation development. Certificates have been granted to enterprises engaged in construction, the textile industry, hotels and restaurants, automobile and bicycle assembling and the manufacture of various types of machinery, equipment and electrical appliance. The other major industrial products include sugar, gunny bags, cement, paper, vegetable oils, automobile tires, iron and steel textiles, canned foods, milk and gems.\(^2\)

\(^2\)Ibid., p. 33.
1.1.4 Cultural Values of the Thai

The word "Thai" literally means "Free". History reveals that during the colonial period, most of Thailand's neighbours lost their independence and became colonies of the western nations while Thailand continued to enjoy her freedom, though she had to give up some of her territories to the occidental powers. According to Damrong, the famous Thai historian, Thai people possessed three prominent characteristics that backed up their national progress; love of national independence, toleration and power of assimilation.

The majority of Thai people are Buddhists. The Buddha himself was a royal prince. In this manner royalty and Buddhism associate and support each other. The king is a layman, but he has the power to bestow and to deprive of rank and dignity of the priests as well as the officials. The priests look upon the king with reverence; in their preachings they contribute to the fame and honour wherever the opportunity offers. Before 1932, the king was very powerful. But now since the regime has changed, his power has diminished and in his place have come politicians. But in social circles he is still highly respected by his countrymen.

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Prince Damrong Rachanuphop, "Talks on Thai History" Presented at Chulalongkorn University, 1929, quoted in Charoen Cheichana, Geography and History for Mattayom 6 (Bangkok: Thai Wattana Phanit, 1952), p.21.
The permanent high ranking officials come next to the king. Most of them are of "noble blood" and are well educated. People have much confidence in them. Officials have to be qualified and they, thus, have to be examined before they are promoted to the higher positions. Throughout the kingdom, officials are considered as the representatives of the king to look after the welfare of the people.

Modern education was introduced in Thailand during the reign of the late King Chulalongkorn (1853-1910). Training of the would-be officials was one of the objectives. There had always been a desire among the Thai people even today, to be the king's servants (literally translated means government employees). Other jobs would be the second choice for any one when no post in the government is available. Officials hold high status in the eyes of the Thai, especially the rural people.

There are about two hundred thousand buddhist priests and novices throughout the kingdom who lead a spiritual life. The buddhist temple is a place where rural people come together on special religious occasions and discuss their problems. Priests are highly respected. They are classed under a special category not associated with worldly affairs. They are concerned with ethics and morals and are not supposed to lead worldly life.

The Buddha himself valued knowledge and education, and he is referred to as a great teacher. He once said that
of all giving, knowledge imparting is the prime of all. According to this concept priests and teachers have a very high standing in the society. It is an unpardonable sin if one commits anything against one's own teacher. The word "teacher" does not mean only the immediate teacher, but teachers of the generations ago. In schools all over Thailand, the first Thursday of the first school term is the day for "paying respect to teachers". On this day students bring flowers, incense and candles to school. The solemn ritual, dedicated to teachers, is performed on the first half of that day.

Traditionally, there are three conditions considered essential for gaining high status in Thailand. They are noble birth (children of a royal or noble family), the age who have seen much of the world, and the experienced who have done many good things and possess technical know-how. In government circles, among other factors, seniority in age is first taken into account.

In rural areas status or class is not clearly marked. Villagers are content with a moderate and quite life; there is no struggle for attainment of a higher status. People who are respected by their neighbours are not necessarily rich nor are highly educated although such factors may contribute to this in some cases. Villagers with high status (respected by others) are those who have good moral character, which means those who are religious, give alms to the monks, donate gifts and
render services to neighbours when there is a need, speak kindly and politely, and on whom friends and neighbours can depend on all occasions.

It is interesting to note that most Thai people set higher standards of values for men than for women. Women, in the traditional opinion, are intended for motherhood and household work only. A man should behave himself in a mild and sweet manner. This is partly as a result of religious customs. No woman is allowed to be ordained as a priest. She can, however, be a nun, the status of which is lower than that of a priest.

When a boy reaches his twentieth year and if he is not conscripted for military service, he usually enters the temple life for about three months which mostly due in the "Buddhist rent" - one of the most important religious days. It is believed that if a Thai boy, once in his life - especially before he gets married, becomes a priest, he will morally be well-trained as an "accepted" member of the society and especially as a good husband - the leader of the family.

1.2 GENERAL EDUCATION IN THAILAND

1.2.1 Educational Aims and Priorities

Previously education was entirely in the hands of the monks who had the responsibility of imparting knowledge to young boys. The monks gave them religious and moral training.
Today Thailand is witnessing multi-directional transformation. Keeping in mind the aspirations of the individual and needs of the society, the national government has now assumed the major responsibility in the domain of education. The educational aims in Thailand have accordingly been broadened considerably and they now embrace social, economic, and political objectives. The manpower aspect for economic development is particularly stressed, but the Second Development Plan also states that it is the government's policy to accelerate manpower development and utilisation by integrating overall economic development with a National Plan for Educational Development. While the Government assumes primary responsibility for education, it also encourages private enterprise to supplement the efforts of the State.

The only known treatment of a Thai philosophy of education was undertaken by Buasri⁴; he proposed that the Buddhist philosophy and Western pragmatism could not be combined to form the basis for a Thai educational philosophy.

Since an articulated educational philosophy is a necessary underpinning in developing specific purposes,

goals, and methodologies for an educational system, the
development of a cohesive philosophy for Thailand becomes all
the more important.

1.2.2 Aims of the National Educational Scheme (1960)

With postwar changes, increased population growth,
a new government, and an expanding economy, Thailand saw the
need to revise and expand its educational system. Investigations and studies led finally to the formal proclamation in
1960 of the National Educational Scheme which ties education to
social and economic development, emphasizes the importance
of vocational education and reaffirms the commitment to
compulsory free education until the age of fifteen.

Article I puts particular stress upon meeting the
needs of individuals and society. It states: "The Thai people
shall be educated according to their individual capacities so
that they should be moral and cultured citizens with discipline
and responsibility, with good health, mental and physical, and
with a democratic outlook. They should be given knowledge and
ability to carry out an occupation useful to their country and
country".

Article II reaffirms the goal of the Karachi Plan, to
attain compulsory education through grade 7 and states: "Boys
and girls should receive education in school up to the age of
fifteen at least".
Article III relates education to economic objectives i.e., "Boys and girls should strive to gain knowledge and experience that will serve useful purposes in their lives".

Article IV emphasizes that education shall be carried out to serve the needs of the individual as well as those of society, in harmony with the economic and political system of the country, and describes education as comprising of four major areas:

1. "Moral education ... that aspect of education which deals with ethics and refinement, moral responsibility and with the spirit of service".

2. "Physical education ... that aspect which deals with the promotion of good health, mental and physical, and a sporting spirit".

3. "Intellectual education... that aspect which deals with the improvement of thinking and with the acquisition of knowledge, techniques, and principles conducive to a useful and happy life".

4. "Practical education... that aspect which deals with the habit of industry and perseverance, with the training of manual skills that are basic to good living and occupation".
Emphasis in the Second National Economic and Social Development Plan, 1967-71 (Second Five-Year Plan) was given strongly to projects designed to yield benefits directly to rural communities. Special emphasis was placed upon economic and social development. A policy of rural development was emphasized to lessen the severe inequalities between different regions of the country and to build up the agricultural base of the country.

Large additional investment was necessary to realize the primary level objective of improving and expanding compulsory education and raising the national standard from the fourth to the seventh grade. At the secondary level, the vocational school system was improved and comprehensive high schools were established in order to provide attractive alternatives to the academic system. The objective was to expand opportunities at the pre-university level for immediate, constructive participation in the society.

At the university level, the educational programmes focused upon upgrading the quality ... and decentralizing the opportunities for higher education.

In summary, the educational targets of the Second Five Year Plan appeared to conform to the need to promote education at all levels and not to satisfy only manpower
needs. In some cases, existing demands for the various types of education (e.g., primary school enrolment) appear to have had influence in guiding the setting of targets. But manpower considerations seem to have been paramount in these statements: "... the most rapid increase will take place at the secondary academic, technical, and teacher training levels... the enrolment increases at the university and secondary levels will be geared primarily towards satisfying the country's manpower needs".

Policy priorities of the Third National Economic and Social Development Plan, 1972-76 (Third Five-Year Plan) included the accelerating pace of social and economic development. Besides policy priorities in the economic area, plan included the implementation of policy to reduce the rate of population growth. Senior officials in the Ministry of Education had stated publicly that they place the highest priorities on teacher training and secondary education. However, the development budget highlighted education as a principal sector for attention. The National Economic Development Board (NEDB) feel that the following investment surveys may be required: Agricultural extension and farmers' training centres, vocational education, teacher training, upgrading primary school teachers, community colleges, expansion of engineering at Chulalongkorn University, a master plan for expansion of Mahidol University, and expansion of Prince of Songkhla University.
The foregoing was only the most general treatment of Thai aims and priorities in education. Attention was focussed on social and economic goals and on planning for manpower needs. It was noted that the Thai goals were not related to an articulated philosophy of education. Specific goals for the different levels of education and implementation of these goals in terms of specific projects was yet to be developed as the Thai gave final shape to the Third Five-Year Plan.

In 1977, the first year of the Fourth Five-Year Plan, the new National Scheme of Education was adopted. The educational system was changed from 7:3:2 to 6:3:3 (numbers of years attending primary: lower secondary: upper secondary school levels) with the aim to expand compulsory education to six years of primary education in all parts of the country by 1981.

To conclude, regarding the changes of economic, social, political, science and technology, it is important to note that all the educational development plans emphasize the economic and social development especially in the rural areas of the country, and the educational system is, therefore, aimed to fulfill the mentioned development emphasis.
1.3 EDUCATIONAL ADMINISTRATION

The responsibility for the administration of education in Thailand is divided among three governmental authorities: the Ministry of University Affairs, the Office of the Prime Minister and the Ministry of Education. In general, the Ministry of University Affairs is responsible for higher education; the Office of the Prime Minister is responsible for overall policy making for education; and, the responsibilities of the Ministry of Education centre on primary education, secondary education, and pedagogic aspects of the whole system.

1.3.1 The Ministry of University Affairs

The Ministry of University Affairs was set up in 1972 as coordinating agency between universities and the government. Top level policy making and planning, setting the standard of curriculum and university personnel administration, and recommendation of budget allocations are the responsibilities of this Ministry.

Both state and private institutions of higher learning are established by law; state institutions by the University Act, and private colleges by the Private Colleges Act of 1969. Although each university is established according to a separate act, the provisions of these acts are not dissimilar. The curriculum, teaching methods and organizational structures of new universities tend to be
after those of prestigious established ones. Statutes and regulations are almost uniform for all institutions offering the same courses.

1.3.2 The Office of the Prime Minister

With the Office of the Prime Minister, there are two commissions involved in the educational development.

The National Education Commission (NEC)

The NEC was set up in 1959. At present the NEC is responsible for the overall co-ordination, planning and for ensuring that the activities in different parts of the educational system are consistent with each other. It also carries out research of general interest, usually at the request of other agencies. Approving foreign aid request for education is also one of the NEC's responsibilities. It has to report to the cabinet on serious educational problems and make recommendations on the recognition of the educational system or on the development of new policies to solve these problems.

The National Economic and Social Development Board (NESDB)

The NESDB was established in 1959 as part of the Office of the Prime Minister to be responsible for proposing overall development policy and targets for providing revenue
estimate and manpower projection figures and for checking consistency among the plans of all government sectors including education. The MESDB has two divisions directly involved in education: (1) the Manpower Division, responsible for making population, labour force and manpower projections as well as carrying out in-depth research into all the above fields; and, (2) the Social Projects Division, which has an educational section responsible for participating with other organizations in preparing educational plans, integrating those plans with the overall national plan, evaluating educational projects, and other general aspects of co-ordination between educational and economic development.

1.3.3 The Ministry of Education

The Ministry of Education has eleven departments including the Office of the Under Secretary of State, Office of the National Primary Education Commission, and the Private Education Commission. The Ministry is headed by a member of the Cabinet who is designated as Minister of Education. The Minister is assisted by the Secretariats, the Under-Secretary of State and the Director-General of each department. (Office of the National Primary Education Commission and the Private Education Commission are equivalent to status of departments headed by the Secretary-Generals). The following is a brief outline of the work of the various departments of the Ministry:
- The Department of General Education is responsible for secondary education and education for handicapped.

- The Department of Vocational Education operates all full time and part-time public vocational schools, technical institutes and vocational teacher training institutions.

- The Department of Teacher Education is responsible for producing qualified teacher for various types of schools.

- The Department of Fine Arts operates special schools for students particularly interested in music, drama, dance and fine arts. In addition, it is responsible for maintaining historical monuments, the National Archives, the National Library and for the conservation of national arts and culture.

- The Department of Physical Education is responsible for training physical education teachers for giving advice and preparing curriculum on physical education, and for assisting in organising school sports activities.

- The Department of Religious Affairs is charged primarily with the duty of spreading Buddhism, the giving of assistance to other religious organizations and the improving of the moral and spiritual concepts of the nation.
The Department of Educational Techniques is charged with developing and disseminating new curricula, carrying out research in teaching methods and related aspects of test and measurement, as well as approving new texts. In addition, it is responsible for educational broadcasting and providing guidance services.

The Department of Non-formal Education is responsible for adult education.

The Private Education Commission is responsible for private primary, secondary and vocational educational institutions.

Office of the National Primary Education Commission is responsible for pre-primary and primary education.

The Office of the Under-Secretary of State is charged with co-ordinating activities of various departments of the Ministry, serving as the link between the Ministry and other government departments and as centre of administration in the Ministry.

The National Youth Bureau is responsible for the planning and co-ordinating for youth activities.

Local Educational Administration

In the previous section different aspects of education which are the functions of the various departments listed above
have already been discussed. There are some other administrative authorities also. These are the Office of the Under-Secretary of State, the Education Offices of the Seventy-three changwats (provinces), and the twelve Regional Education Offices (Figure 1).

For the purpose of local education administration, the country is divided into twelve regions. In each region there is a Regional Education Office, headed by a Regional Education Officer. Each of the seventy-three changwats has a Changwat Education Office, headed by a Changwat Education Officer; and each of the 611 amphoes (districts) has an Amphoe Education Office, headed by an Amphoe Education Officer. All education officers whether at the regional, changwat or amphoe levels, are appointed by the Office of the Under-Secretary of State for Education.

In each region, there are also a number of educational supervisors, both at the primary and secondary levels. These educational supervisors are officials of the Supervisory Unit of the Department of General Education.

**Regional Education Officer**

Regional Education Officers are charged with giving leadership to the improvement of education in their regions, particularly in adapting education to the special needs and opportunities found locally. They work in co-operation with changwat education officers.
FIG. 1: EDUCATIONAL REGIONS AND G.E.D. CENTRES
**Changwat Education Officer**

The changwat education officer is the representative of the Ministry of Education handling work in his changwat for every department of the ministry. At the meeting of the Changwat Administrative Organization, he presents the views of his Ministry concerning compulsory education schools. For all other government schools the changwat education officer has responsibility as the chief administrative official in the changwat. He is also responsible for supervising the private schools in his changwat.

**Amphoe Education Officer**

The amphoe education officer is the local representative of the Ministry of Education. His duties are to assist and advise the Nai Amphoe (the District Officer) when needed, and carry out all work of the Ministry of Education and of the changwat education officer in the amphoe. Usually the amphoe education officer assists the Nai Amphoe in establishing schools, building and expanding schools, preparing school budgets, allocating funds, personnel administration and so on and so forth. He inspects and supervises the work of the schools, works to improve education by providing in-service training for teachers, and he controls educational standards by administering a changwat-wide examination to all students completing elementary grade six.
1.4 STRUCTURE OF THE THAI EDUCATIONAL SYSTEM

The present system of education in Thailand is the product of many forces and influences which have been forged and tempered over many centuries. The first educational system in Thailand was quite similar to that of the monastic and cathedral school of Medieval Europe, i.e. it had a religious orientation and was centred in the temple. Historical evidence shows that the system was quite informal and offered only limited subject-matter. The primary purpose was to provide moral and religious instructions and, for all practical purposes, was designed to train only the male members of the society. Vocational training was carried on in the family units. This monastic or temple education continued for at least six centuries.

The first modern school, as has been mentioned by Buasri, was established by King Chulalongkorn (Rama V) on the palace grounds in 1871. This school was the first of its kind in Thailand and its primary purpose was to train boys for office work or civil service. The Royal Command School had regular hours for learning and employed laymen as teachers. In 1887, the Department of Education was established and five years later it became a ministry. The new Ministry was assigned the

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responsibility for cultural and religious affairs as well as educational administration. New textbooks were written for teaching the Thai language in the schools and a nationwide system of examination was put into practice.

The present National Scheme of Education, adopted in 1977, extends over 12 years, that is, six years of elementary education, which is compulsory, and six years of secondary education. All children aged seven are required to attend school until they reach the age of 14.6

The structure of the present educational system is given in the Figure 2.

1.5 TYPES OF SCHOOLS

The Secondary Schools in Thailand fall into the following categories according to their managements:

(1) Government or public secondary schools are the schools which are operated by the government under the Ministry of Education.

(2) Private aided secondary schools are the schools which are operated by private persons or special groups outside of the government but subject to the control of the Ministry of Education.

6 Royal Thai Embassy, New Delhi, op. cit., p.39.
FIG. 2 Source: The National Scheme of Education 1977.
1.6 **THE IMPORTANCE OF THE PRINCIPAL IN THE INSTITUTION**

Theoretically, the principal in the head of the school, but practically he is responsible for all aspects of its operation. There can be no two opinions about the views that the principal holds the most important and enviable position in the school. It is his enthusiasm or lack of the same, which goes to make or mar the great work which the school is expected to do. A good principal nurtures it with his breath, his industry, his zeal and raises it to the skies. The reputation of the school and position it carves in the society depends in a large measure on the influence that the principal exercises over his colleagues, the pupils and their parents and the general public. Similarly, the discipline of the school its esprit de-corps all are his handi-work.

The principal is the key-stone of the educational structure. The whole programme of the school grows or remains sterile according to the training and competence of the principal. He is the hub of the school activities. All the things demand his attention and all the persons in the school look up to him for guidance and inspiration. Without support from the principal, even energetic and well-trained teachers with the best intentions cannot do much.

Thus, it is agreed that the principal holds the key position in the school. He is the director, supervisor, co-ordinator, evaluator, organizer and above all, the
administrator of the whole school system. On the one hand he is to obey the higher authorities and on the other hand he is to make others obey him. He is the chief inter-linking source between the school and the community. He succeeds in doing so by establishing good relationships with parents of the children, the community in general and the different organizations working in the community.

The progress of the school can be judged from the work of the principal. He is responsible for the smooth running of the school. He keeps the balance between the different co-ordinating agencies and assures the harmonious development of the whole institution. He sets the tone of the school and is chief force in moulding the educational programme as the society changes. He is a spiritual maker of the citizens, and entirely effective force in the community. He functions as head of all that is good and desirable. Wren beautifully sums up the importance of the job leaders, "What the main spring is to the watch, the flywheel to the machine or the engine to the steamship, the headmaster is to the school".  

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On him depends, in short, the future of the school, the country and in fact the future of mankind. The success or failure of the institution depends on the effectiveness and the ability of the principal. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships, bear the impression of the personality of the principal of the institution and reflect his leadership. The school is as great as the principal.

1.7 **THE RESPONSIBILITIES OF THE PRINCIPAL**

The principal has to discharge a large number of responsibilities and perform multifarious duties. He is the person wholly responsible for anything or everything going on in the school. The school principal has the general responsibilities for organizing, conducting and supervising the activities. The success or failure of the various school programmes depends on his ability of administration. He then needs to spend a considerable amount of time and energy in order to discharge the following responsibilities:

- He assures himself, the superintendent and board of education, by careful inspection that the staff's responsibilities and duties have been completed.

- He interprets all bulletins, handbook directions and administrative directives to his staff.
- He sees that the condition of all regular textbooks and supplementary materials is evaluated and authorizes the discarding or repair of damaged books.

- He is responsible for the final inventory of all books and supplies in hand.

- He is responsible for the requisitioning of textbooks, equipment, and supplies through the district business office or, in some instances, for the actual purchase of these materials from the vendors. However, all needs must be determined by the teachers, custodians and principal working co-operatively.

- He has the important responsibility of determining, upon the advice of the teachers, those students who are to be retained or who have special educational problems that need his attention. He is then responsible for meeting the child's parents to discuss these problems and for making the necessary decisions on the basis of teacher's recommendations and the parental conference.

- He is responsible for the general supervision of the students' cumulative and permanent record folders. Although the actual entries are made by teachers and counsellors, the principal ensures that the responsibility has been completed satisfactorily.
It is often the responsibility of the principal to secure applications for any available teaching positions, to conduct interviews in co-operation with other staff members, and to recommend specific individual for employment. He also recommends the retention or dismissal of the various staff members under his supervision.

Planning for closing exercises consists primarily of planning a graduation programme or class exercises. This is the responsibility of the principal, yet the involvement of the professional staff, the community and the students is valuable since this is an excellent opportunity for public relations and emphasis on educational implications.

It is the principal's responsibility to develop the summer schedules of the custodians, clerical personnel, and other 11 or 12 month-personnel, such as helping teachers, supervisors and guidance counsellors.

It is the principal's responsibility to complete all reports required of him by the superintendent, board of education, and community or state education departments.

To discharge the principal's responsibility, it is useful to develop check lists that point out the directions
and procedures necessary. These check lists should be prepared a number of weeks in advance, discussed with the personnel involved, distributed, and interpreted to them for their guidance.

1.8 IMPORTANCE OF SECONDARY EDUCATION

In 1969, the Ministry of Education in Thailand established a policy aimed at raising the educational standard of the Thai people. Since then, the Ministry has attempted to establish a secondary school in every district which, it is hoped will result in the improvement of the standard of living in Thailand.\(^8\) Particular attention has been paid to the improvement of quality, as well as the quantity, of secondary education. This means that the Thai people will be educated according to their individual capacities so that they may become moral and cultured citizens, characterized by discipline and responsibility, and possess good mental and physical health and a democratic outlook. The Thai people will be given knowledge and skills to carry out an occupation useful to their country and to themselves. These tools will

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form the foundation for a well-conducted life and further education. In Thailand, secondary education takes care of these educational goals.

All education, public and private, in Thailand is under the control of the Ministry of Education. Secondary education is organized in two streams: the general stream, which deals chiefly with academic education; and the vocational stream, the goal of which is to give specific vocational training. The general stream is under the Department of General Education, and the vocational stream is under the Department of Vocational Education.

The academic secondary school is responsible for the recruitment and selection of students, providing and caring for instructional aids, and maintaining good public relations. This institution also is responsible for evaluating students' accomplishment, evaluating the quality of teaching, and

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10 Ibid., p.5.

providing in-service training for teachers. The Department of General Education oversees these activities in both the government and private general stream (academic) secondary schools in the kingdom.

Education in the government secondary schools is free. But due to the shortage of funds, teachers and schools, the government at this point cannot provide education for all children who finish their elementary education. Only a portion of students who pass the selection process will be accepted into the government secondary schools. The selection process is based on competitive examination. Each school is responsible for the construction and administration of the examination and for the final decision.

The Christian missionary school, the first type of private school in Thailand, was established initially in 1683 during King Narai's reign. Since the educational reforms of the 1870's, the missionary schools have gradually become a more important part of the whole system of public education.

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13 Ibid., p. 10.


The 1969 National Scheme of Education affirmed private contribution to education when it stated:

"In carrying out the work of education, the state shares its labour with private organizations or persons of those levels not defined as higher education". 16

According to the Educational Statistics of Thailand in 1981, there are 1,464 government secondary schools and 770 private aided secondary schools in the general stream. The enrolments in these government and private aided secondary school are 909,467 and 188,145 students respectively. 17

1.9 MEANING OF SUPERVISION

Supervision is an expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development. The functions of supervision today are far more extensive than formerly because of wider application of the principles of democracy, the findings of research and the changes within the social climate surrounding education.

16Division of Educational Planning, op.cit., p.8.

Traditional supervision consisted largely of inspection of the teacher by means of visitations and conferences, carried on in a random manner, with directions imposed on the teacher by authority and usually by one person. Modern supervision, by contrast, involves the systematic study and analysis of the entire teaching-learning situation, utilizing a carefully planned programme that has been co-operatively derived from the situation and which is adopted to the needs of those involved in it. Supervision is constructive when it promotes the insight of all persons engaged in solving an educational problem; when it accepts leadership from any and all persons; when it recognizes and protects the unique individuality of every person in a given group. Competent supervising does not merely aid persons to solve their problems, it provides the conditions under which all may participate as free agents in the solution of common problems.

The two vital principles which should underline supervision are democracy and science. Supervision must use objective evaluation and diagnostic techniques and an evolutionary, experimental attitude must permeate the whole activity.

Today, supervision has become synonymous with service to the teachers who are busy in a non-repetitive and a creative process. According to Reeder, teaching is non-repetitive.

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because the character of the class and the world about the children changes from year to year. These changes should be reflected in the methods of teaching. The intelligence, the emotional nature, the interests, the experiences and the capacities of the teachers vary and what would be a good method of teaching for one teacher might not be a good method for another.

Teaching is a creative process because the teacher has to deal everyday, every hour and every minute of the school day with a group of children of varying interests, abilities and previous experience both in and out of school. Having at his command a vast resource of useful facts, skills, meanings and fundamental ideas and ideals, the teacher must direct against a background of constantly changing national and worldscene, a series of classroom experiences into which are woven as many as possible of these diffused, often dissonant elements. This is a creative art of the highest order.

Koopman has expressed this idea in the following words:
"If the school is to fulfil all of its functions as a social institution, it must be so organized that democratic living is not only practicable but practised." 19

Supervision provides various schooling advantages. It helps increase teacher identification with supervision; leads to greater contribution by teacher and greater group productivity; increases job satisfaction; decreases complaints by teachers; and, lessens hostility, frustration, and aggression. It also removes distrust of the supervisor and helps teachers to experiment for better and effective teaching process.

This is a service provided to teachers so that they are able to help each child to grow to the maximum. In a democracy, all opportunities for individual growth have to be provided for.

Supervision aims at improving the educational process by the teachers. Spears\textsuperscript{20} said that the improvement of teaching which is the aim of supervision, must be a combination of improving the ways in which teachers think and the quality of things they do.

Whatever does supervision affect to the educational process, its objective is concentrated on better teaching which directly results the learning outcomes of the children.

Improvement of teaching was considered synonymous with improvement of instruction and supervision was pinpointed at its improvement. For quite sometime emphasis was laid only

on this aspect. Eye and Netser also thought that supervision 'primarily deals with the appropriate selected instructional expectation'. Adam and Dickey called it a 'planned programme for the improvement of instruction', and Ayer pointed out that the function of 'the supervision was to maintain existing programme of instruction as well as improving them'.

The Dictionary of Education gives a definition of supervision. It refers to all efforts of the designated school officials towards providing leadership to teachers' in the improvement of instruction, involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, for materials of instruction and methods of teaching and evaluation of instruction.

Supervision - Definition for the Study

In Thailand, there are mainly two types of supervisors, the supervisors of the Supervisory Unit and the school principals.

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The Supervisory Unit acts as academic adviser to the department and departmental schools, and supervised all types of educational organizations which are under the jurisdiction of the department. It organizes training-courses and seminars for departmental and other teachers. In a study conducted by the National Education Commission (NEC), supervision has been stressed upon as the function of the school principals only.

In view of expanding role of the school but unsatisfactory preparation of the teachers in training colleges, they should be continuously helped to acquire new knowledge and skills while they teach in the schools. The teachers' work consists of curriculum development, its implementation selection and effective use of teaching materials, helping children in class and out-of-class activities and evaluation.

The teachers face various problems in several areas of operation. The principal has to help each teacher to be well-equipped for meeting all classroom and out-of-class situations.

This help can be given to them either individually or in groups. This help may be direct or indirect or combination of both. The level and areas of help may differ with different teachers. The principal of a school as supervisor is supposed to try to improve the competence of teachers.
He is supposed to get certain prescribed activities done by the teachers and also ensure that they are being done in the right way.

Moreover, the principal has to work to improve the attitude of the teachers towards work and professional growth.

Each year, new teachers are recruited. There are also frequent transfers of teachers from one school to another. New contents are introduced and sometimes new methods as well. In view of all this, the principal has to provide academic leadership to his staff.

Academic leadership is one of the major aspects of improving school educational programmes. The quality and quantity of the work done by teachers depend upon the relationship of the principal with the members of the staff and the types of physical facilities provided for them.

Principal-teacher relations depend largely on how the teachers are freely and encouragedly stimulated to express. Democratic supervision, therefore, emphasizes the participative and involving policy of the principal's working side-by-side with the teachers aiming to ensure the teachers' identification with the school and gain positive principal-teacher relationship. The expected results, thereafter, are to encourage the teachers to do their best for the maximum growth of the children.
The physical facilities provided for teachers help in creating a climate conductive to good instruction. As such, they greatly influence the scope and quality of supervision. Supervision as an instrument for the improvement of the quality of instructions should be concerned with the improvement of physical conditions that surround learning and pupil growth. No doubt, some educationists may like to put provision of physical facilities under administrative duties of the principal but there is no line of demarcation between administrative and supervisory duties. According to Hammock, a separation between supervision and administration is impossible.

"A study of the typical division between supervisory and administrative duties would indicate that the division can only be an arbitrary one for purpose of discussion". Otto thinks that they generally overlap each other.

"In the operation of schools today, it is difficult, if not impossible, to draw distinction between administrative, supervisory and leadership functions. Although there are some activities which fall clearly in one or another of these

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categories, there are endless or larger number of activities which overlap two or more rubrics'.

Barr, Burton and Brueckner also support this view:

'Even without historical background, mere inspection of typical division between administrative and supervisory duties would indicate that the division can only be arbitrary one for purpose of discussion'.

In the light of the above we can conclude that supervision by principals has three important aspects, namely:

1. Providing academic leadership;
2. Maintaining good principal-teacher relations; and
3. Arranging for physical facilities.

The above have been used as necessary constituents of the definition of supervision for this study.

1.10 NEED OF THE STUDY

An educational institution is not merely a place where teachers teach and students learn. It is more than
that. To make itself a true representative of a democracy and a productive instrument of community life, the school should be a community at work.

In the planning and execution of school programmes, the head of the institution, teachers and the parents should join hand to attain common goals and purposes. In such a dynamic set up of educational administration, the importance of the principal cannot be underestimated. So a school must have a leader who would stimulate and direct its work. Such a leader is the principal. The realisation of aims and purposes of education depend upon this initiative, ability and educational statementship. The quality and atmosphere of a school depends largely on his personality and interest. Without support from a good principal even energetic and well-trained teacher, with the best of intentions, cannot do much. In the modern times, the duties and responsibilities of principals have also increased. He is not only a teacher or an administrator - he is also a leader, an organiser, a coordinator, a supervisor, an adviser and a guide. There was a time when the duties of the principal were confined mostly to routine work and beyond that he had very few responsibilities. Today the situation is different and the changed socio-economic and political conditions of the country put very exacting demands on him. He is to see that economy of effort and time is secured and the energies of the people working with him are not frittered away but are properly utilized. All teachers and students guidance, for help and for counsel.
The administrative and structural changes at the organisational level alone do not ensure good quality of education. The classroom instructions are to be properly supervised to achieve quality of education for children.

This is all the more needed because of the fact that mass recruitments of teachers in Regional Education Division II of Thailand has worked as a handicap in getting right type of teachers.

Experiments in revised curriculum, introduction of new subject-content, adoption of new methods of teaching in certain subjects and some other experimental designs etc., are a few of the challenges faced by each school in Regional Education Division II.

These challenges make it necessary that the teachers in the schools should be kept abreast of the various developments. They have to be guided and stimulated to work efficiently to meet these challenges. This help and guidance is to be given by the principals. As such, the supervisory role of the principals gains in dimensions and importance.

In order to know what the latter actually do, it is necessary to know, in general the strong and weak points of supervision. This type of analysis can help the principals and the department for improvement in this direction.

Specifically, a study of this type will help the principals to have a better perspective of their role and
help the department in specifying the responsibilities of the principals.

The instructional programme of the school could greatly improve if some evaluative criteria for supervisory role of principals, Regional Education Division II of Thailand is framed.

The various points given above are necessary for overall improvement of schools in Regional Education Division II of Thailand. Hence, the need of this study is raised up into consideration.

1.11 STATEMENT OF THE PROBLEM

The title of the study is:

"SUPERVISORY ROLE OF PRINCIPALS, REGIONAL EDUCATION DIVISION II OF THAILAND AS PERCEIVED BY SELF AND TEACHERS".

The principal, as head of the secondary school is expected to perform both administrative and supervisory duties. In most of the schools, he does not take teaching periods although his name appears on the time table and periods are allotted to him there.

Supervisory role refers to the efforts of the principals in the promotion of the good quality of education in his school through provision of better physical facilities,
better principal-teacher relations, and effective academic guidance by principal.

1.12 PURPOSE OF THE STUDY

The main objectives of this study are:

1. to critically examine the supervisory role of principals, Regional Education Division II of Thailand as perceived by self and teachers;

2. to develop a suitable criteria for the evaluation of supervisory role of principals Regional Education Division II; and

3. to know the expectations of the teachers with regard to the supervisory role of principals.

1.13 HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present study:

1. The supervisory role has become much of routine activity involving routine checking of diaries, students' exercise books and visits to the teachers' classes. It is more in tune with checking and inspection;

2. There is a gulf between what teachers expect the principals to do and what the later actually do;
3. For most of the time, the principals are busy in administrative work and get very little time for direct supervision of school education.

4. There is lack of maximum utilisation of the various school resources.

1.14 **DEFINITION OF TERMS**

For the purpose of this study the following definitions have been formulated:

**Secondary School** is the academic school. It consists of six years of the study, three for lower and three for upper grades.

**Government or Public Secondary School** is the school which is operated by the government under the Ministry of Education.

**Private Aided Secondary School** is the school which is operated by private persons or special groups outside of the government but subject to control of the Ministry of Education.

**Secondary School Principal** is a principal of a secondary school operating the lower and the upper level of secondary education.

**Secondary School Teachers** is a person employed for the purpose of directing the learning experience of students in the secondary schools.
Regional Education Division II is situated in the Southern Thailand. It consists of four provinces namely Pattani, Yala, Narathiwat and Satool. There are 56 government secondary schools and 65 private aided secondary schools in the Regional Education Division II.

1.15 DELIMITATION OF THE STUDY

1. The study is limited to government and private aided secondary schools (in general stream) operating in Regional Education Division II of Thailand.

2. Only three important areas viz. provision of physical facilities, principal-teacher relations, and principal's academic leadership have been selected for this study.

1.16 METHOD OF THE STUDY

For the purpose of present study descriptive survey method was employed to study the issues concerning the supervisory role of Principals, Regional Education Division II of Thailand as perceived by self and teachers. The method of descriptive study was used on account of its distinctive advantage of helping discuss the various phenomena relating to supervisory role of principals in secondary schools.

1.17 TOOLS OF RESEARCH USED

Questionnaire and interviews were the two main tools used for the study.
The questionnaire was checked by teachers, principals and teachers were interviewed.

1.18 DESCRIPTION OF TOOLS AND THEIR PURPOSES

Questionnaire

The main tool for the study was a questionnaire. The purpose of this tool was to collect information about Supervisory Role of Principals, Regional Education Division II of Thailand. It was divided into three parts as given below:

(1) Physical Facilities: This includes such facilities as help the teachers in organising instruction. These are classroom, staff-room, subject-room, laboratory, physical training and recreational facilities, audio-visual aids, library and school auditorium.

(2) Principal-Teacher Relations: Under this heading, the role of principals in fostering such human relations as are essential for assuring effective participation of individual teachers in school work and developing teamwork, fellow feeling and cooperation among teachers has been studied.

(3) Academic Leadership: This consists of various factors that ensure proper teacher growth, proper selection of materials and their effective utilization, effective supervisory techniques and follow-up of these broad categories.
Interview

1. Teachers: Two groups of teachers were selected—one for preparing the questionnaire and the second for validating the responses given by teachers to the questionnaire. Both these groups were selected on stratified random sample basis. The first group consisted of 20 teachers, whereas the second group comprised 40 teachers. In the first group, there were 10 teachers each from Government and Private Aided Secondary Schools, there were 20 teachers for each category of schools mentioned above.

2. Principals: For preparing of the questionnaire, a group of 10 principals was interviewed. For validating information supplied by the teachers through the questionnaire 20 principals were selected. Both groups were selected on the basis of stratified random sampling. The first group comprising 10 principals consisted of 5 principals each from Government and Private Aided Secondary Schools. The second group of 20 principals had 10 principals from each category of schools stated above.

From the second group, information was also collected about the difficulties faced by them in performing their role as supervisory.

1.19 Preparation of Tools

Questionnaire:

The questionnaire is a check list-cum-rating scale to
gauge expectations of the teachers regarding supervisory role of Principals, to indicate the materialisation of each item of their respective schools quantitatively on the one hand and also indicate quality on a five point scale for each item or a broad category as desired.

A preliminary draft of the questionnaire was prepared after interviews with the teachers and the principals. This draft was again discussed with selected persons from each category mentioned above. More teachers were consulted to find out their reactions to the points included and also to know if they could properly understand the language and terms used in the questionnaire. Some modifications were made in the content and language of the questionnaire.

**Sampling**

Sampling is a process by which a relatively small number of individuals or measures and events are selected and analysed in order to know about the total population from which it is selected.

The validity of the conclusions of a research study depends upon how good the sample is. If the sample is not a representative one, the study might give misleading results. Therefore, every care is needed in selecting the sample.
The total number of General Stream Secondary Schools was 115. There were 50 Government Secondary Schools and 65 Private Aided Secondary Schools in Regional Education Division II, Thailand. Out of these, 40 schools were selected on the basis of stratified random sampling from Government and Private Aided Secondary Schools.

The following is the number of schools selected from each category of schools:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Schools Selected for Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Secondary Schools</td>
<td>18</td>
</tr>
<tr>
<td>Private Aided Secondary Schools</td>
<td>22</td>
</tr>
</tbody>
</table>

Teachers

Forty Secondary Schools from Regional Education Division II were taken by stratified random sampling. Twelve teachers were selected from each school. Thus total of 480 teachers were selected for this study. The questionnaire was sent to 480 teachers, but the responses were only from 427 teachers. After screening the data, it was found out that 27 teachers did not fill the complete data. So finally the present study was based on the complete responses of 400 teachers.
Validating Information

As mentioned under interview, teachers and principals of the schools were interviewed to validate information given by teachers on questionnaire.

1.2 ADMINISTERING THE QUESTIONNAIRE AND COLLECTION OF THE DATA

The questionnaire developed to collect the data for this investigation was translated into Thai language. The investigator had got the experience of difficulties met in collecting the data and was quite cautious about the problems of poor response from the very beginning and hence he took all possible steps to get maximum responses. The investigator was duly accorded permission by the officers of the Regional Education Division II of Thailand to collect data from Government and Private Aided Secondary Schools. The personal letter along with the questionnaire was sent to 480 teachers in schools by mail in the first week of June, 1982, and then the investigator personally approached the school administrators of different institutions for this purpose. It is worth mentioning that a few of the school administrators refused to co-operate with the investigator, simply on the ground that the investigator was not going to give any personal benefit to them. However, the investigator tried to meet these difficulties with patience, politeness and endurance and could collect 427 teachers in schools. After the collection of data, it was checked to screen out the
incomplete proformas. The data from the complete proformas were analysed. This study is based on the responses of 400 teachers covering 198 teachers from Government Secondary Schools and other 202 teachers from Private Aided Secondary Schools. The collection of the data mentioned above was complete by the month of November, 1982.

1.21 TREATMENT OF THE DATA

1. Frequencies of expectations were worked out. These were then converted into percentages and ranges of percentages were computed.

2. Frequencies of what materialised in schools in quantity and quality as indicated by teachers were tabulated.

3. Mean and SD of each category were calculated and then inter-school differences t-ratios were calculated to find out whether there was any significant difference or not.