CHAPTER VI

SUMMARY AND CONCLUSIONS
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Summary and Conclusions

The study in hand has been precisely stated as:

"A Comparative Study of the Perception of Problems by the Administrators of Formal and Non-formal Educational Institutions at the Secondary Stage in Bangkok Area of Thailand."

6.1 Objectives of the Study

The main purpose of the present investigation is to study the seriousness of administrative problems of administrators of formal and non-formal institutions at the secondary stage in Bangkok area of Thailand in respect of the following:

1. Ten major groups of problems pertaining to:
   - Administrative personnel
   - Teachers
   - Students
   - Instructional programme
   - Curriculum
   - Security
   - Morale
   - Supervision
   - School and Community relations
   - School finance
2. Each sub-group of problems within every major problem group.

3. Individual problems falling in all major and sub-groups of problems.

6.2 Hypotheses of the Study

The study has been carried out on the basis of the following hypotheses.

1. The differences between school administrators of formal and non-formal institutions are significant for each individual problem under each sub-group of problems within every major group of problems.

2. The differences between formal and non-formal school administrators for each sub-group of problems within every major problem group are significant.

3. The administrators of non-formal institutions at the secondary stage perceive more serious problems than those perceived by the administrators of formal institutions in each major group of problems.

6.3 Design of the Study

For the study in hand, descriptive survey method has been employed to study the seriousness of the administrative problems as perceived by the school administrators of formal and non-formal institutions at the secondary stage in Bangkok area of Thailand. For the purpose of this study the following issues have been examined:
1. Rank order of the problems which seem to be serious for the administrators of formal institutions at the secondary stage.

2. Rank order of the problems which seem to be serious for the administrators of non-formal institutions at the secondary stage.

3. Differences of seriousness for each administrative problem between the administrators of formal and non-formal institutions at the stage.

4. Differences of seriousness for each sub-group of problems as perceived by formal and non-formal school administrators at the secondary stage.

5. Differences of seriousness for each major group of problems as perceived by the formal and non-formal school administrators.

6. Differences of seriousness of problems as perceived by the total sample of administrators of formal and non-formal institutions.

6.4 Sample

The sample for the study consists of 360 administrators of formal and non-formal educational institutions i.e. 180 administrators of formal educational institutions and another 180 administrators of non-formal educational institutions at the secondary stage in Bangkok area of Thailand. The sample
was selected by the stratified random sampling method. The stratification was done on the basis of division of Bangkok Metropolitan area into zones - North, South, East, West and Central. Within each stratification eighteen schools were randomly selected for the study. From each school, the Principal and Vice-Principal were regarded as school administrators. Thus, from each zone 30 school administrators formed the formal group and an equal number formed the non-formal group of administrators.

6.5 **Tool Used**

A 5-point-scale i.e. 1, 2, 3, 4, and 5 was used to rate the seriousness of administrative problems as perceived by administrators of formal and non-formal educational institutions at the secondary stage. The questionnaire included 117 statements of administrative problems to be rated by the respondents on the 5-point-scale given below:

1 = Not at all serious
2 = A little serious
3 = Moderately serious
4 = Much serious
5 = Extremely serious

The distribution of the administrative problems on various major groups in the questionnaire used is as follows:
### TABLE 6.1
Item Distribution in Major Groups of Problems and Their Sub-Groups

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Major Group</th>
<th>Sub-group</th>
<th>Items in sub-group</th>
<th>Total items in each major group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Administrative Personnel Problems</td>
<td>a) Subject teachers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Teacher or Officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incharge of various services</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Recruitment, selection and transfer of teachers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) School relation with the Department of Central Education/Non-formal Education</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers Problems</td>
<td>a) Responsibilities of the teachers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Order and discipline of teachers</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Personnel improvement</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Student Problems</td>
<td>a) Admission and enrolment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Responsibilities of the students</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Instructional Programme Problems</td>
<td>a) Equipment and teaching aids</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Teaching procedure</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Evaluation</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Teacher and student relations</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>5.</td>
<td>Curriculum Problems</td>
<td>a) Curriculum, text-books and teacher handbooks</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Extra curricular activities</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

(Contd. . . . )
<table>
<thead>
<tr>
<th>6. Security Problems</th>
<th>a) Student security</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) Teacher security</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>7. Morale Problems</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>8. Supervision Problems</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>9. School and Community Problems</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>10. Financial Problems</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>Total items</strong></td>
<td></td>
<td>117</td>
</tr>
<tr>
<td></td>
<td></td>
<td>117</td>
</tr>
</tbody>
</table>
6.6 Organization and Analysis of Data

In the organization of data the raw scores collected were tabulated and analysed statistically. The organization and analysis of data presented in Chapter IV were divided into the following parts:

6.6.1 Part A: Comparative analysis of the seriousness of each problem as perceived by formal and non-formal school administrators.

6.6.2 Part B: Comparative analysis of the seriousness of problems in each sub-group of problems as perceived by formal and non-formal school administrators.

6.6.3 Part C: Comparative analysis of the seriousness as perceived by formal and non-formal school administrators.

6.7 The Statistical Techniques

The following statistical techniques were used in the organization and analysis of data:

1. Tabulation and frequency distribution
2. Calculation of mean (M)
3. Calculation of standard error of mean (SE_m)
4. Calculation of the standard deviation (SD)
5. Calculation of the t-value (t-test)
Based on the analysis of data, the major findings of this study are as follows:

6.8.1 In case of total scores of all problems for the total sample of the two groups of school administrators, the t-value is found to be significant at .01 level. The finding shows that both the groups of school administrators perceived the seriousness of problems at different levels and on the basis of the means of both the groups, it is seen that the formal school administrators perceived the problems more seriously than the non-formal school administrators.

6.8.2 Out of ten major groups of school administrative problems, the administrators of formal institutions depict the statistically greater seriousness than their counterparts in the non-formal institutions in the following five major groups of problems: administrative personnel problems; teacher problems; student problems; curriculum problems and morale problems.

6.8.3 No significant differences are found out even at .05 level in the following five major groups of problems: instructional programme problems; security problems; supervision problems; school and community problems; and financial problems.
6.3.4 On the basis of the opinion of the formal school administrators, the seriousness of problems is considered at the "Moderately serious" level in one major group of problems pertaining to the financial problems and is revealed at the "A little serious" level in the following nine major groups of problems: curriculum problems; administrative personnel problems; teacher problems; school and community problems; supervision problems; instructional programme problems; student problems; morale problems and security problems respectively.

6.3.5 The opinion of the non-formal school administrators has put the seriousness of problems at the "Moderately serious" level in the major group of problems pertaining to the financial problems and at the "A little serious" level in the 9 major groups of problems concerned with the administrative personnel problems, school and community problems, curriculum problems, instructional programme problems, supervision problems, teacher problems, student problems, security problems, and morale problems respectively.

6.3.6 Based on the means and the significant values of the sub-groups of problems, the results exhibit that the formal school administrators perceived
administrative problems more seriously than their counterpart in the non-formal schools in the following 10 sub-groups of problems: subject teachers ($M=2.016:1.867$); recruitment, selection and transfer of the teachers ($M=2.651:2.450$); responsibilities of the teacher ($M=2.388:2.301$); personnel improvement of the teachers ($M=2.24:1.989$); admission and enrolment ($M=2.391:2.233$); responsibilities of the students ($M=1.893:1.806$); teaching procedure ($M=2.133:2.022$); teacher and student relations ($M=1.974:1.325$); curriculum, text-books and teacher handbooks ($M=2.408:2.149$); and extra curricular activities ($M=2.377:2.092$) respectively. The non-formal school administrators perceived the problems more seriously than the formal school administrators in only one sub-group of problems, the equipment and teaching aids.

6.8.7 No statistically significant differences are found out at any level in the following 6 sub-groups of problems: teachers or officers incharge of various services; school relations with the Department of Central Education/Non-formal Education; order and discipline of the teachers; evaluation; student security and teacher security.

6.8.8 With regard to the individual problems falling in all the major groups and sub-groups of problems,
the formal school administrators exhibit significantly greater seriousness than their counterparts in the non-formal schools in 35 problems out of the total of 117 problems. These problems are as follows: "The school does not have sufficient number of teachers in the social subject"; "The school does not have sufficient number of teachers in the foreign language"; The school does not have sufficient number of teachers in the art subject"; "New teachers or transferred teachers are sent to school very late during the session"; "Placing new teachers or transferred teachers is not in accordance with the subject requirement of the school"; "Some teachers do not keep the cumulative records of students"; "Some teachers do not obey their superiors"; "Most of the teachers do not take interest in the improvement of their qualities"; "Most of the teachers are not interested in reading the extra books for updating their knowledge"; "Most of the teachers do not read any educational journals"; "The school is unable to admit all applicants"; "Some students drink during school hours"; "The conduct of the students towards the opposite sex is improper"; "Some students show aggression towards the teachers";
"Some students demolish the school property";
"The student initiative is not encouraged by the teachers"; "Students do not consult their teachers for their difficulties during extra-hours"; "Syllabi, text-books and teacher-handbooks are sent late to the school by the Department of General Education"; "Some text-books are not available in the market in time"; "Some teachers do not take interest in their duties about student activities"; "Students are not interested in the school activities"; "Extra curricular activities do not get due recognition from the students";
"Teacher-handbooks are not sufficient to meet the needs of all teachers"; "The teachers are not provided proper facilities for their lives"; "The teachers do not have confidence to organize school activities at their own"; "There is no unity and co-operation among teachers"; "Teachers do not discharge their duties effectively"; "The teachers do not have willingness to perform their works";
"The teachers do not get a fair share of work";
"The teachers are not taken into confidence at the time of supervision"; "The teachers have less time to visit the community"; "The school does not get enough the budget allocation from the government"; "The school budget is allocated with tardiness"; "The financial expenditure of school
is not flexible”; and “The amount of tuition fees of the school is not sufficient for the expenditure needs”.

6.8.9 With regard to the individual problems falling in all major groups and sub-groups of problems, the non-formal school administrators exhibit higher seriousness than the formal school administrators in the following 13 problems: “The applicants are not enough to meet the school requirement”; “Some documents of the applicants are not completed at the time of seeking admission”; “Science laboratory equipment is inadequate for the numbers of the students”; “The school has insufficient sport facilities”; “Library has inadequate number of reference books”; “Library has inadequate number of general books”; “Some teachers do not provide time for students to consult about their difficulties”; “Most of the students are afraid of the kidnappers”; “The school gets insufficient budget for library books”; “The school get insufficient budget for teaching aids”; “The school gets insufficient budget for medical instrument and medicine”; and “The school gets insufficient budget for equipment for school office”.

6.8.10 The individual problems, falling in all the major groups and sub-groups of problems, cover 69 problems viz., 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7, 8, 9
9, 11, 12, 13, 14, 16, 17, 18, 26, 35.1, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 50, 51, 56, 59, 60, 62, 63, 65, 66, 67, 68, 69, 70, 75, 77, 78, 79, 80, 81.1, 81.2, 82, 83, 84, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 99, 101, and 102 (vide Appendix 'A'). These do not show significant differences between the perception of the two groups of the school administrators under investigation as far as the seriousness of these problems is concerned.

Suggestions for Further Studies

The study in hand was confined to the administrative problems as perceived by the administrators of the formal and non-formal institutions at the secondary stage. The following suggestions are given for conducting further research in this area:

- A comparative study of the characteristic differentia of the administrators of the formal and non-formal institutions as perceived by their students at the secondary stage may be conducted.

- A comparative study of the role of the administrators as perceived by the student of the formal and non-formal institutions at the secondary stage may be conducted.

- A comparative study of the administrative problems as perceived by the teachers of the formal and non-formal institutions at the secondary stage may be
undertaken.

- A comparative study of variables like sex differences, experience span and attitudes of school administrators in relation to the perception of seriousness of school problems may be made.

- A comparative study of the "role perception" and the "role expectation" of the administrators of the formal and non-formal institutions at the secondary stage may be conducted.

- A study of the administrative problems as perceived by administrators, teachers, and students of the formal and non-formal institutions at the secondary stage in Thailand may be undertaken.