CHAPTER I

INTRODUCTION
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1.1 General Background of Thailand

Thailand is a well-known country in South East Asia. During the Ayuthaya period (1350-1767), this country was known as "Siam". After the World War II (1945), the name was changed to "Thailand" as "Thai" means "free". Further, Thailand for the past 700 years has been the land of free people.

Thailand is situated on the Indo-Chinese Peninsula, covering an area of about 513,115 square kilometres, i.e. about the size of France. Thailand measures 1,650 kilometres from the North to the South, and 800 kilometres from the West to the East. The narrowest part is about 11 kilometres. Its general outline is popularly visualized as an ancient axe.

Thailand can possibly be divided into four regional areas:

1. The General Plain
2. The Northeast Plateau
3. The Northern Region
4. The Southern Region

Thailand is bounded by Malaysia in the South, Cambodia and Vietnam in the East, Laos and China in the North and Burma in the West. The North is cool, mountainous and rich of teak forests. The South or the Peninsula Part is sunny, wet, mountainous and rich of tin and rubber. The general part of Thailand is abundant of food, mainly rice, maize and fruits.
The total population, according to the 1982 Education Ministry report, is estimated to be 47.5 million. About 85 per cent live in rural area and the remaining 15 per cent cluster mainly in Bangkok, which is the centre of social, commercial and political life. About 95.24% of the population consists of the Buddhists. Thailand is categorized as an agricultural country.

General Background of Thailand

2. Population 47.5 million (1982)
   - Growth rate 1.95 per year
   - Population of Bangkok Metropolitan 5.2 million (1981)
5. Currency Baht (28 baht/U.S. dollar)
6. Form of Government Constitutional Monarchy
7. Literacy rate 86% (10 years and older)
8. Religions by proportion
   - Buddhists 95.24%
   - Muslims 4.03%
   - Christians 0.60%
   - Others 0.13%

1.2 A General Education in Thailand

It has been said on many occasions that we must look back in order to look forward. In the same manner and
spirit as our forefathers have developed, changed and modified, so must we of the present generation reform, change and grow.

1.2.1 A Brief History of Thai Education

Earlier, in the process of nation-building, Buddhist temples were the pillars in education, playing the most significant role in providing educational experiences - moral, vocational, intellectual, art as well as self-defence to Thai youth. We often read of a young noble man in ancient times seeking knowledge in military affairs from venerable abbots of temples.

Through the wisdom of their kings, ever since the time of King Ramkamheang the Great (1279-1300), Thai people have always had some forms of learning from the temples and later on from schools. During the long reign of King Rama V (King Chulalongkorn the Great), relations with foreign countries and foreign people were developed. King Chulalongkorn visited Europe twice. Consequently, of their own free will, Thai people adopted many new concepts in education from western countries, particularly Europe. Schools in a modern sense were established at the time and from that time onward, Thai scholar students and officials have travelled to the West and brought home with them foreign educational thoughts and practices. Many of these ideas were adopted for the use in Thai educational system. It is noteworthy that flexibility characterizes the Thai
way of life since at the beginning, even at the time when King Ramkamheang created the Thai alphabets in 1283 through the adoption of the "Khor" and the "Khmer" scripts. Furthermore, learning of foreign languages, especially English, came to be recognized as an important element in education, starting from the reign of King Chulalongkorn.

Looking back, it is realized that it has been a great adventure in education for Thai people, and they have done rather well. As a consequence, directly or indirectly, their freedom and independence have been preserved.

1.2.1.1 Legislative Bases

At present (1982) the organizational set-up and the operational guidelines are based on inter alia: the constitution (1978), the National Education Scheme (1977), the Compulsory Educational Act (1980), the Private Schools Act (1975), the Teacher Act (1980) and several other Ministerial and departmental rules and regulations issued to serve particular purposes.

Generally speaking, the National Education Scheme is the focal basis in administering educational system.

1.2.1.2 Educational Development Plan (1977-1981)

The implementation of the Fourth Five Years Plan (1977-81) has come to an end in 1981. The policies used as development guidelines are as follows:
1. To unify the administration system.
2. To improve the educational system, so that it serves the national economic and social development policies more effectively.
3. To improve the quality of education at all levels.
4. To promote equality of educational opportunity.
5. To improve teaching/learning process and content.
6. To promote non-formal education.

However, in implementing this plan, there are several crucial problems that urgently need to be solved. For example, equality of educational opportunity, mobilization of educational resources, responsibility of private sector, and equality of education.

1.2.1.3 The Fifth National Education Development Plan (1982-1986)

The fifth National Education Development Plan will be implemented from 1982-1986 concurrently with the fifth National Economic and Social Development Plan. This five-year plan was drawn up by a sub-committee under the National Education Commission, which presided over by General Sem he hakorn, the Deputy Prime Minister. The Commission approved the draft submitted by the Office of the National Education Commission in February this year. At the same meeting, the Commission also increased the national budget for educational development from 2.7% of Gross Domestic Product (or GDP) to 3.5% or a total of 239,635 million baht for the five-year period.
The Commission also prioritized six major projects for the Fifth Plan as follows:

(1) Pre-School education organization, particularly in those districts most underserved and situated in the areas classified as poverty pockets.

(2) Quality improvement of primary education with a view to making it universal.

(3) Expansion of lower secondary levels, that is grade 7-9 or H.1 - H.3.

(4) Quality improvement of vocational education.

(5) Expansion and improvement of facilities for non-formal education.

(6) Accelerating research into the development of higher education objectives.

The main objectives of the Fifth National Educational Development Plan follow all the main purposes stated in the National Education Scheme of 1977. Emphasis will be placed on quality improvement of the human resources, in terms of knowledge, intellect, vocational skills, morality, mental and physical health, preservation of cultural heritage and national identity.

Quantitative Targets

The fifth National Education Development Plan has set forth its enrolment targets for every level and type of education by the year 1986 as follows:
Pre-School Level: Enrolment will increase by 217,000 from the current 523,000 to 740,000.

Primary Level: Enrolment will increase in the first two years of the Plan and then gradually decrease in the last three years. In the first year of the Plan, or in 1982, it is expected that there will be a total of 7.633 million students while in the last year of the Plan, or in 1986, there will be 7.468 million students or about two hundred thousand fewer. On the average, the annual turn-out of grade 6 graduates will be about 1.113 million.

Secondary Level: In line with the priority adopted in the plan, the two cycles of the secondary level will not be expanded equally. The lower cycle is due for greater expansion and there will be an increase of 513,000 students, from the current 1.089 million students to 1.611 million students by 1986. On the average, there will be an annual turn-out of grade 9 or M.3 graduates of about 404,000. The upper-secondary cycle, including the general and vocational streams, will have a total increase of about 277,000 students, from the current 848,000 to 1.125 million by 1986. Besides, it has been decided that there will be no more teacher training at this level whereby graduates receive only the lower certificate of education. Approximately, there will be an annual turn-out of grade 12 or M.6 graduates of about 314,000.

Higher Education: In comparison with other levels of education, the territory level is due for much less expansion.
The increased enrolment is targeted at 790,000, from the current 246,000 to 325,000 in 1986. It is expected that there will be about 40,600 first degree graduates each year from the existing universities and colleges. However, the open universities will considerably ease the burden of the formal system by increasing the overall enrolment by 651,000, from the current 623,000 to 1,274 million by 1986.

**Non-formal Education**: This type of education will also be considerably expanded. It is expected that the out-of-school population who benefit from all the course facilities provided by the Non-formal Education Department, the Vocational Education Department and the Religious Affairs Department, will increase by 629,000, from the current 638,000 to about 1,268 million by 1986.

**Qualitative Targets**

Emphasis will be placed on the improvement of educational standards at all levels and types of education, on the development of teachers and personnel, on curriculum development, on the development of teaching/training materials and on research.

1.2.2 Educational System

1.2.2.1 An Evaluation of Policy

"Learn knowledge while young, earn wealth when grown-up." This is an old belief, which was intended to guide the young to pay prime attention to seeking knowledge rather than seeking money. It has become a general principle followed
by the Thai government in organizing the system of education. Vocational education is viewed as something different from literacy education and is only given to those who have had enough of the latter, if it is to be given at all, or otherwise an individual may enter an occupation to seek wealth after finishing literacy education. The growth of adult education programme with the concept of "lifelong education" in recent years has been only a partial modification to this guideline because of the social need to overcome illiteracy. Perhaps, this has been a major reason for the split of vocational secondary education from general secondary education and it was also true that in earlier days there was no need for vocational training.

After 1932, the new government of Thailand realized that education was one of the basic ingredients needed for modernizing the country along with the line of constitutional democracy. The general populace must have a certain level of literacy in order to participate in the polity. Communication and mobilization of the masses through the written words would become dominant and this would require some levels of reading and writing.

In the 1960s, Thailand was forced to associate itself with the "national development". The relationship between education and development did not appear distinctively by the time the educational development was included in the First National Development Plan 1962-1966. Two concepts seemed to
be implied: that education was something desired by the people and society and that education was an important means for changing the knowledge, skills, and values of the people for future socio-economic well-being. This same dual relationship between education and nation development was reflected throughout the successive development plans.

In the Fourth Economic and Social Development Plan (1977-1981) the view of using education as an instrument for the nation's socio-economic development became clear, although there was still some "confusion" between taking education as the means or the end. This can be seen in the following policy statement taken from the fourth five-year plan:

"The objectives of educational development in the plan are to make an intensive effort to develop every educational level and type appropriate to the nation's real social needs and for the general benefit of national development. It is accepted that education plays a role in the promotion of human quality and the solving of manpower problems. At the same time education helps develop knowledge, skills, and attitudes in order to direct society toward a better future. Efforts will be made to organize the educational system effectively and efficiently.

In order to meet the objectives, the educational development policy is given as follows:

(a) To organize the in-school education system in four levels: the Pre-compulsory Education level,
the Primary Education level, the Secondary Education level, and the Higher Education level. The primary and secondary education system will also be changed from 4-3-3-2(3) to 6-3-3.

(b) To make better provision for educational opportunity this will be met by providing compulsory education; the government will support the efforts to expand education in order to provide equal educational opportunity for people.

(c) To improve the quality of every educational level in both urban and rural areas, and in both government and non-government organizations. Special emphasis will be given to the lower-quality sectors.

(d) To improve the educational system to be consistent with the national social and economic development plan by organising the educational system appropriately to provincial conditions; and to make it more free and flexible. Also, to organize the in-school and out-of-school educational programmes consistently and appropriately to the labour market.

(e) To improve and change the content and process in every level and type of educational system, including the population education programme, in order to make it appropriate to the reality of specific areas, and of the nation, to provide the study of the
theoretical along with the practical and to adjust the organization of educational content and educational processes in a way that will help create integration of moral, ethical, intellectual, and material development.

(f) To improve the teacher-training system so that it will meet the needs of the nation by improving the quality and quantity."

From the above view of educational policies in different periods of time, the policy of the national has been undergoing a struggle for transformation from absolute monarchy to self-sustained democracy. Therefore, the education policy has been evolving from king-sponsored to people-sponsored and from being scared to being common.

1.2.2.2 Educational Objectives

The main objectives of the Fifth National Educational Plan (1982-1986) of Thailand follow all the main purposes stated in the National Education Scheme of 1977 which are as follows:

(1) To promote respect for one's own and other's rights and duties, discipline, respect for and abiding by the law, religion and moral principles.

(2) To promote understanding of and arouse enthusiasm in having a part in the governing of the country under democratic constitutional monarchy with unswerving allegiance to the nation, religion and monarch.
(3) To inculcate a sense of responsibility for the nation, the community, the family and oneself.

(4) To realize the collective sense of being Thai and being a part of humanity, to have national pride, to bear in mind national security and to have a say in protecting of the country.

(5) To uphold equality, integrity, and justice.

(6) To develop good personality, and good health and hygiene, both mental and physical.

(7) To encourage deligence, professional abilities as well as legitimate co-operation in all enterprises.

(8) To develop a sense of communication, mutual understanding and co-operation; ability to solve problems and conflicts by intelligent; rational and peaceful means.

(9) To promote knowledge and understanding, appreciation of science, art, culture, natural environment and resources of the nation.

1.2.2.3 Structure of Education

1.2.2.3.1 Formal Education

The structure of the Thai school system from 1960 to 1977 was 7-5-4: seven years of elementary education divided into a four-year lower cycle and a three-year-upper cycle, five years of secondary education divided into a three-year lower cycle and two-year upper cycle, and four years for a first degree. In 1978, this changed to the 6-3-3 pattern. Figure No.1.1 depicts the present system.
Figure No. 1.1: the structure of Educational System in Thailand, 1986
There are four levels of education i.e. pre-primary education, primary education, secondary education and higher education (see Fig. 1,?).

(1) Pre-primary Education: Pre-primary education aims at preparing the child before compulsory education, laying a suitable foundation for him to go on to the next stage of his education. Education at this level may be arranged as formal or out-of-school education. It may take the form of a nursery home, a child centre and in certain cases, a class for small children or kindergarten.

(2) Primary Education: Primary education aims at providing the learner with basic knowledge and skills, teaching him how to read, write and count, and enabling him to be a good citizen under democratic constitutional monarchy.

(3) Secondary Education: Secondary education follows elementary education and aims at providing the learner with knowledge and working skills suitable to his age, needs, interests and aptitudes. Each individual will then be able to comprehend and select work which will be useful both to himself and to society.

There are two levels of secondary education, i.e. lower secondary and upper secondary education. At the lower level, the learner will choose from a wide range of subjects a group of subjects both academic and vocational according to his aptitude and interest, while at the upper level, he will pay
Figure No. 1.2: Articulation Chart of the School System
more attention to a group of subjects that will eventually become his line of future employment.

(4) **Higher Education**: Higher education follows upper secondary education and aims at cultivating and developing his intellect and ideas for academic advancement. It also aims at creating a task-force at higher academic and vocational levels for development of the country. At the same time, it aims at endowing him with high morals, ethics, knowledge and appreciation of art and culture. This will enable him to live a life variable to other individuals, society and finally the nation.

Higher education may take the form of a college, a university or a special institute. The teaching method may be in diverse forms to such an extent that the learners need not attend the institute enrolled.

As for non-formal education system, the responsibility is to provide education for the out-of-school and the underprivileged population in order to give people of all ages opportunities to study and improve their occupations and living conditions.

All educational management in Thailand is under the control and supervision of the state. Financial responsibility lies mainly with the government sector assisted by the private sector. Thus, there are two types of school for every level of education i.e. government and private.

(1) Government schools are set up and maintained by the government budget. The organization is under the responsibility of ministries: The Ministry of Education, The Ministry of
Interior, and the Office of University Affairs.

(2) Private schools are set up by individuals or groups of individuals from their own private funds or from fees. Some private schools are founded and funded by religious organizations. These schools have generally adopted the western form of management.

In 1981, there were approximately 36,000 schools, colleges, and institutions operating formal education activities throughout the country. Approximately, 33,400 institutions were operated by government agencies while other 2,000 institutions were run by private sector.

There were about 500,000 teachers and other staff members working in these institutions; approximately 55,800 were in private sector, the rest were in public sector. Slightly over 10 million students were enrolled in all levels of educational institutions; 1.4 million were in private sector and 8.6 million were in public sector. Table No.1.1 depicts the number of institutions, enrolment and students (see Table 1.1).

1.2.2.3.2 Non-formal Education

In the National Educational Policy of the National Education Scheme 1977, the significance of non-formal education is stated as follows:

The state shall endeavour to step up and promote various kinds of out-of-school education in order to make available life-long education to all, especially to those who missed initial formal schooling.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Organization</th>
<th>Number of Schools/Institutes</th>
<th>Number of Teachers</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ministry of Education</td>
<td>35,013</td>
<td>459,596</td>
<td>9,482,708</td>
</tr>
<tr>
<td>1.1</td>
<td>Public</td>
<td>32,441</td>
<td>405,340</td>
<td>8,146,761</td>
</tr>
<tr>
<td>1.2</td>
<td>Private</td>
<td>2,572</td>
<td>54,256</td>
<td>1,335,947</td>
</tr>
<tr>
<td>2</td>
<td>State University</td>
<td>33</td>
<td>17,232</td>
<td>131,771</td>
</tr>
<tr>
<td>2.1</td>
<td>University</td>
<td>10</td>
<td>13,155</td>
<td>75,979</td>
</tr>
<tr>
<td>2.2</td>
<td>Private Colleges</td>
<td>11</td>
<td>1,508</td>
<td>32,170</td>
</tr>
<tr>
<td>2.3</td>
<td>Institutes</td>
<td>2(3)</td>
<td>1,623</td>
<td>10,877</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstration Schools</td>
<td>10</td>
<td>946</td>
<td>12,745</td>
</tr>
<tr>
<td>3</td>
<td>Bangkok Metropolitan Administration</td>
<td>413</td>
<td>12,380</td>
<td>217,794</td>
</tr>
<tr>
<td>4</td>
<td>Municipalities and city of Pattaya</td>
<td>446</td>
<td>10,641</td>
<td>224,950</td>
</tr>
<tr>
<td>5</td>
<td>Border Patrol Police</td>
<td>109</td>
<td>418</td>
<td>8,659</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>36,014</td>
<td>500,267</td>
<td>10,065,582</td>
</tr>
</tbody>
</table>

Note: 1. Does not include data from other ministries and open universities
2. Number parentheses indicates number campuses.

Source: Educational Planning Division, Ministry of Education 1981.
Since the out-of-school population makes up almost 80 per cent of the total school-age population, an attempt was rapidly made to expand non-formal education. The central coordination system is at present under the National Committee on Non-formal Education and now the administrative work is carried out by the Department of Non-formal Education in the Ministry of Education.

After the compulsory Education Act of 1921, there was a steady rise in the rate of literacy until the outbreak of the Second World War. In 1940, the Adult Education Division was set up in the Ministry of Education. In that year, the government adopted a policy requiring all illiterate adults to attend adult classes to learn how to read and write in Thai. Comparing the census data of 1947 with those of 1960, it appears that the rate of literacy was increased from 52 per cent to 63 per cent although the absolute number of illiterates remained more or less unchanged. In 1970, the literacy rate had increased to 82 per cent.

Programmes of Non-formal Education under the Ministry of Education

The Ministry of Education which is responsible for non-formal education throughout the country operates a number of programmes as follows:

(a) The School Equivalency Programme (Adult Continuing Education) which provides an opportunity for adults who need grade-level equivalency certificates for employment purposes. This programme is well known among the people. The structure
of the school is divided into 5 level (vide Table No.1,2) as follows:

First level (P.2)       six months course
Second level (P.4)     six months course
Third level (P.7)      1\frac{1}{2} years course
Fourth level (M.S.3)  1\frac{1}{2} years course
Fifth level (M.S.4-5)  2 years course

This programme of non-formal school system is arranged by the Department of Non-formal Education.

(b) The Functional Literacy Programme

(c) The Village Newspaper Reading Centre Project is another programme set up to provide the community with news and information, to promote literacy skills and to prevent the people from relapsing into illiteracy.

(d) The Radio and Television Programmes are also arranged by the Ministry of Education as a project of non-formal education. 71 per cent of the total number of households in Thailand have radio sets. Thus, radio has an advantage over any other kinds of mass media in that it can offer educational opportunities to the majority of the people at little expense. Television has been recognized as an effective tool of education and the centre for Educational Technology. Therefore, the Department of General Education, in cooperation with the existing radio and television stations, is beginning to develop their programmes.
### TABLE 1.2

Number of Students in Non-formal School System under the Control of Ministry of Education by type of Education, 1977

<table>
<thead>
<tr>
<th>Type of non-formal Education</th>
<th>Bangkok metropolitan area</th>
<th>Other regions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional literacy</td>
<td>79</td>
<td>10,310</td>
<td>10,459</td>
</tr>
<tr>
<td>Adult education: general</td>
<td>35,775</td>
<td>102,388</td>
<td>133,163</td>
</tr>
<tr>
<td>Basic literacy</td>
<td>25</td>
<td>572</td>
<td>597</td>
</tr>
<tr>
<td>First &amp; Second level (P.2,4)</td>
<td>3,020</td>
<td>2,442</td>
<td>5,462</td>
</tr>
<tr>
<td>Third level (P.7)</td>
<td>10,794</td>
<td>35,320</td>
<td>46,114</td>
</tr>
<tr>
<td>Fourth level (P.4,5)</td>
<td>15,547</td>
<td>41,574</td>
<td>57,121</td>
</tr>
<tr>
<td>Fifth level (P.6)</td>
<td>6,339</td>
<td>22,430</td>
<td>28,369</td>
</tr>
<tr>
<td>Adult vocational education</td>
<td>2,495</td>
<td>33,531</td>
<td>36,026</td>
</tr>
<tr>
<td>Skill training centers</td>
<td>2,495</td>
<td>7,158</td>
<td>9,653</td>
</tr>
<tr>
<td>Mobile trade training centers</td>
<td>0</td>
<td>5,042</td>
<td>5,042</td>
</tr>
<tr>
<td>Mobile trade training schools</td>
<td>0</td>
<td>21,331</td>
<td>21,331</td>
</tr>
<tr>
<td>Polytechnic schools</td>
<td>14,256</td>
<td>3,382</td>
<td>23,238</td>
</tr>
<tr>
<td>Private special vocational schools</td>
<td>47,633</td>
<td>54,538</td>
<td>102,176</td>
</tr>
</tbody>
</table>

| Total                        | 100,843                    | 209,219       | 310,062|

Source: Educational Planning Division, Ministry of Education, 1977
(e) The Interest Group Programme has been organized to provide training on request to any group on any subject arranged by the Department of Non-formal Education. The topics for study are based on the problems, needs, and interests of the people so that what is studied can provide the knowledge and experience useful to the people and their community. At present the duration of a group is limited to a minimum of 5 hours and a maximum of 30 hours.

(f) The Mobile Vocational Training Programme provides short vocational skill training programmes in various fields. Its main emphasis is on the provision of knowledge and skills for solving the people's problems in daily life and work and to upgrade their living conditions. A mobile unit will teach in one place until the needs are fulfilled and then move to another places.

(g) Polytechnic School (organized by the Technical School Division, Department of Vocational Education in the Ministry of Education) provides short courses for young people in need of vocational training after their formal schooling.

Another type of non-formal education programmes whose curriculum is under the control of the Ministry of Education although the programme is run by private individuals, is the Private Special Vocational Schools Programme. Private schools offer both short and long courses in trade training such as dress-making, commerce and typing.
Programme of Non-formal Education Outside the Ministry of Education

There are also many other non-formal education programmes carried out by other government and private organizations.

(1) **Agricultural Training Centres**: These centres are under the Ministry of Agriculture and Cooperatives. They provide short preservice and inservice training courses in specific agricultural skills.

(2) **Summer Training Courses at Kasetsart University for interested people**: This programme makes use of the already existing facilities of the university. There are various courses of about 15-30 days in agricultural training.

(3) **Short Course in Cooperative Management**: This type of training is provided by the training centres with boarding accommodation lasting from a week to six months. The Ministry of Agriculture and Cooperatives is responsible for this programme.

(4) **Military Mobile Training Units**: These units are organized by the Armed forces. The training unit travels to where the clientele is and conducts training courses. After a completion of a course or series of courses of about 20-50 hours, or 100-200 hours, the training unit moves to another site.

(5) **Yuwa Kasetrakorn (Young Agriculturalist) or the 4-H Youth Clubs of Thailand**: This is a kind of youth club-training which
is given to young adults for the development of leadership skills in agricultural areas.

During the last few years, non-formal education has received more and more attention. Consequently, various forms of non-formal education programmes are now available as mentioned above so as to open up a wider range of opportunity for learners. From the data in 1980, there are totally 11,650 non-formal education institutions operated by about 58,000 staff members for approximately 1.3 million learners. The major portion of this responsibility is shared by the Ministry of Education.

Table No.1.3 reveals number of institutions, teachers and learners enrolled in non-formal education programme in 1980

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Organization</th>
<th>Number of Institutions</th>
<th>No. of Teachers</th>
<th>No. of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ministry of Education</td>
<td>11,628</td>
<td>57,174</td>
<td>1,206,715</td>
</tr>
<tr>
<td>1.1</td>
<td>Dept. of Non-formal Education</td>
<td>4,780</td>
<td>23,341</td>
<td>450,257</td>
</tr>
<tr>
<td>1.2</td>
<td>Dept. of Vocational Education</td>
<td>12</td>
<td>356</td>
<td>32,870</td>
</tr>
<tr>
<td>1.3</td>
<td>Off. of Private Comm.</td>
<td>974</td>
<td>4,069</td>
<td>100,780</td>
</tr>
<tr>
<td>1.4</td>
<td>Others</td>
<td>5,862</td>
<td>29,408</td>
<td>662,808</td>
</tr>
<tr>
<td>2</td>
<td>Other Organizations</td>
<td>22</td>
<td>999</td>
<td>118,219</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>11,650</td>
<td>58,173</td>
<td>1,324,934</td>
</tr>
</tbody>
</table>

Note: 1. Semi-open University, Ramkhamhaeng, is included in this group. There were approximately 100,000 students in 1980.

2. New open university, Sukhothaithammamathirat, is not included.
1.2.3 Administrative Structure of Education in Thailand

The Thai educational administrative system is organized in accordance with the National Administrative System. This system is divided into three levels namely, central, provincial, and local levels.

(1) Central Level

Responsibility for the administration of education at the central level is divided among four government ministries: the Office of the Prime Minister, the Ministry of Education, the Ministry of the Interior, and the Ministry of University Affairs. In general, it can be said that the Office of the Prime Minister is responsible for the overall financial and staffing aspects of the whole educational system; the Ministry of Interior is responsible for primary education in municipal areas; the Ministry of Education is responsible for most part of education ranging from pre-primary education to colleges at post-secondary level; and the Ministry of University Affairs is in charge of education at the tertiary level. As there is often some overlapping of authority amongst these ministries, some further description of their different functions in education is as follows:

The Office of the Prime Minister

Within the Prime Minister's Office, there is one organization which is solely concerned with administering education and various organizations of whose functions are related to the education system. The functions of the National Economic and
Social Department Board, the Budget Bureau and the Civil Service Commission are the same for education as they are for other ministries: preparing plans, evaluating and approving budget, and dealing with all matters of staff administration. The National Education Commission is the organization responsible for the overall co-ordination of planning and for ensuring that the activities in different parts of the educational system are consistent with one another. In addition to the above function, it also carries out research of general interest, usually on the request of other agencies. Finally, the National Education Commission has to report to the Cabinet on serious educational problems and make recommendations on the organization of educational system or on the development of new policies to solve these problems.

The Ministry of Interior

The Ministry of Interior's main function is the allocation of subsidies to municipalities for primary education, including primary schools under the responsibilities of the Bangkok Metropolitan Administration and the City of Pattaya.

The Ministry of Education

The Ministry of Education is fully responsible for all types of education, arts, culture, and religious affairs. This ministry also takes care of curriculum under the university level and non-formal education. Pre-primary and most of the primary education are also under the responsibilities of this Ministry. On the top of these, post-secondary programme in
technical institutes, the Institute of Technology and Vocational Education, and teacher training colleges are also under the Ministry's responsibilities.

The administration of teaching personnel and certain type of educational administrators are liable to the Teacher Civil Service Commission, under the Ministry's jurisdiction.

In addition, there is a departmental level committee, the Private Education Commission, looking after private education at the primary and secondary levels.

The Ministry of University Affairs

The Ministry of University Affairs is responsible for the administration of government universities and overseeing private colleges. The Ministry serves as the co-ordinator 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 among the functions of this office.

In regard to private colleges, the government operation over them emphasizes two aspects, namely the control of policy and academic standard.

It is remarkable that there are still several other organizations which run a variety of educational institution for their specific purposes. For example, the Ministry of Defence - Armed Forces Academies Preparatory School, the Military Technical Training School, the Royal Military Academy, - The Ministry of Agriculture and Cooperatives, the Ministry of Communication and the Ministry of Public Health.
(2) Provincial Administration

Provincial administration of education is under the jurisdiction of the Ministry of Education. There are two forms of arrangement: province and district. Administrative authorities are delegated to the governor at the provincial level and to the district officer (Sheriff) at the district level. In each province, there is an educational office, headed by the provincial education officer, responsible for educational matters delegated from central agencies. In each district there is an educational office, headed by the district education office, responsible for educational administration within the district boundary.

(3) Local Administration

The Bangkok Metropolitan Administration, the City of Pattaya, and the Municipalities have their own administrative channels for education under their respective jurisdiction. The educational institutions operated by these agencies are at the pre-primary and primary levels. At present, there are 113 municipalities throughout the Kingdom.

1.2.3.1 Administrative Organization of the Ministry of Education of Thailand

The Ministry of Education has been officially established since 1892 by upgrading the Department of Education (established in 1875) to be responsible for the education of the country. Over the long process of development, education under the
Ministry's jurisdiction has been considerably expanded. As a consequence, the Ministry of Education at the present time has to organize its administrative structure in such a way that educational matters are effectively managed.

(1) Central Administration

There are 14 Departments under the Ministry's jurisdiction, each of which has its own specific functions. Half of these departments are either totally or partially assigned to operate or control certain types of schools, colleges, or institutes. The other three departments (Fine Arts, Religious Affairs, and Cultural Affairs) are responsible for fine arts, religions and culture, respectively. School curriculum, text-book production and test and measurement of student achievement are under the Department of Educational Curriculum and Instruction Development, while teaching personnel matters are taken care of by the Teachers' Civil Service Commission.

The Office of the Department Secretary is the central coordinating agency of the Ministry. Besides those 14 departments mentioned above, the central administration of education also includes 12 educational regions (see Figure No. 1.3). The educational regions were set up for the purpose of improving the education in the rural and to adapt education for local needs and for geographical occupational and cultural backgrounds as well.

(2) Local Administration

Within the framework of local administration of education, the provincial educational office is expected not only to comply.
Figure No. 1.3: The 12 Educational Region of Thailand
with the assigned roles and functions in providing educational services but also to coordinate with other agencies at the province to achieve rural development.

The head of the provincial education office is the Provincial Education Officer appointed and assigned by the Ministry of Education.

1.3 Need of the Study:

The principal is confronted with a variety of tasks. Managing a school is time consuming and demanding. Many of the tasks are routinized, while others require planning and expertized. The rapid change in society has resulted in conditions that make the tasks more difficult. In spite of all this, still and always, the principal's most important task is the improvement of instruction. It is for this reason that the principal must develop a strategy which will enable him to accomplish the objectives of the educational enterprise.

As a result of new researches in the field of education, the concept of education has been broadened. The scope of school activities has also been enlarged. It means that the responsibility of principals has also been widened. To make the aims of formal and non-formal education achievable, a good number of formal and non-formal school principals are urgently required in formal and non-formal educational institutions. Without the analytical investigation through the perception of problems as perceived by formal and non-formal principals, the way for improving the efficiency of principals is a doubtful matt
Perception of problems is a process which helps an individual in interpreting behaviour of others. Accordingly, educational process, meaningful experience, clear understanding and seriousness of problems which educational administrators have perceived are very useful for educational work in future.

The principals do not know the level of seriousness of problems which they were facing during the course of their operation, what behavioural activities they performed during their operation in educational administration. To keep this point in view for the first time the researches are required to be conducted to rate the seriousness of educational problems.

At the secondary level, the school administrators, principals and vice-principals, have to provide the students with knowledge and working skills suitable for their ages, needs, interests and aptitudes so that each individual student may be able to comprehend and select a job which is useful both to himself and society. Every part of the interaction between administrators and teachers, students and higher authorities is very essential to know and understand. When the school administrators operate the schools during the discharge of duties they have to face with certain problems. Many researchers made a study and tried to reveal many aspects of problems perceived by school administrators which are reported below:

Sithi (1976) found from his study concerning the educational administrative tasks of secondary schools in the Twelvth Educational Region as the following conclusions:
The organization of administrative structure in secondary schools is in accordance with the policy of the Department of General Education and Principals regarding job distribution of organization theory. Most schools employ the "line" form of organization which is controlled by the principals. However, the principals have the highest administrative power in decision making. There are no organization charts and job descriptions in most of the schools.

Tasks concerning school business, finance and service management are rather at the median levels: the areas of personnel administration, student activities, and academic activities indicate rather at the lower levels. According to the tasks concerning the school and community relations all groups of the population reported that the schools have achieved a very low level. They mentioned that educational administrative task can be listed in order of importance as follows: administration, student activities, academics and school community relations, respectively.

On the tasks concerning educational administration, most schools face similar problems.

Five tasks of educational administrative problems of secondary schools in the Twelfth Region are similar.

Brown (1978) made a study under the title "Teacher Perception of Administrative Behaviour of Middle School Principal in Dayton, Ohio" and found that (1) when the principal remained
the same in the school, teachers' perceptions of administrative behaviour remained stable. (2) Teachers' expectations of the principal's influence were greater than their perception while teachers' perceptions of central office staff influence were greater than their expectations. (3) Caution must be used in attributing teachers' perceptions or expectations of administrative behaviour to biographical factors such as: sex, age, race, year of teaching and full-time or part-time teaching assignment.

Kirkland (1978) made a study under the title, "The Role of the Department Head in Large Public Senior High School", and found that perception of the actual and ideal roles were consistent among educators regarding many of the characteristics and responsibilities of department heads. However, there were areas where these perceptions differed significantly and underscored the role of conflicts being inherent in the department head position. By identifying the strengths of agreement on the ideal role and by taking into consideration the divergence of the real from the ideal, it was possible to build a model role description for the academic department head.

Silas (1982) made a study under the title "A Study of Administrative and Leadership Behaviours of Secondary School Principals in Nigeria" and found that principals and leaders saw the principals as better administrators than leaders. Teachers were significantly more negative in their rating of all five categories of principals' administrative behaviours that were the principals themselves and significantly more negative
on five categories of leadership behaviour. Teachers and principals were in agreement about the principals' relative administrative strengths over the five categories \( (r = 1.00) \) and over the twelve categories of leadership behaviour \( (r = .69) \). Parents were generally positive towards the principals' administrative behaviour but saw some specific areas of weakness.

In the present study, the perception of problems by administrators of formal and non-formal educational institutions at the secondary stage in Bangkok area, Thailand, has been measured through the statistical tool for observing the seriousness of problems. This investigation will help us in finding out the level of the seriousness of problems as perceived by the principals who are school administrators. The results of this investigation can be the gateway and help in solving school administrative problems in future.

1.4 **Statement of the Study:**

The study is 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.

1.5 **Objectives of the Study:**

The following objectives have been expressed clearly and exactly for the study.

This study is aimed at 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 ...
   1. Administrative personnel
   2. Teachers
   3. Students
   4. Instructional programme
   5. Curriculum
   6. Security
   7. Morale
   8. Supervision
   9. School and community relations
   10. 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.

1.6 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.

1.7 Delimitation of the Study:

The study in hand has been limited in respect of the administrative problems perceived by the secondary school administrators of formal and non-formal institutions at the secondary stage in Bangkok area. All respondents, principals and vice-principals, have been asked to respond about their problems in the day-to-day discharge of administrative duties and responsibilities through a properly organized questionnaire developed by the investigator.

The present study has been delimited with regard to the following:

- The confinement of school administrators in the present study have been confined to principals and vice-principals of Government Secondary Schools and the Adult Continuing Schools at the secondary stage in Bangkok area of Thailand.

- The size of the sample has been restricted to 360 Secondary School administrators of formal and non-formal institutions i.e. 180 principals and vice-principals of formal institutions and 180 principals and vice-principals of non-formal institutions.