

## Chapter VI

### Summary

#### Introduction

The primary education is considered important for both the creation of a base of skills for production and self education. The basic skills and knowledge enable the pupils to earn a living commensurate with their age and capabilities and making them law abiding citizens. Primary education is very important for self education as it provides ability to understand written material related to skills, life experiences, character development and work experience. Considering the importance of primary education, in Thailand, efforts have been made to improve it. In the year 1978, primary education curriculum was reformed. In the year 1981, Ministry of Education increased teaching-learning periods for grades V and VI. In order to improve the administration of primary education, in the year 1979 a Committee was set up by the government to study the problems in the administration of primary education. As a result of the study, on November 20, 1979, a resolution was passed by the Cabinet to set up an entirely new department in the Ministry of Education, the Office of the National Primary Education Commission (ONPEC) to take care of the management and administration of primary education.

## Rationale of Study

For improving the quality of primary education it is essential to solve the problems faced by the primary schools. At the school level, the administrator holds the key position and is responsible for managing all the academic and administrative activities. In fact, to a very great extent the quality of school education may depend on the ability of the administrator to procure and utilize the human and physical resources optimally. This necessitates the identification of needed competencies in administrators and selection of competent people for the school administrator's position. In addition to this, it would also be necessary to provide appropriate training to the school administrators who are already in service so that the competencies required for discharging their duties efficiently could be developed in them. For these two functions it is essential to identify the competencies required for a school administrator's job. In the absence of such funds of knowledge and other needed arrangement neither competent administrators can be selected nor training inputs can be developed. This suggests that the research scholars should take up scientific studies to identify the competencies required for a school administrator's job, if the quality of education is to be improved in Thailand. The importance of this area of research has been already recognized by educational researchers. Some research efforts in this direction have been initiated. (John E. Corbally et., 1961, Culbertson Jack A. et.

al., 1974 and Sukhothai-Thummathirath University, 1980). Application of performance criteria may be used in at least three different ways depending upon how a school system answers the question posed earlier as to whose values are to be applied in assessing performance. A school system may define its own values and attempt to measure the degree to which an administrator implements them; it may adopt criteria generated and attempt to measure the degree to which administrators behave in this manner; it may attempt to determine what administrators see as their goals and whether they are effective by their own standards. If the school system wishes the assessment process to be a fruitful endeavour for the school administrator involved as well as for the system, it may be highly desirable to begin with the third approach. Once a system knows what its administrators are trying to do and what they are doing, it can then begin to answer the question of what they 'ought' to do. Thirty-two administrative competencies are determined for the effective school administrators by Culbertson Jack A., et., 1974. It may be pointed out here that, the competencies have not been identified by the researchers in a scientific manner. Moreover, the competencies stated by different researchers are not common, they have lot of variations. In addition to this, if one examines the competencies identified, it appears that some of them are just the activities which administrators perform but not the real competencies. This necessitates that scientific investigations must be conducted to identify the competencies. These identified competencies could be

classified into administrative abilities and administrative behaviours. Such fund of knowledge generated through research will help in improving the competency level of administrators. However, the review of literature in this area reveals that no efforts have been made to develop scientific instruments to measure these competencies. It was due to these reason that the researcher thought of taking up the work of identification and measurement of competencies through scientific research.

It may also be noted that usually academic achievement, educational qualification, teaching experience, administrative experience, age, sex, etc. are taken into consideration for selection of a school administrator. However, the question arises as to what extent these personal attributes and variables are related to a school administrator's job and make him a competent administrator. This has not been studied in Thailand for primary school administrators. Considering the important role a school administrator plays it is an aspect of utmost importance for studying the relationships between the school administrators' competence and educational qualification, teaching experience, administrative experience, age, sex, etc. Under the DNPEC 1989, there are criteria for selection and promotion of the school administrators. The criteria consists of three parts for the selection process, viz., written examination, work experience appraisal and short course training and also the qualifications. However, if research evidence is available regarding the

relationships among administrative abilities, administrative behaviours, and personal attributes and other variables in respect of effective school administrators, criteria for selection and promotion of primary school administrators could be developed in a scientific and systematic manner. This calls for appropriate research efforts to create effective practices in education.

In order to respond to the above issues the present problem was taken up which is entitled as follows :

**'IDENTIFICATION OF ADMINISTRATIVE COMPETENCIES OF  
PRIMARY SCHOOL ADMINISTRATORS IN THAILAND AND  
DEVELOPMENT OF A SET OF CRITERIA FOR THEIR SELECTION'**

**Objective of the Study**

Main objectives of the study were;

- (i) to identify the administrative competencies of primary school administrators in Thailand,
- (ii) to develop an instrument for measuring administrative competencies,
- (iii) to study the relationship between administrative competencies and personal attributes and other variables, and
- (iv) to develop a set of criteria for the selection and promotion of school administrators.

## **Hypotheses**

With respect to the relationships between administrative competencies and personal attributes and other variables the following hypotheses were formulated.

1. There is significant relationship between
  - 1.1 sex and administrative abilities.
  - 1.2 sex and administrative behaviours.
2. There is significant relationship between
  - 2.1 age and administrative abilities.
  - 2.2 age and administrative behaviours.
3. There is significant relationship between
  - 3.1 teaching experience and administrative abilities.
  - 3.2 teaching experience and administrative behaviours.
4. There is significant relationship between
  - 4.1 experience before achieving position and administrative abilities.
  - 4.2 experience before achieving position and administrative behaviours.
5. There is significant relationship between
  - 5.1 administrative experience and administrative abilities.
  - 5.2 administrative experience and administrative behaviours.
6. There is significant relationship between

- 6.1 present administrative position and administrative abilities.
- 6.2 present administrative position and administrative behaviours.
- 7. There is significant relationship between
  - 7.1 educational qualification and administrative abilities.
  - 7.2 educational qualification and administrative behaviours.
- 8. There is significant relationship between
  - 8.1 administrative training and administrative abilities.
  - 8.2 administrative training and administrative behaviours.
- 9. There is significant relationship between
  - 9.1 special recognition achieved and administrative abilities.
  - 9.2 special recognition achieved and administrative behaviours.
- 10. There is significant relationship between
  - 10.1 honour achieved and administrative abilities.
  - 10.2 honour achieved and administrative behaviours.
- 11. There is significant relationship between
  - 11.1 school size and administrative abilities.
  - 11.2 school size and administrative behaviours.
- 12. There is a significant relationship between

12.1 planning abilities and administrative behaviours

12.2 organizing abilities and administrative behaviours

12.3 controlling abilities and administrative behaviours

12.4 administrative abilities and administrative  
behaviours

In order to fulfil the objectives of the study, and test the hypotheses stated the whole investigation was divided into four specific parts, viz., identification of competencies, development of instruments for measuring competencies, study of relationships between administrative competencies and personal attributes and other variables and development of a set of criteria for selection and promotion of primary school administrators. The methodological details and findings/outcomes with respect to each study are presented subsequently.

#### **Identification of Competencies**

The process of the identification of administrative competencies for primary school administrators was started from the careful examination of the actual tasks which they perform and the abilities required to perform them effectively. Accordingly the first activity carried out by the investigator was the job analysis of the administrator's job. The actual job performed by

administrators in primary schools was analysed by observing administrators' in different educational settings, discussing with them specific tasks they perform, and attempting to discuss the kinds of abilities and skills they need for performing them. The discussions were held with other administrators like Directors of the Office of the Provincial Primary Education (OPPE) regarding primary school administrators' job. Also studied for this purpose were regulations laid down by the UNPEC regarding the job performance of administrators in primary school. From all these sources a pooled set of competencies was arrived at. As clarified in Chapter I, the competencies consisted of administrative abilities and administrative behaviours. This pool was further examined by the investigator in the light of his insights into the matter, developed through the study of related literature and his own judgement, and in consultation with the guide. Through this process a list of competencies was finalised which included the following:

**1. Administrative Abilities**

- (i) Planning
- (ii) Organising
- (iii) Controlling
- (iv) Finance
- (v) Leadership
- (vi) Budgeting

**2. Administrative Behaviours**

- (i) Academic Affairs

- (ii) Personnel
- (iii) Pupil Activities
- (iv) Management and Finance
- (v) Facilities
- (vi) School Community Relations
- (vii) School Plant
- (viii) Transportation
- (ix) Instruction
- (x) Finance

This tentative list was scrutinized by a sample of 20 experts, selected through technique of purposive sampling. The list was mailed to the experts with a request to scrutinize the list of administrative abilities and administrative behaviours individually for their relevance, appropriateness and also the coverage through these, of the administrators' work. Personal contacts were made after the list was mailed and discussions held with the experts by the investigator. All the 20 experts gave their comments.

In consideration to the comments by 20 experts and the discussion of the investigator with them as well as his guide, the list was further modified. The list finally included the following:

**1. Administrative Abilities**

- (i) Planning
- (ii) Organising

(iii) Controlling

## 2. Administrative Behaviours

(i) Academic Affairs

(ii) Personnel

(iii) Pupil Activities

(iv) Management and Finance

(v) Facilities

(vi) School Community Relations

## Development of Instrument for Measuring Administrative Competencies

The task of developing instrument included writing items, tryout of items, item analysis, selection of items and establishing the validity and reliability of the instrument.

### Writing Items

The first task in developing the instrument was to operationalise the administrative abilities and administrative behaviours in terms of work situations and generate items. The items were written by the investigator himself for both competents viz., administrative abilities and administrative behaviours.

The first part of the instrument concerned with administrative abilities. The items were written covering all the three aspects of this component, viz., planning, organising and controlling. In

addition to the relevance of items, the adequacy in coverage of the component dimensions and clarity of language were kept in mind. The items were of multiple choice type, each one representing a problematic work situation in the stem followed by four alternatives to solve the problem. The alternatives were so constructed, that, each one could solve the problem, but each solution would differ in quality. Thus, selection of a particular alternative on the part of respondent would represent his administrative ability to deal with the problematic situation. The alternatives in the items are given the weightage according to the quality of administrative abilities reflected. In all 30 items were developed for this component. Out of 30 items, 10 were for planning, 10 for organising and 10 for controlling.

The other component in the instrument is administrative behaviours which was delineated in terms of six aspects, viz., academic affairs, personnel, pupil activities, management and finance, facilities and school community relations. These aspects were further operationalised by the investigator in the form of items representing work situations as faced by administrators in primary schools of Thailand. For each item, there is a theme pertaining to a task an administrator is required to manage in schools, which is provided in the stem. The stem is followed by a number of specific behaviours required to accomplish the task. These behaviours are derived from the 'regulations' regarding administrator's work as laid down by the ONPEC. The respondent may

tick mark any of the behaviours which he actually performs. In this way 50 items in all were generated for this component covering adequately each of its aspects.

Thus draft instrument had two sets of items, 30 for administrative abilities and 50 for administrative behaviours.

#### **Tryout of the Instrument**

The tryout of the instrument consisted mainly two research tasks; one seeking experts opinion regarding the relevance and appropriateness of the items, and second, gathering empirical support for the items.

#### **Scrutiny by Experts**

For the tryout purpose the same group of 20 experts who were consulted at the stage of identifying competencies, were approached to examine the items for their suitability in respect of relevance of the content represented by the items, adequacy of the coverage of abilities and behaviours and the clarity of language. For effecting the modifications in the draft items, experts comments were considered and incorporated appropriately.

### **Empirical Tryout**

The modified instrument was tried out on a sample of 100 administrators selected from schools in Muang Nakornsawan district in Nakornsawan province of Thailand. Of the 200 administrators in the district, every alternate administrator was selected starting with one for this purpose.

The instrument was mailed to 100 administrators thus selected to give their responses in respect of each item in both the parts. In all 98 administrators returned the filled in instrument of which 5 were found incomplete. The data for remaining 93 respondents were utilised for further analysis.

### **Scoring Procedure for Administrative Abilities**

The response to each item was given a score of 4, 3, 2 or 1 according to the degree of ability reflected in the alternative chosen by the respondent.

### **Scoring Procedure for Administrative Behaviours**

For each item there is a task requiring specific administrative behaviours to accomplish it. These administrative behaviours are listed under each task. The tick marked administrative behaviours are to be scored according to the total

number of tasks ticked in the item. If a respondent specifies any other behaviours in the space provided at the end of the list of administrative behaviours and if that is considered relevant, that would be counted towards number of behaviours and given due score.

Items in each part were scored as per the scoring procedure described. the scores for 93 individual administrators thus arrived were utilised to carry out item analysis and for estimating the reliability for the instrument.

#### Item Analysis and Selection of Items

In order to judge the suitability of the items, the discriminating power was found out by calculating the t-values for each item employing the following formula.

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{S_H^2/nH + S_L^2/nL}}$$

Those items which had significant t-value (2.02) were selected. Thus, 18 items from part one of the instrument i.e., administrative abilities and 50 items from the second part i.e., administrative behaviours were selected.

## Validity

The validity of this instrument can be seen in terms of basic logic involved at each stage of the development of the instrument. The procedures adopted at various stages were such that the systematisation and due rationale for each step have been followed. The experts opinions and empirical support had been gathered to take decisions at each stage. Also, the final form was once again got scrutinised by 20 experts for its conceptual comprehensiveness and the adequacy of measuring devices developed in the form of two parts of the instrument. They unanimously opined that the instrument could be considered as valid enough for use.

## Reliability

For this purpose the scripts of these 93 respondents were rescored for the 18 items selected for the final form of the instrument. These scores were used for computation of the reliability estimate. The Cronbach reliability coefficient was calculated and the formula used was:

$$\alpha = n / (n - 1) ( 1 - \sum s_i^2 / S_t^2 )$$

$$\begin{aligned} \alpha &= 18 / 17 ( 1 - 21.75 / 49.1627 ) \\ &= 0.5904 \end{aligned}$$

The reliability coefficient was found to be 0.5904.

Similarly the reliability was estimated for the second part of the instrument by using the scores of 93 respondents on 50 items about administrative behaviours. The reliability coefficient was found to be 0.9844 as shown hereunder.

$$\begin{aligned} \alpha &= 50/49 (1 - 83.338 / 2361.72) \\ &= 0.9844 \end{aligned}$$

It was this instrument finally used to measure administrative competencies for the study of relationships with personal attributes and other relevant variables.

#### **Relationships Between Administrative Competencies, and Personal Attributes and other Variables**

In order to study the relationship between administrative competencies and personal attributes (like age, sex, teaching experience etc.) and other variables (like school size), the methodological details like sample, tools, procedure of data collection and analysis and the finding therefrom are presented in subsequent sections.

### **Sample:**

The study was conducted on 240 primary school administrators selected randomly from 4 provinces of the Educational Region 7 of Thailand.

### **Tools**

The data related to the administrative competencies was obtained with the help of instruments developed by the investigator to measure administrative abilities and administrative behaviours of the administrators. It has been discussed in details in the preceding section. The data regarding personal attributes and other variables was collected through an information schedule prepared by the investigator. It contains 11 items, requiring information with respect to age, sex, teaching experience, experience before achieving position, administrative experience, present administrative position, educational qualification, administrative training, special recognition achieved, honour conferred and school size.

### **Procedure for Data Collection**

The instrument for measuring administrative abilities and administrative behaviours alongwith information schedule was mailed to 240 primary school administrators selected for this purpose.

The filled in instruments and information schedules received back from the respondents were checked for their completeness. It was found that 223 copies were answered completely and 17 were incomplete. Thus, finally 223 administrators formed the sample which is 92.92 percent of the original one.

### Data Analysis

The data related to administrative abilities was scored for different aspects, viz., planning, organising and controlling and also for administrative abilities as a whole. On the basis of their scores on each aspect and administrative abilities, administrators were classified into four categories as poor, moderate, good and excellent. The relationship between administrative abilities and personal attributes and other variables was studied by analysing these data for different categories through the use of Chi<sup>2</sup> test.

The data related to administrative behaviours were also scored for its different aspects, viz., academic affairs, personnel, pupil activities, management and finance, facilities and school community relations and also for administrative behaviours as a whole. On the basis of their scores on each aspect and administrative behaviours, administrators were classified into five categories as very poor, poor, moderate, good and excellent. The relationship between administrative behaviours and personal

attributes and other variables was studied by analysing these data for different categories through the use of Chi<sup>2</sup> test. The major findings are presented hereunder.

### **Findings**

It was found, that, certain personal attributes and other variables, viz., age, sex, experience before achieving position, educational qualification and special recognition achieved are not significantly related with the administrative competencies. The teaching experience was found to be significantly and positively related with the academic affairs. The administrative experience was found associated significantly and positively with the administrative abilities. Administrative training was found to be significantly and positively related with the pupil activities. The honour conferred was found associated significantly and positively with the administrative behaviours. The school size was found to be significantly related with the administrative abilities as well as administrative behaviours. Administrative abilities and administrative behaviours were also found to be significantly related with each other.

### **Development of a Set of Criteria for Selection and Promotion of Primary School Administrators in Thailand**

In order to develop the set of criteria an attempt was made to

systematically select the constituents of the criteria and determine their relative weightage.

#### **Selection of the Constituents of Criteria**

First of all a list of possible constituents was prepared. For this purpose the variables (personal attributes and other variables) which were found to be significantly related with the administrative competencies were considered as one pool of constituents for the selection criteria. Existing selection criteria as used by the ONPEC for selection of primary school administrators in Thailand was considered another pool of constituents. Both the pools were combined, and thus, nine relevant constituents were identified.

#### **Determining Weightage for Constituents**

The list of identified constituents was sent to 16 experts selected for this purpose. Alongwith this list, they were supplied existing list of constituents with their weightage given in the existing criteria as practised by ONPEC. They were also provided with the research findings about relationships between administrative competencies and personal attributes and other variables. The experts were requested to assign the weightage to each constituent out of 100 as per their own judgement in the light

of research findings. They were also requested to examine the list for its comprehensiveness and add any other constituent, if needed. However, weightage for all the constituents was to be given out of 100 only.

Out of 16 experts, 14 had returned the list of constituents duly weighed. The experts ratings were consolidated by totaling them for each constituent and computing percentages. On the basis of their percentages, ranks were assigned to different constituents. The agreement in the research findings and the expert opinion examined and finally 10 constituents were selected and others were discarded.

The 10 constituents which were selected for the inclusion in criteria were further examined for assigning relative weightages to them. This was done by the investigator in consultation with the guide and two other experts. These 10 constituents formed one sub set in the set of selection criteria and was assigned a weightage of 100 out of 500 for the complete set.

#### **Other Sub-sets in the Set of Criteria**

The other sub-set in the set of selection criteria was the administrative competencies identified by the investigator in terms of administrative abilities and administrative behaviours as its basic constituents. The reliable and valid instruments have also

been developed for measuring them. The investigator in consultation with his guide and two other experts decided the weightage for both the constituents to be equal i.e. 50 per cent each. In order to make this sub-set comprehensive, the existing criteria of ONPEC was also examined. Considering both, 3 constituents were finally identified for the inclusion in the selection criteria. thus this sub-set included three constituents, viz., administrative abilities, administrative behaviours and the knowledge of regulations and their application. For their relative weightage, the investigator in consultation with his guide and the two experts decided to assign equal weightage to all the three constituents. The relative weightage of this sub-set could be 300 out of 500 for the total set.

The third sub-set could be the short course training as in the existing criteria of ONPEC. The weightage for this sub-set could be 100.

### **Outcomes of the Study**

When a scientific investigation is conducted, one looks forward for its specific outcomes. There appears to be four major outcomes of the present investigation. First, the investigator has come out with scientifically identified administrative competencies, consisting of two components, viz., administrative abilities and administrative behaviours. Administrative abilities

consist of three aspects, viz., planning, organising and controlling. Administrative behaviours consist of six aspects, viz., academic affairs, personnel, pupil activities, management and finance, facilities and school community relations. Second, the investigation has come with two scientifically developed instruments one for measuring administrative abilities and the other for measuring administrative behaviours. Both the instruments have acquired the status of a scale as they can be used for classifying administrators into different categories. Third, the investigation generate knowledge regarding the relationships between administrative competencies and personal attributes and other variables. It indicates, that, teaching experience, administrative experience, administrative training, honour conferred and school size are significantly related with the administrative competencies whereas, sex, age, experience before achieving position, present administrative position, educational qualification and special recognition achieved were not found to be related with the administrative competencies. Fourth, the study has come out with a scientifically developed set of criteria for the selection of Primary School Administrators in Thailand.

#### **Educational Implications**

This is quite important to see how the fund of knowledge generated through the present investigation or its other outcomes will help in improving educational practices. The scientifically

identified administrative competencies will assist in developing the instructional inputs for the training and orientation programmes for the primary school administrators. Thus, to develop competency based training programmes in Thailand will be possible, which are essential for effective administration.

The development of valid and reliable instruments for measuring administrative abilities and administrative behaviours and the development of a valid set of criteria for selection and promotion will help in the selection and promotion of primary school administrators. When competent school administrators are selected, they would work effectively and this in turn will raise the standard of education in primary schools in Thailand.

The knowledge regarding the relationships between the administrative competencies and personal attributes and other variables will increase the theoretical understanding of the discipline. This will also help in designing certain practices requiring personal attributes and administrative competencies to be taken into consideration.

#### **Suggestions for Further Research**

While conducting the present investigation researcher had an opportunity to think deeply over this area of research. This has given an insight to the researcher on the basis of which certain

suggestions are made for further research presented in the following.

1. The competencies may be identified further with the help of data from real situations. It may require close observation of the actual functioning of some of effective administrators for longer duration.

2. The validation and improvement may be sought through the follow up work of the developed instrument. It must be made comprehensive enough to cover all the educational regions of Thailand.

3. In the selection criteria of primary school administrators certain abilities have not been included for example, ability to initiate, effective communication, presenting one's view in a coherent and logical manner, ability to tolerate others views, etc. These are important abilities for an administrator, but, cannot be measured through written examination. Therefore, Technique like 'group discussion' on real administrative problematic situation may be included in the selection and promotion criteria and its effectiveness must be scientifically studied.

Thus, research and development activities have to be carried on continually to systematize practices for identifying administrative competencies and associated variables and utilize them for selecting competent administrators.