



**THE EXPECTED AND ACTUAL ROLES
OF THE SCHOOL ADMINISTRATORS AS PERCEIVED BY
KRABI PRIMARY SCHOOL TEACHERS**

CHATCHAWAN WIPAWACHAT

ดุษฎีนิพนธ์ทางการ

จาก

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

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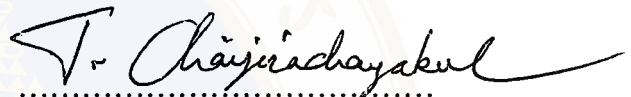
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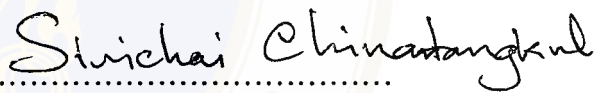
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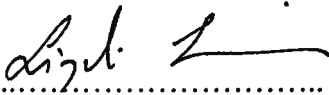
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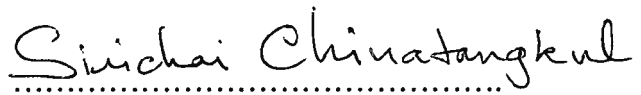
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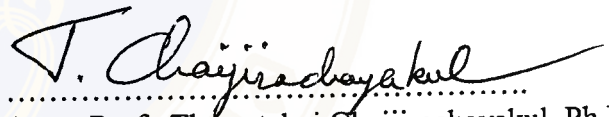
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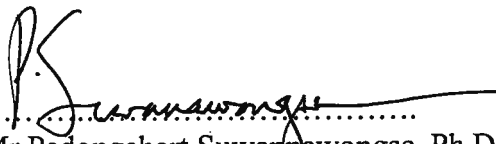
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The purposes of this study are to investigate the perceptions of Krabi primary school teachers toward the expected and actual roles of the administrators and it aimed to compare the perceptions of the teachers toward the administrators' expected and actual roles according to the teachers' sex, working experience, educational level, and size of school.

Sixty item questionnaires were used as a tool for collecting data from 353 teachers of 229 Krabi primary schools who were chosen as sampling subjects of the research. The statistics utilized for analyzing data were means and standard deviations. A t-test and F-test were used to test the hypotheses.

The findings are as follows

(1) The teachers positively perceived all statements of six primary school administrative tasks. Academic development was the only aspect that was rated at a moderate level. Though the perceptions of teachers toward the administrators' expected and actual roles were at a high level, there were statistically significant differences at .05. (2) There were statistically significant differences between male and female teachers' perceptions of the administrators expected roles. Female teachers' perceptions were more positive than male. (3) Based on working experience, there were no statistically significant differences in the teachers' opinions among the four sampling groups. Teachers with 1-10 and 11-20 years of experiences appeared to have more positive perceptions of the administrators' expected roles than the other two groups while the teachers with 21-30 years of experiences showed the highest perception toward the actual role of the administrators. (4) The teachers with different educational level showed no differences in their perceptions toward the administrators' expected and actual roles. Teachers who finished the masters' degree appeared to have higher positive perception than the other two groups. (5) According to size of school, there were statistically significant differences between the perceptions of the teachers in big and small schools on the expected roles. But there were no statistically significant differences of their perception on the actual roles of the administrators overall. The teachers in big schools appeared to have higher positive opinions than in small schools.

Although, the findings from this study showed positive perceptions of teachers toward the administrators' expected and actual roles, there were some aspects that should be improved. This outcome may lead to self-review and development of the administrators. Also, effective training programs should be launched in order to extend the administrators' personal strength, creative talents and to remedy their weaknesses.

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ชัชวาล วิภาชาติ : บทบาทที่คาดหวังและบทบาทที่เป็นจริงของผู้บริหารสถานศึกษาในทัศนะของครูผู้สอนในโรงเรียนประถมศึกษา สังกัดสำนักงานการประถมศึกษาจังหวัดกระบี่ (**THE EXPECTED AND ACTUAL ROLES OF THE SCHOOL ADMINISTRATORS AS PERCEIVED BY KRABI PRIMARY SCHOOL TEACHERS.**) คณะกรรมการควบคุมวิทยานิพนธ์: ธวัชชัย ชัยจิรฉายากุล, Ph.D., ฉลอง บุญญนันต์, Ph.D., ศิริชัย ชินะตั้งกูร, Ph.D., 105 .หน้า ISBN 974-04-2016-8

การศึกษาในครั้งนี้มีจุดมุ่งหมายที่จะสำรวจทัศนคติของครูผู้สอนโรงเรียนประถมศึกษา สังกัด สำนักงานการประถมศึกษาจังหวัดกระบี่ ที่มีต่อบทบาทที่คาดหวังและเป็นจริงของผู้บริหารสถานศึกษาเกี่ยวกับการปฏิบัติงานทั้ง 6 ด้านของโรงเรียน นอกจากนี้ยังมีวัตถุประสงค์ที่จะศึกษาเปรียบเทียบทัศนคติของครูผู้สอนที่มีความแตกต่างกันในเรื่องของ เพศ ประสบการณ์ในการทำงาน ระดับการศึกษา และขนาดของโรงเรียนที่ปฏิบัติงาน

เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถามที่ผู้วิจัยได้สร้างขึ้นเพื่อเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่าง จำนวน 353 คน ที่สุ่มมาจากประชากรครูในโรงเรียนประถมศึกษาจังหวัดกระบี่ จำนวน 229 โรงเรียน ข้อมูลที่ได้มาผ่านการวิเคราะห์ด้วยเครื่องคอมพิวเตอร์ โดยใช้โปรแกรมสำเร็จรูป SPSS/PC เพื่อหาค่าสถิติพื้นฐาน คือค่าเฉลี่ย (\bar{X}) และค่าเบี่ยงเบนมาตรฐาน (S.D) สำหรับค่าทางสถิติที่นำมาใช้ในการเปรียบเทียบทัศนคติของครูผู้สอนที่มีต่อบทบาทผู้บริหาร ตามตัวแปร เพศ ประสบการณ์ในการทำงาน ระดับการศึกษา และขนาดโรงเรียน คือ t - test และ F - test

ผลการศึกษาพบว่า 1.) ครูผู้สอนมีทัศนคติต่อบทบาทที่คาดหวังและบทบาทที่เป็นจริงของผู้บริหารสถานศึกษาเกี่ยวกับการปฏิบัติงานโรงเรียนทั้ง 6 ด้านอยู่ในระดับมาก ยกเว้นด้านวิชาการอยู่ในระดับปานกลาง เมื่อเปรียบเทียบทัศนคติของครูผู้สอนต่อบทบาทที่คาดหวังและที่เป็นจริงของผู้บริหาร โดยภาพรวมและรายด้านแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2.) เมื่อเปรียบเทียบทัศนคติของครูชาย และครูหญิงที่มีต่อบทบาทที่คาดหวังของผู้บริหารสถานศึกษาโดยภาพรวมแตกต่างกันอย่างมีนัยสำคัญทางสถิติ และครูหญิงมีทัศนคติต่อบทบาทผู้บริหารสูงกว่าครูชาย 3.) ผลจากการศึกษาพบว่าครูที่มีประสบการณ์ต่างกัน มีทัศนคติต่อบทบาทผู้บริหารไม่แตกต่างกัน ครูที่มีประสบการณ์ในการทำงานระหว่าง 1-10 ปี และ 11-20 ปี มีทัศนคติต่อบทบาทที่คาดหวังของผู้บริหารสูงกว่าครูอีกสองกลุ่มประสบการณ์ ส่วนครูที่มีประสบการณ์ในการทำงานระหว่าง 21 - 30 ปี มีทัศนคติต่อบทบาทที่เป็นจริงของผู้บริหารสูงกว่ากลุ่มอื่นๆ 4.) เมื่อเปรียบเทียบทัศนคติของครูผู้สอนที่มีวุฒิด้านการศึกษาแตกต่างกันที่มีต่อบทบาทที่เป็นจริงและที่คาดหวัง โดยภาพรวมไม่แตกต่างกัน ครูที่สำเร็จการศึกษาระดับปริญญาโท มีทัศนคติสูงกว่าครูที่มีวุฒิด้านศึกษาด้านปริญญาตรี และระดับปริญญาตรี 5) เมื่อศึกษาเกี่ยวกับตัวแปรในด้านขนาดของโรงเรียนที่ครูผู้สอนแบบสอบถามปฏิบัติการสอนอยู่ ปรากฏว่าครูผู้สอนในโรงเรียนที่มีขนาดต่างกันมีทัศนคติต่อบทบาทที่คาดหวังของผู้บริหารต่างกัน แต่มีทัศนคติต่อบทบาทที่เป็นจริงไม่แตกต่างกัน ทั้งนี้ครูในโรงเรียนขนาดใหญ่มีทัศนคติสูงกว่าครูที่ปฏิบัติงานในโรงเรียนขนาดเล็ก

แม้ว่าผลการศึกษาจะแสดงให้เห็นว่าครูผู้สอนมีทัศนคติต่อบทบาทของผู้บริหารสถานศึกษาในระดับมากก็ตาม ยังมีประเด็นที่จำเป็นต้องได้รับการแก้ไขปรับปรุงเพื่อเพิ่มประสิทธิภาพในการบริหารงานของผู้บริหารสถานศึกษา ผลการศึกษาวินิจฉัยในครั้งนี้จะเป็นข้อคิดให้ผู้บริหารทบทวนบทบาท และพัฒนาศักยภาพของตนเอง และเพื่อให้เกิดการพัฒนา ผู้บริหารเป็นไปในแนวทางเดียวกัน หน่วยงานที่รับผิดชอบในการบริหารงานบุคคล ควรจะพัฒนาหลักสูตรการอบรมให้มีประสิทธิภาพมากขึ้น เพื่อเพิ่มศักยภาพ สถิติปัญญา และแก้ไขข้อบกพร่องในการบริหารงานของผู้บริหารสถานศึกษาต่อไป

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to the Eighth National Education Plan and 1999 educational law, education is considered more vital and important than the past. It is seen as the continuous process that can take place anywhere and any time throughout one's life, life long education. Education is a very essential instrument for training and helping individuals gain their general knowledge, values, attitude, merit, morals, how to live with other people and occupational skills. Nowadays, the world is rapidly changing in technology, political beliefs, social values and others ways. Our world becomes narrow as we call a global world. Education is also widely developed with regard to these new changes and services to the individual and social needs. Like other organizations, military, business and hospital, education requires good and skillful manager. In the field of education, administration or management has a lot of influences on schools' progression and students' learning at all levels.

For primary education, especially under the direction of the Office of National Primary Education and Commission (ONPEC), administrators are classified into many categories, such as, the provincial director, the head of district unit and the school administrator. The last group has different titles depending on ones' rank as head teacher (rank 5-6,7), principal (6-7,8) and school director (rank 7-8,9), according to the Teacher Commission's rule. In order to develop the educational quality in terms

of solving problems and developing the teaching and learning activities, these educational administrators must undergo required training or acquire relevant school experiences. The teachers and school administrators are the key personnel of these qualities - added procedures. These groups play significant roles in school management since they directly and closely relate to students and teachers in teaching and learning activities. However, the administrators are still the leaders in making decisions, directing, controlling, giving advice, and maintaining the operational workers (Thongchai Santiwongsa: 1980 quoted by The Teacher Commission). Moreover, they are also the leaders of the smallest units, schools, where most policies, curricula and various teaching approaches launched by the higher executives are implemented. The Office of National General Education (1978:75) similarly noted that the school administrator is an important person in creating or setting the schools' policies, goals, objectives, and the way to run school in order to accomplish the aims and policies of schools, communities, and government at the same time. He is, therefore, the key personnel who will manage the school to meet its goals as well as communities' and the nation's expectation.

Panas Hunnakin (1970 : 61) noted that qualities of teaching and learning process and school progression are dependent upon the administrator's ability. Also, Arsa Maeksawan (1967: 195) argued for his view that the head or manager is very essential for the office, higher executive, and lower personnel. Thawin Martliam (1999:7) viewed that the administrators are very significant personnel in carrying on the work of both formal and informal organization. They have more influence on and can participate with the operational workers and other persons to accomplish goals of the organization.

Up to this point, it can be summarized that school administrator is the most important person in running the school, especially primary schools where most people are equally provided with basic education. To accomplish the goals of this educational level, it is necessary for the administrator to set and perform his roles properly within the primary school tasks. In general, the administrative tasks may be categorized into 4, 5, 6, 7 or 8 areas depending on the point of view and experience of each expert in the field. For example, Ramseyer, et.al (1955:18-56) have classified the educational administration tasks for school into 8 categories: curriculum and methodology development, secretarial work, finance and school services, school-community relationship, staff personnel, physical facilities, the provision of students transportation, organization and structure, and pupil personnel. Griffiths (1956 : 3-15) has grouped it as ; 1).educational program improvement 2.) personnel selection and development 3).co-operation with community and 4). school activity organization.

Campbell, et.al (1965 : 13) have similarly grouped the school administrative tasks into 7 areas: school - community relationships, curriculum development, pupil personnel, staff development, the physical facilities, finance and business management, organization and structure. Jarvis (1969:8-10) has scoped the administrative tasks of the school head as 1) curriculum and teaching methodology 2) pupil personnel 3) school – community relationships 4) staff development 5) special services 6) structure and organization 7) physical facilities development and 8) finance and business management. Miller (1956: 506-566) stated educational management in the practical way as learning, teaching, planning, student activity, school personnel, building and site, materials, equipment, financial and business affairs, public relations, co-ordination, and planning of student affairs such as transportation and school lunch.

According to the ONPEC' s standard criteria of a primary school, 1991 and 1998, the school tasks are grouped into six categories. They are the academic development, the student activity development, the personnel development, the finance and business development, the physical facilities development, and the school–community relationships. From all of the administrative tasks mentioned earlier, they might be grouped differently in terms of number of items. However, the details that the administrators have to regard for running a good school are just the same.

Undoubtedly, the school administrators have to work with other personnel, teachers, higher executives, operational workers and also people in that community. The perceptions of these persons, particularly teachers, toward the roles of the administrators in the administrative affairs may be different. Some may expect the administrators to perform the academic task effectively. But in reality not all administrators perform their tasks well. At the same time some may think that they should frequently visit the classrooms and give some advice to the teachers while in fact it rarely occurs. Prayong Choorak (1988: abstract), for instance, has studied the perceptions of Nakornsritammarart primary school teachers toward the roles of the administrators in academic affairs. The research result revealed that the expected and actual roles of the administrators as perceived by teachers was statistically and significantly different. That is they expected that the administrators should have performed this job highly but in fact, the administrators performed it at a moderate level. Moreover, Nit Nuangthong (1977:abstract) has investigated the role expectations in administrative affairs of the private school principals held by the managers and the principals of private schools in Thailand. He found that the expectations held by the two sampling groups had statistically significant differences.

The differences between the expected and actual roles of the administrators may affect the school improvement, students' achievement, as well as teaching and learning activities. Nidda Soonthong (1996:2) has surveyed the opinion of 60 Yasothorn primary school teachers on the causes of students' low achievement and she found that the administrators' role in performing their tasks could cause the failure in students' learning. For this reason, the researcher would like to study the expected and actual roles of the administrators as perceived by Krabi primary school teachers in order that the administrators can take some advantages from the research results to improve their administrative abilities which will eventually lead to the schools progress as well as social and national development.

1.2 Purpose of the Study

The objectives of the study are:

1. To investigate the primary school teachers' perception toward the expected and actual roles of the administrators of Krabi Primary School Office.
2. To compare the perception of the primary school teachers toward the expected and actual roles of Krabi Primary School Office administrators according to the teachers' sex, working experiences, educational levels, and size of schools.

1.3 Research Questions

1. Are the expected and actual roles of the primary school administrators as perceived by the teachers different ?
2. Are the expected and actual roles of the primary school administrators as

perceived by the teachers different according to the teachers' sex, working experiences, education levels , and size of schools ?

1.4 Hypotheses

1. The expected and actual roles of the school administrators of Krabi Primary School Office' s as perceived by teachers are different.

2. The perception of primary school teachers according to their sex, working experiences, educational levels, and size of schools toward the actual and expected roles of Krabi primary school administrators are different.

1.5 Scope of the Study

1.This research will study the expected and actual roles of the Krabi primary school administrators as perceived by the teachers by using an opinion questionnaire concerned with 6 areas of the primary school administrative tasks as follows:

1.1 The academic development

1.2 The student activity development

1.3 The personnel development

1.4 The finance and business development

1.5 The physical facilities development

1.6 The school - community relationships

2.The sampling groups were 353 teachers who were teaching in Krabi primary schools. They were selected by using a stratified random sampling method.

1.6 Definition of Terms

Role refers to the primary school administrator's tasks or duties in an undertaking - both expected and actual roles.

Expected role refers to the expectation that the teacher has of role behavior of the school administrators.

Actual role refers to the behaviors of primary school administrators in performing 6 primary school administrative tasks according to their status or position.

School administrators means the primary school administrators of the Office of National Primary Education and Commission in Krabi province including principals (rank 5 - 6,7), head teachers (rank 6 - 7,8) and school directors (rank 7 - 8, 9).

Primary school teachers mean the teachers of the Office of National Primary Education and Commission in Krabi province.

Administrative tasks are the academic development, the student activity development, the personnel development, the finance and business development, the physical facilities development, and the school - community relationships.

Primary schools are the schools in Krabi province under the control of the Office of National Primary Education and Commission which provide pre-primary education, primary education and include secondary education for children.

Small schools are the schools which have less than 12 classrooms.

Big schools mean the schools that comprise of at least 12 classrooms up.

1.7 Significance of the Study

1. The research result will benefit the school administrators in improving his

administrative roles and school policies regarding to the teachers' expectations.

2. The information gathered from this research could be the guideline for ONPEC and others educational institutes to effectively develop a pre-service and in-service training programs for school administrators.



CHAPTER II

REVIEWS OF RELATED LITERATURE

The purpose of this chapter is to define “roles”, “administrative process”, and “the school administrative tasks” in more details.

2.1 Status and Role

We are now living in a society. It exists long before we are born into it, and it exists long after we are gone. Society gives content, direction, and meaning to our lives, and we, in countless ways, reshape the society that we live in for the next generation. Without society we could not survive. No infant could reach maturity without the care and protection of other people, and no adult could remain alive without using the vast store of information about the world that has been learned and transmitted through society. Almost everything that we do is social in some sense—learned from others, done with others, and directed toward others. One aspect that underlines all human society is social structure. Despite our great capacity for flexible behavior, social life is not a haphazard affair: it is generally stable, patterned, and predictable. We know more or less what kind of behavior is expected of us in most situations, and on the whole we conform to these social expectations. There is an underlining regularity to the behavior of both individuals and groups, a regularity that makes society orderly and workable. This patterned nature of society is based on social structure. Social structure refers to the organized relationships between the basic

components in social system. These basic components are found in all human societies, although their precise character and the relationships between them vary from one society to another. The most important of the components of social structure are statuses, roles, groups, and institutions. These concepts are of fundamental importance in sociology. Next, the term “role” will be defined in more detail. However, to understand the term “role” more clearly and deeply, the term “status”, will be roughly explained first since they are closely related; roles are performed depending on status or position held by role holder.

2.1.1 Status

A society consists of ultimately of individual. Each of these individuals has one or more socially defined positions in the society-woman, carpenter, teacher, son, old person, and so on. Such a position is termed their status. A persons’ status determines where that individual “ fits” in society and how he or she should relate to other people. The status of the daughter, for example, determines the occupant’s relationships with other members of the family; the status of corporation president determines the occupant’s relationships with employees, shareholders, other corporation presidents, or tax collectors. Naturally, a person can occupy several statuses simultaneously, but one of them, usually an occupational status, tend to be the most important, and sociologists sometimes refer to it as the person’ s master status.”

The word “status” can be used either to refer simply to one of the many socially defined positions in a society, or it can be used to refer to the fact that some positions rank higher or lower than others. In most societies there is considerable inequality between different statuses. The person who has the status of the supreme

Court Justice, for example, enjoys more wealth, power, and prestige than the person who has the status of janitor. People of roughly equivalent status in an unequal society form a class: they enjoy greater access to the society's wealth and other resources than do those with lower statuses, and they have less access than those with higher statuses. It is usually clear from the context whether sociologists are using the term status simply to refer to the position in society in general or to refer to a position of social rank.

Cohen and Orbuch (1990:42) stated that the status refers to the social position that an individual holds in a group or the social ranking of a group when compared with other groups. An individual's status dictates the rights and privileges to which that person is entitled. They classified it as ascribed and achieved status.

Ascribed status

The ascribed status is acquired by the individual at birth. Wealth, religion, race, ethnic background, and social standing are all acquired as a consequence of being born into a particular family. Ascribed status is attained because of who you are, rather than what you have done. For example, a child born into family will acquire a specific ascribed status not achieved by his or her own efforts. At birth the child is given a title and will be in a position superior to most people with whom he or she will have contact. For a royal child, the years ahead are well planned, with little room for individual choice.

Achieved status

Achieved status is the status acquired because of what you have done through your own efforts or choice. For example, the student who works hard and completes the necessary further education and experience to attain a desire position is on his or

her way to achieving a specific status position. Hard work, however, is not always a prerequisite to an achieved status. We can also achieve status with little effort, and some of these statuses will be negatively valued by particular groups (e.g. criminal)

2.1.2 Role

The explanation above may give some ideas about status before beginning to define the term role.

There are many sociologists, psychologists, and educators having explained the meaning of role.

Rozenweig & Kast (1985:110) mentioned that the twin concepts of status and role are fundamental to the description and analysis of social structure. Status relates to positions in a social system occupied by designated individuals; roles related to the expected behavior patterns attributed to these positions. Status and role, in these terms are concepts serving to connect the culturally defined expectations with the pattern behavior and relationships which comprise social structure. The term role is used to designate the composite of culture patterns associated with a particular status position. It includes attitudes, values, and behavior ascribed by the society to any and all persons occupying a specific position. It includes the legitimate expectation of incumbents with respect to the behavior of other person toward them. "In so far as it represents overt behavior, a role is the dynamic aspect of status"(Ralph Linton). The term sergeant has definite status implications because of its position in the military hierarchy. The behavior expected of a sergeant is also reasonably well defined. Some aspects of the role are described in detail in a position description; other are part of the folklore handed down the generations via face - to - face contacts, novels, movies, or

other media. A typical stereotype is the seasoned, battle-hardened sergeant who has great difficulty in relating to the new , inexperienced second lieutenant.

Robertson (1977:67) said that “ The most important of the components of social structure are statuses, roles, groups, and institutions”. From now on only statuses and roles will be described because they are usually confused.

Every status has one or more roles attached to it. The sociological concept of role is taken directly from the theater; it refers to the part or parts you play in society. The distinction between status and role is a simple one; you *occupy* a status, but you *play* a role (Linton 1936) . Every position or status in society carries with it a set of expected behavior patterns, obligations, and privilege - in other word, norms specifying how the role attached to the status should be played. Status and role are thus two sides of the same coin.

The role we play in life depends on the status we happen to be occupying at the time. If you are talking to your professor as a student, you will both behave very different than you would if, for example, you were sitting on a jury together and playing the roles of jurors. If in later years you return to visit the campus as a wealthy alumnus, your role relationship to your old professor will be changed again. If some one playing the role of physician ask you to undress, you will comply; if the same person asks you to undress when playing the role of host at dinner, you will interpret the situation quite differently.

We play many different roles during the course of each day. The content of our role behavior is determined primarily by *role expectations*, the generally accepted social norms that define how a role ought to be played. Our actual role behavior is called *role performance*, and it may or may not conform to role expectations.

President Nixon's role performance, for example, violated public role expectations of how the occupant of his status should behave. The fact that people may have several different statuses, each with several different roles attached, can obviously cause problems when role expectations conflict. Sometimes conflicting expectations are built into a single role. A factory supervisor, for example, is expected to maintain good relations with the workers but is also expected to enforce regulations that the workers may resent. When conflicting demands like this are built into a role, or when a person for some reason cannot meet role expectations, a situation of role strain exists. Another problem arises when a person play two or more roles whose requirements are difficult to reconcile. For example, police officers some time find themselves in situation where they are required to arrest their own children: in such circumstances, the role expectations of a parent and a police officer can be at odds with one another. When two or more roles clash in this way, a situation of role conflict exists. But although role expectations may sometimes cause strains and conflicts in role performances, they do the most part ensure the smooth and predictable course of social interaction. Roles enable us to structure our own behavior along socially expected lines. We can anticipate the behavior of others in most situations, and we can fashion our own action accordingly.

Goffman (1984: 105) said that status is usually defined as the rank or position of a person in a group, or of a group in relation to other group. (In fact, some sociologists prefer to use the term position instead of status.) Role is behavior expected of one who holds a particular status. Each person may hold a number of statuses and be expected to fill roles appropriate to them. In a sense, status and role are

two aspects of the same phenomenon. A status is a set of privileges and duties; a role is the acting out of this set of duties and privileges.

For Robbins (1988:84), a role refers to a set of expected behavior patterns attributed to someone who occupies a given position in a social unit. Individuals play multiple roles, adjusting their roles to the group to which they belong at the time. Your friends, for example, expect you to act differently at a Saturday night party than at a church the next morning. You understand this and adjust your behaviors accordingly.

Owen (1991: 63) has commented on the “role” the term which are commonly used in the literature as below.

Role. Role is a psychological concept dealing with behavior enactment arising from interaction with other human beings. The various offices or positions in organization carry with them certain expectations of behavior held by both on lookers and by the person occupying the role. These expectations generally define role, with the additional expectation that the individual will exhibit some idiosyncratic personality in role behavior.

Role description. This refers to the actual behavior of an individual performing a role or, more accurately, one's perception of that behavior.

Role prescription. This is the relatively abstract idea of what the general norm in the culture is for the role. What kind of role behavior is expected of a teacher in the country, for example ?

Role expectation This refers to the expectation that one person has of role behavior of another. A teacher, for example, expects certain behavior from a principal, and the principal has expectation of behavior for teachers. Thus, as teacher and

principal interact in their roles in the school, they have complementary role expectation.

Role perception. This is used to describe the perception that one has of the role expectation that another person holds for him or her. In dealing with the PTA president, for example, the principal know that the president has some role expectation of the principal. The principal's estimate of that expectation is role perception.

Hodgetts & Kuratko. (1988:319) explained that a role is an expected behavior. In many organizations, job descriptions provide the basis for one's role. By carefully reading the description an individuals can understand what she or he is supposed to be doing. The job description provides an initial basis for determining one's role.

Arun Rakthum (1983:18) divided the system of role in a psychological administration as below.

1. Actual role or role behavior - the actual or role behavior of an individual, which is controlled by emotion, attitude, individual behavior, and the problem of task performance.
2. Role prescription – the duty or responsibility of an individual set by an organization.
3. Role expectation - the individual role which is either expected by one occupying the role or others persons.

From the concept of the status and role mentioned earlier, it can be concluded that “the school administrator” is the achieved status that is set for a person who runs and manages the education organization, a school, which provide basic education for all children. Therefore the duties and privileges or role of the administrator is

dependent upon this organization in addition to the expectations of himself and other people, higher executive, teacher, and community.

2.2 The Roles of the School Administrator

Generally, to perform any roles, the school administrator or individual must know his present status, think of the proper behavior for that situation and the others related behaviors which will be the guidelines in acting out the roles attached to the status and position.

(All definitions mentioned in 2.1 indicate that social status or position and role are closely related. The school administrator, for example, is a position which is set for a person who run a school to meet its goals efficiently and effectively. So he has to play his role attach to his position. No matter how big or small the school is the administrative tasks are similar.They are :

2.2.1. The academic development

Pinyo Sathorn (1974:37) has defined that the academic development means managing all activities concerned with improving teaching and learning process in educational institutions or schools since the duty of these place is to provide academic knowledge for learners. The school administrator is supposed to be the academic leader, co-ordinator, and supervisor who works closely with teachers. Some researchers indicated that the academic development is more important than others administrative tasks.

Sanong Kruamark (1991:1021) said that the administrative tasks could be grouped into 2 types as showed in the diagram.

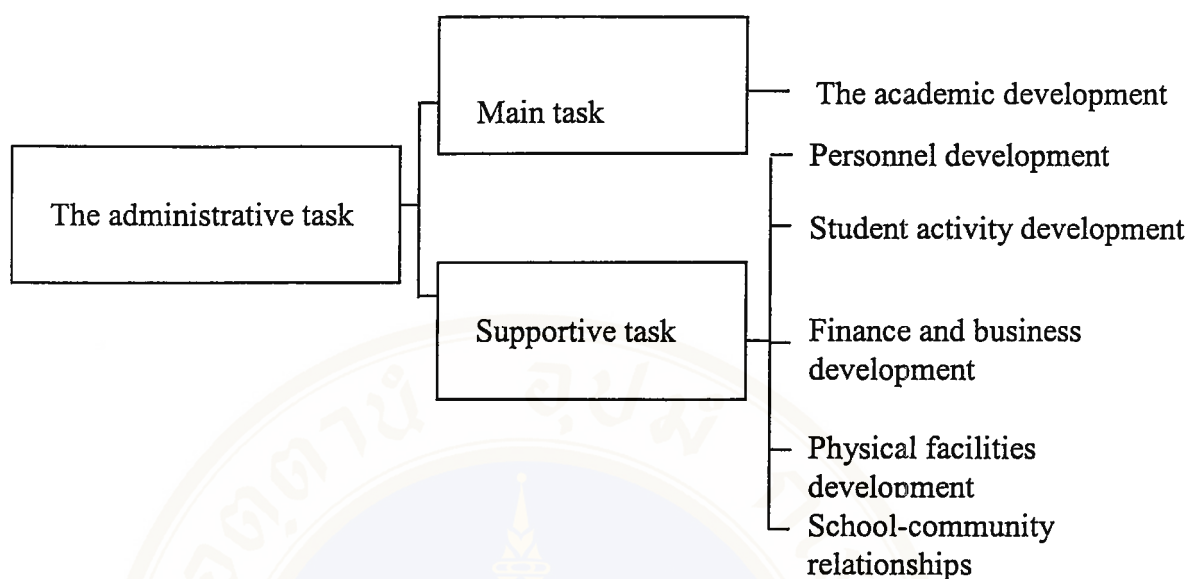


Figure 1: School administrative tasks (Sanong Kruamark:1991)

Akekachai Keesukphan (1984:38) said that the academic development was any task which was performed in order to develop or improve teaching and learning activities effectively. The following activities should be the roles of the administrator.

- To support the preparation of teaching and learning process to provide the appropriate classroom climate for students' direct experiences.
- To set a school's policies, goals, objectives ,and plans
- To control, direct, monitor, and supervise the academic task closely and systematically.
- To provide and develop teaching materials, curriculum and documents for the teacher.
- To encourage the teacher to apply instructional materials properly.
- To organize testing and evaluation process with accuracy and up to date information according to the regulations of the Ministry of Education.

2.2.2 The student activity development

This administrative task refer to all out of classroom activities that concern directly concerned with students. These activities will supplement regular classroom instruction. For example, library, health services, school lunch, guidance and counseling advice, school mapping, and so on. The purposes of this task are to benefit the student in surveying and understanding about his own interests, competency, and attitude. Furthermore, it also promotes the student morality, how to live and work with others, and helps the teacher to know more about each student. (Kanjana Srikalasin:1988. 13-15)

The chief role of the administrator in the student activity development is one of integrating the personnel functions with instruction of co-ordination and various kinds of personnel services. A few of major tasks in area are as follows:

- Pupil inventory and organization
- Pupil accounting
- Pupil personnel services
- Control of pupil behavior

2.2.3.The personnel development

A personnel is one of the necessary resource for school administration like money, material, managing technique, which will help the administrator to accomplish the goals at the heart of the administrative process. To perform every task, the administrator must utilize other personnel. Any organization, which consists of qualified personnel, who satisfies their work will complete the work effectively. The roles of the administrator for this task include the following:

- To place the personnel into the right job.

- To encourage the school personnel to work suitably to their abilities.
- To support all the personnel to behave properly to the order, discipline and good deeds in their minds.
- To organize the personnel administrative charts and teachers' manual.
- To praise and to honor the school personnel occasionally.
- To hold meetings for all personnel in order to discuss topics on a school development.
- To encourage all teachers to do their best for progress in their job and to upgrade their knowledge.
- To manage the administration in the form of a committee.
- To approve personnel's work with justice.
- To follow up and to evaluate the school personnel' work regularly.

2.2.4. The finance and business development

This administrative task is also an important activity of the school system that the administrator must pay more attention to and take responsibility for since it will support another task. Because it is concerned with law and regulation, the administrator must be careful. The school necessarily has to contact and communicate with others organizations- both educational and non-educational organizations, especially in term of purchasing, payroll operation, supply management, accounting and reporting, and the keeping of a property inventory.

The following identify the school administrator's role with regards to business, financial affairs and material administration.

- To appoint the business personnel, school cashier and the material personnel,

- To encourage the school personnel to work suitably to their abilities.
- To support all the personnel to behave properly to the order, discipline and good deeds in their minds.
- To organize the personnel administrative charts and teachers' manual.
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- To appoint the business personnel, school cashier and the material personnel,

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- To manage the business affairs in full and present details.
- To file and classify all-important school documents properly.
- To organize the financial and budget plans.
- To manage the financial documents and receipts.
- To provide sufficient and easy to use materials and equipment.
- To repair and maintain all materials and equipment, and keep them in good

condition.

2.2.5. The physical facilities development

Most programs of instruction and pupil services require some physical facilities. It includes under such a term school buildings, school grounds, and equipment needed in instruction and incidental to instruction. The major tasks of school administration in this area are; school plants for instruction, and plants development program. The important roles of the school administrator are:

- To create school plants for instruction and plant development program.
- To appoint the suitable personnel for building and site repair and maintainance:
- To utilize building and site properly
- To keep buildings and the school compound tidy and attractive
- To evaluate the use of buildings and the school compound.

2.2.6. The school – community relationships.

Nowadays, creating the relationship between school and community is needed for school administration since school will have to utilize some resources in improving school effectiveness. Those resources are both building and teaching and learning

activities. For example , students may be encouraged to learn some occupational skills like baking, motorbike repairing, accounting and secretarial work from private sectors or factories set up in that community. The school administrator has to perform the following roles to accomplish this task.

- To study the background of the community such as culture, occupation, resources, economics and beliefs.
- To develop a co-operative work plan which is suitable to the school condition.
- To co-operate in activities with other institutions in the community.
- To organize public services for the community.
- To visit the community in order to get some suggestion in running school activities.

2.3 Administrative Process

To accomplish any task with effectiveness, it should be necessarily done step by step. Administration is just the same, that is the administrator must continue his work by utilizing the systematic process correlated with each other. In the point of view of Campbell, the administration is a process by which an organization makes and implements decision. Some writers call it the decision-making process but it is simply called the administrative process. While this view of administration has been prominent in business and public administration, it has been relatively neglected in educational administration.

Sears (1959:17-36) appeared to be the first writer in education to apply in compressive fashion the administrative process to educational administration.

According to him, the process included the following activities: planning, organization, direction, co-ordination, and control. Besides Sears, there are many writers who have commented on the administrative process. The crucial activities or elements of the administration of each person may be different. For example:

1. Gregg (1957:274) commented that the administrative process should have 7 elements as follows;

1.1 Decision – Making

1.2 Planning

1.3 Organizing

1.4 Communicating

1.5 Influencing

1.6 Coordinating

1.7 Evaluating

2. Fayol (1949:5 –6) enumerated 5 crucial activities. They are described as follows;

2.1 Planning

2.2 Organizing

2.3 Commanding

2.4 Coordinating

2.5 Controlling

However, the administrative process popularly used by many enterprises is suggested by Gulick.(1973:6)They are explained as follows;

1. Planning, that is working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose for the enterprise;

2. Organizing, that is the establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated for the defined objective;

3. Staffing, that is the whole personnel function of bringing and training the staff and maintaining favorable conditions of work;

4. Directing, that is the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise;

5. Coordinating; that is the all-important duty of interrelating the various parts of the work;

6. Reporting; that is keeping those to whom the chief executive is responsible for informed as to what is going on, which thus includes keeping himself and his subordinates informed to records, research and inspection;

7. Budgeting, with all that goes with budgeting in the form of fiscal planning, accounting and control.

Besides the administrative process, the following skills and attributes are also essential to the administrator's role.(Teacher Training Agency :1990)

1. Leadership skills, attributes and professional competence: the ability to lead and manage people to work as individuals as a team toward a common goal.

The administrator should be able to:

1.1 create and secure commitment to a clear vision for an effective institution;

1.2 initiate and manage change and improvement in pursuit of strategic objectives;

1.3 prioritise, plan, and organize;

1.4 direct and co-ordinate work of others;

1.5 build and support a high performance team;

1.6 work as part of a team;

1.7 develop responsibilities, delegate tasks and monitor practice to see that they are being carried out;

1.8 motivate and inspire pupils, staff, parents, and wide community;

1.9 set standards and provide a role model for pupil and staff;

1.10 seek advice and support when necessary;

1.11 deal sensitively with people and resolve conflicts;

1.12 use appropriate leadership styles in different situations and understands their likely effect;

The school administrator should possess and display the attributes of:

1. personal impact and presence;

2. resilience;

3. adaptability to changing circumstances and new ideas;

4. energy, vigor and perseverance;

5. self-confidence;

6. reliability;

7. enthusiasm;

8. intellectual ability;

9. integrity;

10. commitment.

The school administrator should have the professional competence and

expertise to:

1. command credibility through the discharge of their functions and to influence others;

2. provide professional direction to the work of others;

3. make informed use of inspection and research findings;

4. apply good practice from other sections and organizations.

2. Decision making skill: the ability to investigate, solve problems and make decisions. The school administrator should be able to:

1. collect and weigh evidence, make judgements and take decisions;

2. analyse, understand and interpret relevant information and data;

3. think creatively and imaginatively to solve problems and identify opportunities;

4. demonstrate good judgement.

3. Communication skills: the ability to make points clearly and understand the views of others. The school administrator should be able to:

1. communicate effectively orally and in writing with a range of audiences;

2. negotiate and consult effectively;

3. manage good communication systems;

4. chair meetings effectively;

5. develop, maintain and use an effective network of contacts.

4. Self-management: the ability to plan time effectively and to organize oneself well. The school administrator should be able to:

1. prioritise and manage their own time effectively;

2. work under pressure and to deadline
3. be self-motivating;
4. achieve challenging goals;
5. take responsibility for their own professional development.

2.4 Roles of School

The primary school seems to be the relevant educational organization where basic education is provided for children. All policies and plans will be completely implemented at this unit. It's mission of it is to organize teaching and learning activities for children in order that they can achieve the objectives and goals of the nation's curriculum and to acquire the good attributes and health. The statement by the White House Conference on Education revealed precisely the roles of the school. "The basic responsibility of the schools is the development of the skill of the mind, but the over-all mission has been enlarged. Schools are now asked to help each child to become as good as capable in every way as native endowment permits. The schools also are asked to help children to acquire any skill or characteristic, which a majority of the community deems worthwhile. The order given by the American people to the schools is grand in its simplicity; in addition to intellectual achievement, foster morality, happiness, and any useful ability. The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied and, so far as possible, corrected. This is truly a majestic ideal, and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind." (Campbell, et.al :1956: 9)

2.5 Related research

Samart Raksasin (1987 : abstract) studied the academic administration of the administrators as perceived by themselves and school academic teacher of Phetchaboon Primary Education Office. He found that school administrators in different school performed the academic task differently. In big schools teaching - learning activities and supervision were more emphasized than small schools. Also in the big and medium - sized school, the administrators paid more attention to measurement and evaluation tasks than those in small schools.

Phairote Chuaychoo (1985 : abstract) has studied the administrative tasks performed by Songkla primary school administrators. He found that the average of the teachers' perception of the expected roles of the administrators was at high level, while the average performing of the actual roles were at moderate level. Teachers with different experiences and different schools showed no statistically difference in their perceptions.

Chokechai Krainara (1982 : abstract) has studied the teachers' perception toward the administrative roles of the Nakornsrithummarat primary school administrators. The result revealed that the role performance of the administrators in businesslike and secretarial tasks was at high level, while the other tasks were performed at a moderate level. The perceptions of male and female teachers as a whole was not different except in personnel development task. Amount of experience and educational level did not affect the difference between the teachers' perception toward the administrators' role.

Teerawoot Jareonrat (1980 : abstract) has studied the role conflicts of the elementary school principals in Nakhon Phanom Province. He found that the administrators, principals, and teachers of elementary schools in Nakorn Phanom Province had a high level of role expectations of the principals as educational leaders, administrators, and community developers.

Nidda Soonthong (1996 : abstract) has studied the administrative role of primary school administrators as perceived by Yasothorn Primary Education Office' s teachers. The study revealed that the teachers' perception toward the aspects of administrative expected role were at high level, while their perception toward the administrative actual role were at moderate level. The teachers at different age, experience, and educational level showed no difference in their perceptions toward the administrative actual and expected roles as a whole. Both male and female teachers' perceptions towards the administrative actual role as a whole were statistically significant differences at 05., with the exception of the academic and student activities , which showed no differences in their perception.

Nit Nuangthong (1997 : abstract) has investigated the role expectations in administrative affairs of the private school principal. The research result showed that the expectations held by the managers and the principal for the role in administrative affairs had statistically significant differences. The level of education of the tested groups effected more significant differences in expectations of administrative role than position held by group members.

CHAPTER III

METHODOLOGY

This chapter describes the research design and the methodology used in this study. The instrumentation, data collection and analysis are also discussed in details.

3.1 Research Design

Descriptive research is employed in this study. To access the perception of teachers on the expected and actual roles of the administrators, a questionnaire was constructed and utilized to collect data. Then the data was analyzed for the following purposes.

Purpose 1: To investigate the primary school teachers' perceptions toward the expected and actual roles of the administrators of Krabi Primary School Office.

Purpose 2: To compare the perceptions of the teachers toward expected and actual roles of Krabi Primary School Office administrators according to the teachers' sex, working experiences, educational levels, and sizes of schools.

3.2 Population

The population in this research was the Krabi primary school teachers under the control of the Office of National Primary Education and Commission. The total, both male and female, was 2751.

3.3 Sample

The sampling subjects were drawn from the entire population, 2751, using the stratified random sampling method. By employing the ready table that is done by the Bureau of Research, New York State Division of Housing and Community Renewal (Yamane : 1970; 886), 353 teachers at 95 percent confidence interval with 5 percent of margin error, therefore, were selected to be the representatives-sampling group, of the population.

3.4 Step of Random Sampling

3.4.1 The researcher used the ready table of the Bureau of Research, New York State Division of Housing and Community Renewal to find the number of sample.

3.4.2 Stratify the schools into 2 subgroups by its size, small (183 schools with 1764 teachers) and big (46 schools with 987 teachers).

3.4.3 Sampling units were drawn from both small and big schools of 8 District Office of Primary Education (DOPE) by employing proportional stratified random sampling method as shown in the table 1.

Table 1 Number of population and sample who were chosen by using a stratified random sampling subjects method from the 8 District Office of Primary Education. (DOPE)

DOPE	Population	Number of sample		Total
		Sample of small school	Sample of big school	
1.Muangkrabi	532	42	24	66
2.Khlongtom	461	31	28	59
3.Aoluk	411	31	20	51
4.Khao Phanom	313	21	20	41
5.Koh Lanta	236	23	8	31
6.Plaipraya	245	22	11	33
7.Lumtub	137	14	6	20
8.Nua-klong	416	42	10	52
Total	2751	226	127	353

3.5 Instrumentation

The opinion questionnaire about the roles of primary school administrators in performing the administrative tasks - the academic development, the student activity development, the personnel development, the finance and business development, the physical facilities development, and the school – community relationships was utilized to collect data. It was constructed in the scope of ONPEC's primary school standard criteria 1991 and 1998. To construct this questionnaire, the researcher has studied various documents concerning with the primary school administrative tasks. With

regard to the kindness of Mr.Chawaeng Maneechote and Mr.Boonsong Buddharakphong, krabi primary school administrators, and Miss Wassana Na – nakorn, a supervisor, the questionnaire was determined its validity. Then, it was proofed again by Assoc.Dr.Thawatchai Chaijirachayakul. It was divided into 3 parts.

Part 1 The general information or background of the respondents were considered in this part. They were:

1. Sex
2. Educational level
3. Working experience
4. Size of school (where they are now teaching)



These are all the independent variables in this study.

Part 2 In this part the teachers' perceptions toward the administrative roles of the school administrators were investigated. It consisted of 44 items. Each item was five – point Likert rating scales, measuring the opinions of the teachers. The teachers were asked to express their opinions on the roles in school administration of the administrators which were grouped into 6 categories as follows;

The academic development	8 items	from number	1-8
The student activity development	6 items	from number	9-14
The personnel development	9 items	from number	15-23
The finance and business development	8 items	from number	24-31
The physical facilities development	7 items	from number	32-38
The school-community relationships	6 items	from number	33-44

The responses to each item were chosen from the following five level categories:

- | | |
|----------------------|-------------------|
| 1) Strongly disagree | least practice |
| 2) Disagree | less practice |
| 3) Some what agree | moderate practice |
| 4) Agree | much practice |
| 5) Strongly agree | most practice |

Part 3 problems and suggestions for each task

In terms of reliability, the instrument showed the reliability at .97. The score of all, both high and low group, were used to figure the internal consistency of the questionnaire. The alpha coefficient was utilized to compute the reliability of each aspect of the questionnaire. It was showed in table 2.

Table 2 Reliability of the questionnaire.

Part of questionnaire	The number of item	Reliability
1. The academic development	8	.92
2. The student activity development	6	.90
3. The personnel development	9	.80
4. The finance and business development	8	.90
5. The physical facilities development	7	.91
6. The school – community relationships	6	.90
Total	44	.97

The results in the table 2 indicated that all aspects or parts showed high reliabilities.

That meant this instrument provided consistent data for this study.

3.6 Data Collection

A questionnaire was used to collect data of this study. The 353 questionnaires were sent off to the sampling subjects in 229 target schools through the head of DOPE and the school administrators. Then the researcher went out to get them back at the DOPE at the appointed time. With the cooperation of eight DOPE, 100 percent of questionnaires were returned. For this procedure, the researcher had to spend 3 months to get all questionnaires back. However, only 94.6 percent, which was rather high for this study, could be used for analyzing data since the others 5.4 percent were incomplete.

3.7 Data Analysis

1. The data was analyzed by using SPSS/PC program.
2. The teachers' perceptions toward the expected and actual role of the schools administrators were analyzed by using an arithmetic mean.
3. t-test and F-test were used to analyze and compare the expected and actual roles of the schools administrators according to the teachers sex, working experiences, education levels, and size of schools
4. Data from rating scale of the perceptions of the teachers toward the roles of the school administrator will be analyzed by an arithmetic means and standard deviation. It can be translated by Best's criteria as follow:

The average score	3.68 – 5.00	means strongly satisfied
The average score	2.34 – 3.67	means satisfied
The average score	1.00 – 2.33	means dissatisfied

CHAPTER IV

RESULTS OF THE STUDY

The perceptions of the primary school teachers toward the expected and actual roles of the administrators were the emphasis of this study. The results of the study are based on the 334 completed questionnaires returned by the teachers (94.6 percent). The data was collected, organized, and analyzed to answer the following research questions.

1. Are the expected and actual roles of the primary school administrators as perceived by the teachers different ?
2. Are the expected and actual roles of the primary school administrators as perceived by the teachers according to the teachers' sex, working experiences, education levels, and size of schools different?

The purpose of this chapter is to present a statistical analysis of data gathered by the study. It is divided into 4 main parts.

Part 1. To show the results of data analysis of the respondents' general information.

Part 2. To indicate the comparison of teachers' perceptions toward the expected and actual roles of the school administrators.

Part 3. To show the comparison of teachers' perceptions toward the expected and actual roles of the school administrators according to the teachers' sex, working experiences, educational levels, and size of schools.

Part 4. To reveal the teachers' opinions, suggestions, and recommendations on the roles of the administrators' administrative tasks.

The Symbol Used for Data Analysis

\bar{X}	means Arithmetic mean
SD	means Standard deviation
N	means Number of sampling subject
t	means a t- distribution
F	means F- distribution

Criteria of translation

Means gathered from the data analysis were translated by using Best's criteria as showed below:

The average score	3.68 – 5.00	means strongly agree
The average score	2.34 – 3.67	means somewhat agree
The average score	1.00 – 2.33	means agree

Part 1 The results of data analysis of general information of the respondents.

Data analysis of the general information of the teacher respondents was performed in order to describe the characteristics of the sampling subjects. This analysis of data was completed by using the SPSS subprogram, FREQUENCIES. The distribution of frequencies and percentage of responses from the primary school teachers are presented in Table 3.

Table 3 Frequencies and percentages of the primary school teachers' general information.

Information	Number of Responses	Percentage
1. Sexes		
Male	116	34.70
Female	218	65.30
Total	334	100.00
2. Working Experiences		
1 – 10 years	91	27.20
11 – 20 years	105	31.40
21 – 30 years	88	26.30
31 years up	50	15.00
Total	334	100.00
3. Educational level		
Lower bachelor's degree	32	9.60
Bachelor's degree	296	88.60
Master's degree	6	1.80
Total	334	100.00
4. Size of school		
Big	120	35.90
Small	214	64.10
Total	334	100.00

Table 3 indicated that most of the respondents, 218 (65.30 percent), are female and the other 34.70 percent, 116, are male. When asked about their working experiences, the majority, 31.40 percent, replied 11 – 20 years. The teachers with 1- 10 years and 21 – 30 years of experiences are just 27.20 percent and 26.30 percent respectively. The last, which is the minor group (15.00 percent) found in the sampling group is the teacher with more than 31 years of working experiences. For the educational level, most of the respondents, 88.60 percent or 296 persons, indicated that they received a bachelor's degree. In addition, 9.60 percent of them got lower than a bachelor's degree, and only 1.80 percent (6 person) finished a master's degree. That means 90.40 percent of teachers as the sampling subjects have got at least a bachelor's degree. Moreover, when questioned about sizes of school where they were working, 64.00 percent (214 persons) answered that they were in small schools. While the other group, 35.90 percent (120 persons) were teaching in big schools.

Part 2 Presentation of Data Analysis Relative to Research Questions

In this section the results of data analysis and the comparison of the expected and actual roles of school administrators as perceived by the primary school teachers are showed in table 4 – 9.

Table 4 Comparison of means and standard deviation of teachers' perceptions toward the administrators' expected and actual roles.

Areas of Administrative Tasks	Expected roles		Actual roles		t
	\bar{X}	SD	\bar{X}	SD	
1. The academic development	4.37	.50	3.46	.71	22.612*
2. The student activity development	4.43	.46	3.80	.62	18.078*
3. The personnel development	4.48	.53	3.69	.73	19.574*
4. The finance and business development	4.53	.53	3.95	.68	16.463*
5. The physical facilities development	4.44	.52	3.67	.69	19.516*
6. The school – community relationships	4.33	.61	3.60	.76	16.493*
Total	4.44	.45	3.70	.58	22.555*

The administrative tasks from area one to six of Table 4 were used to evaluate the total teachers' perceptions toward the administrative roles of the school administrator. An analysis of data is presented in table 4. The analysis on this data indicated that the overall teachers' perceptions toward the administrative roles of the administrators were at high level except for the first, fifth, and sixth area of the actual roles were at the moderate level. When comparing each area of the administrative tasks, it could be described as follows: 1) The average means of the academic development of the expected role were at high level, 4.37, while the means rating of the actual role, were at the moderate level, 3.46. 2) The perceptions of teachers toward the expected role on the student activity development were higher than the same task of the actual role. 3) The means score of the expected role on the personnel development were higher than the

average means of the actual role. 4) The fourth area, the finance and business development of the expected role got the higher means rating than the actual role. 5) With regard to the finance and business development, the teachers' perceptions toward the expected roles were at high level, 4.44, whereas they perceived the administrators' actual roles at a moderate level, 3.67. 6) For the last area, the school - community relationships, the means rating of this task on the expected roles were at high level, 4.33. On the contrary, this task of the actual was rated just a moderate level.3.60. However, there were statistically significant differences at the .05 level between the mean score of the expected and actual roles..

Considering the total means of the expected role, 4.44, and the total means of the actual role, 3.70, it indicated that the expected roles and the actual roles are statistically and significantly different at .05. Regarding to each aspect, it was found that the average means of the academic task (3.46), which was generally accepted as the main task, was lower than others tasks. The finance and business development, on the other hand, got the highest means, 3.95. Furthermore, the expectations of the teachers on the finance and business development were at the highest level, 4.53. While the sixth task- the school – community relationships, was the lowest level of expectation.

Table 5 Comparison of means and standard deviation of the teachers' perceptions toward the expected and actual roles of the administrators according to the academic development

Roles	Expected roles		Actual roles		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1. Construct and develop curricula to serve the students' and community's needs.	4.20	.71	3.91	.86	19.592*
2. Providing adequate and qualitative documents and teaching– learning media.	4.26	.67	3.36	.85	16.837*
3. Provide the systematic supervision.	4.30	.77	3.15	.99	19.353*
4. Provide a variety of learning resources to promote the teaching and learning activities.	4.40	.68	3.38	.91	19.041*
5. Participate in improving the effectiveness of teaching and learning activities with teachers.	4.42	.69	3.50	.91	16.630*
6. Promote the evaluation and assessment programs regarding to the principle and regulation of measurement.	4.46	.66	3.71	.89	15.396*
7. Accept the teachers' opinions and suggestions in improving the academic development.	4.45	.68	3.71	.91	14.871*
8. Pay attention to the effectiveness of the teaching and learning processes.	4.52	.65	3.67	.92	16.446*
Overall	4.37	.50	3.46	.71	22.612

Statements from item one to eight under the first categories of the administrative tasks of the school administrators were used to evaluate teachers' opinions toward the academic development. An analysis of the data is presented in table 5. Overall, the teachers appeared to have positive perception toward the expected roles. The analysis

made on this data indicated that the means rating of teacher on the expected roles ranged from a maximum of 4.52 to a minimum of 4.20. As overall, the rating was 4.37. It illustrated that the teachers' perception were at high level. Furthermore, the average means of their opinions on the actual roles ranged from 3.15 to 3.71. Overall mean was 3.46. It showed that their perceptions were at moderate level.

Considering each item of the expected roles, it is found that the teachers have high expectation on the item eight – monitoring and pay more attention to the effectiveness of teaching and learning process. The means rating was 4.52. The other high expectation was the sixth item, the evaluation and assessment is promoted with regard to the principle and regulation of measurement. On the contrary, construct and develop curricula to serve the students' and community's needs was the task which teachers least expected their administrators to perform. The average mean was 4.20.

However, when comparing the means between the expected and actual roles, it was statistically significant differences at .05 as overall and each item. That meant the teachers expected their administrators to perform tasks according to the administrators' position and privilege at high level. While, indeed, the administrators - as perceived by the teachers, performed their administrative tasks at the moderate level. Also, with regard to each item, it was found that item one and three that seemed to be very important have got low average means score 3.19 and 3.15.

Table 6 Means, standard deviation, and comparison between the expected and actual roles of the school administrators as perceived by the teachers on a personnel development.

Roles	Expected roles		Actual roles		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1.Perform all tasks effectively to serve the students' and community's needs.	4.53	.65	3.70	1.00	14.592*
2.Assign jobs to each personnel with regard to his or her degree, experiences, and attentions	4.51	.68	3.77	.93	14.300*
3.Provide a precise and justifiable compensation system and welfare	4.42	.70	3.48	.97	15.672*
4.Continuously promote and develop personnel to improve themselves and their works.	4.43	.66	3.70	.87	14.779*
5.Write a precise job description for all personnel.	4.44	.69	3.75	.92	13.726*
6.Create good relationship among personnel.	4.57	.66	3.73	1.02	14.735*
Overall	4.48	.53	3.69	.73	19.574*

The analyzed data displayed on table 6 is based on the teachers' opinions concerning the personnel development. On a whole, the means rating of the responses on the expected roles ranged from a maximum of 4.57 to a minimum of 4.42. The overall rating was 4.48. The data analysis indicated that teachers expected to perform this task at high level.

At the same time, the teachers' perception toward the actual roles of the school administrators as overall was 3.69. Considering to each item, the means rating ranged

from a maximum of 3.48 to a minimum of 3.77. It illustrated that the school administrators as perceived by the teachers performed their roles on this task at high level also.

Further, considering to each item it seemed that the sixth item – create good relationship among personnel, was the highest expectation, 4.57, of teachers. While they had least expectation on the item three- provide a precise and justifiable compensation system and welfare. With regard to the real situation, the teachers also thought that the administrators carried out the item three less than the other 5 items.

In conclusion, the teachers, as a whole, thought that the administrators should much perform the personnel development task at high level. In fact, according to the data analysis, the administrators do it at a high level. However, though the means rating of the two parts are high, they are still statistically significant differences at .05.

Moreover, the task that should be improved as quickly as possible was the number three; provide a precise and justifiable compensation system and welfare since it was rated least both for the expected and actual roles.

Table 7 Means, standard deviation, and comparison between the expected and actual roles of the school administrators as perceived by the teachers on the student activity development.

Roles	Expected roles		Actual roles		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1. Provide a school year plan of students' admission and enrollment	4.58	.60	4.30	.81	6.423*
2. Provide a continuous and systematic guidance serving the students' needs.	4.21	.69	3.42	.86	16.726*
3. Provide an adequate health care for all students.	4.38	.66	3.75	.80	13.042*
4. Provide enough extracurricular activities for every subject groups	4.36	.70	3.60	.97	15.373*
5. Take care of the poor students.	4.36	.67	3.84	.85	10.604*
6. Provide the exhibition of students' products.	4.18	.73	3.32	.90	15.742*
7. Prepare adequate activities to promote athletic and moral behavior the students.	4.58	.63	3.66	.91	16.582*
8. Provide a school lunch for all students.	4.69	.56	4.34	.85	8.100*
9. Provide adequate measures to protect students from accidents.	4.56	.60	4.01	.85	11.893*
Overall	4.43	.46	3.80	.62	18.078*

The statements from Table 7 illustrated the teachers' perceptions toward the roles of the administrators on the student activity task. Overall, the means rating of teachers on the expected role ranged from a maximum of 4.69 to a minimum of 4.18. The overall mean was 4.43. It indicated that the teachers' perceptions on this task were at high level.

In addition, the average means of their opinions on the actual roles range from a maximum of 4.34 to a minimum of 3.32. The overall mean was 3.80. Also, the data analysis indicated that the teachers' expected the administrator to carry out this task at high level. To consider to each item of this task, the eighth item- Provide a school lunch for all students, has got the highest mean for both expected and actual roles: 4.69 and 4.34. Next, the first and the seventh item: provide a school year plan of students' admission and enrollment and prepare adequate activities to promote athletic and moral behaviors to the students have also got high rating, 4.58. The item which teachers rated least of this task on the expected role were provide a continuous and systematic guidance to serve the students' needs, 4.21 and provide the exhibition of students' products, 4.18.

Table 8 Means, standard deviation, and the comparison of the administrators' expected and actual roles as perceived by the teachers on the finance and business development.

Roles	Expected role		Actual role		t
	\bar{X}	S.D	\bar{X}	S.D.	
1. Provide plans, projects and schedules cover all school tasks	4.54	.64	3.90	.90	13.229*
2. Categorize the secretarial work Systematically and perform correctly	4.56	.64	3.93	.88	13.480*
3. Organize the information system covering all school tasks with an accurate and up – to – date information	4.39	.76	3.66	.91	14.443*
4. Implement budget with regard to the purpose of the tasks and projects	4.51	.69	4.01	.93	10.120*
5. Organize and update the documents of finance and accountancy systematically	4.66	.60	4.23	.84	10.228*
6. Provide adequate material to serve the staffs' requirement	4.54	.66	3.85	.89	14.163*
7. Monitor and give suggestion to staff to improve the task performance	4.41	.70	3.66	.92	14.968*
8. Undertake procurement regarding to official regulation	4.66	.61	4.34	.82	7.712*
Overall	4.53	.53	3.95	.68	16.463*

From table 8, the data analysis is presented the teachers' perceptions toward the finance and business development. The analysis on this data indicated that the means rating of the teachers on the expected roles ranged from a maximum of 4.66 to a minimum of 4.39. As over all the mean rating was 4.53. It illustrated that their

perceptions were at high level. Moreover, the average means of their opinions on the administrators' actual roles ranged from a maximum of 4.34 to a minimum of 3.66. The total mean was 3.95. It demonstrated that the perception of them were also at high level.

To concentrate on each item of this task of the expected role, organize and update the documents of the finance and accountancy systematically (item 5) and undertake procurement regarding to official regulation, 4.66 (item 8) were the highest expectation, 4.66, of the teachers. Whereas they had least expectation on item 3, organize the information system covering all school tasks with and accurate and up to date information. Turning to the teachers' opinions on the administrators' actual roles, item 8 – undertake procurement regarding to official regulation, has also got the highest expectation. On the other hand, there were two items the teachers had least expectations. They were “organize the information system covering all school tasks with accurate and up to date information” (item 5) and “ monitor and give suggestion to staff to improve the task performance” (item 7). The means rating of them were at the moderate level. However, when comparing the mean scores of the expected and actual roles, they were statistically significant differences at .05 as overall and each item.

Table 9 Means, standard deviation, and comparison of the administrators' actual and expected roles as perceived by the teachers on the physical facilities development

Roles	Expected role		Actual role		t
	\bar{X}	S.D	\bar{X}	S.D.	
1. Provide enough buildings and classrooms for learning and teaching	4.56	.59	3.87	.95	12.776*
2. Set plans of utilizing site and surrounding with others personnel	4.46	.64	3.90	.88	11.978*
3. Provide a school location and surrounding to promote students' learning	4.58	.57	3.87	.84	15.034*
4. Provide enough special activities rooms –	4.43	.71	3.35	.98	17.667*
5. Maintain a school site and buildings with adequate safty all time	4.50	.67	3.71	.88	15.465*
6. Conduct the evaluation and assessment of building and site management by the setting time	4.23	.71	3.42	.96	14.826*
7. Handle traffic in a satisfactory manner	4.29	.77	3.61	.99	12.474*
Overall	4.44	.52	3.67	.69	19.516*

The analyzed data in table 9 revealed that the teachers' perceptions toward the administrators' expected and actual roles were statistically significant differences at .05. The difference was that the teachers hoped the administrators to play their roles on this task at high level, whereas they performed it, as a whole, at a moderate level. The means rating of the expected roles ranged from a minimum of 4.58 to a minimum of 4.23. The total means was 4.53. For the actual roles, the means rating ranged from a maximum of 3.90 to a minimum of 3.35. The overall mean was 3.67.

When considering each statement of this task, the third one – provide a school location and surrounding to promote students' learning, has got the highest mean, 4.58. The next significant category was the first one – provide enough buildings and classrooms for learning and teaching activities. The mean score of it was 4.56. For all items, conduct the evaluation and assessment of buildings and site management by setting time (item 6) has got the least mean score, 4.23. Back to the actual roles, item 2 – set plans of utilizing site and surrounding with others personnel, unlike the expected role, has received the highest mean, 3.90. While “provide enough special activities rooms”, item 4, has got the least mean, 3.35. However, when comparing the mean scores of the expected and actual roles, they were statistically significant differences at .05 as overall and each item.

Table 10 Means, standard deviation and comparison of the administrators' actual and expected roles as perceived by the teachers on the school – community relationships.

Roles	Expected role		Actual role		t
	\bar{X}	S.D	\bar{X}	S.D.	
1. Organize the activities to promote the school works rapidly and continuously	4.44	.64	3.61	.91	15.604*
2. Provide activities to promote the school and community relationship.	4.42	.66	3.72	.90	13.335*
3. Let board of a school, community, and others organization involve in the school improvement.	4.46	.68	3.81	.91	12.529*
4. To be a community leader and occasionally give community advise	4.21	.79	3.33	1.02	15.584*
5. Let community and others organization utilize the school building and site	4.34	.80	4.02	.92	6.974*
6. Conduct the assessment of community's perception toward the school	4.14	.85	3.14	1.08	15.622*
Overall	4.33	.61	3.60	.76	16.493*

Table 10 displays the opinions of the teachers on the expected and actual roles of the administrators on the school – community development. Examining to each statement, the means rating of the expected roles ranged from a maximum of 4.46 to a minimum of 4.14. The total mean was 4.33. It indicated that the teachers' expected their administrators to carry out this task at high level. Further, the average means score of their opinions on the actual roles ranged from a maximum of 4.02 to a minimum of 3.14.

The overall rating was 3.60. It presented that the administrators, indeed, performed this task as just a moderate level.

Considering to each item, item 3 - Let board of a school, community, and others organization involve in the school improvement, has got the highest score, 4.46. The next important one was item 1 - Organize the activities to promote the school works rapidly and continuously. The mean score was 4.44. On the contrary, the last item – Conducting the assessment of community’ perception toward the school, has got the least score, 4.14. Unlike the expected roles, item 5 of the actual roles – Let community and other organization utilize the school building and site, was the highest mean scores, 4.02. While item 6 - Conducting the assessment of community’ perception toward the school, has got the least score, 4.14. However, when comparing the mean scores of the expected and actual roles, they were statistically significant differences at .05 as overall and each item.

Part 3 The Analysis of Data and the Comparison of Teachers’ Perceptions toward the expected and actual roles of the school administrators according to the teachers’ sexes, working experiences, educational levels, and size of schools

Table 11 The comparison of the teachers’ perceptions toward the administrators’ expected role based on the teachers’ sex.

Role	Male (n= 116)		Female (n= 218)		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1.The academic development	4.28	.57	4.43	.46	-2.625*
2.The student activity development	4.44	.55	4.51	.752	-1.089
3. The personnel development	4.35	.49	4.48	.45	-2.432*

Table 11 The comparison of the teachers' perceptions toward the administrators' expected role according to their sexes. (continued)

Role	Male (n= 116)		Female (n= 218)		t
	\bar{X}	S.D.	\bar{X}	S.D.	
4. The finance and business development	4.45	.57	4.58	.50	-2.197*
5. The physical facilities development	4.37	.54	4.48	.51	-1.858
6. The school – community relationships	4.28	.59	4.36	.62	-1.108
Total	4.36	.47	4.48	.43	-2.330*

The mean of overall teachers perceptions toward the administrators' expected roles for male and female were 4.36 and 4.48, respectively. More precisely, this indicates that overall there were statistically significant differences in teachers' perceptions at .05 between the two sampling groups, male and female. Further, their opinions were statistically significant differences at .01 for the academic development and at .05 for the personnel development and the finance and business development.

When studying in detail, table 11 shows that the mean score of female teachers' perception are higher than male in all aspect except the finance and business development in which male expressed higher mean rating.

Table 12 The comparison of the teachers' perceptions toward the administrators' actual role according to the teachers' sex.

Role	Male (n= 116)		Female (n= 218)		t
	\bar{X}	S.D.	\bar{X}	S.D.	
1.The academic development	3.42	.67	3.48	.73	-.753
2.The student activity development	3.71	.76	3.68	.71	.415
3. The personnel development	3.82	.61	3.79	.62	.459
4. The finance and business development	3.94	.68	3.95	.69	-.246
5. The physical facilities development	3.65	.73	3.69	.67	-.436
6. The school – community relationships	3.53	.79	3.64	.74	-1.291
Total	3.69	.59	3.71	.58	-.360

Based on the data analysis table 12 indicates that as a whole and each item there were no statistically significant differences between the perception of male and female teachers toward the school administrators' actual role. The overall mean rating of the perceptions of the two sampling groups were 3.96 and 3.71 respectively. Additionally, when studying to each statement "the finance and business development" had the highest mean score, 3.94 and 3.95, while "the academic development" had the lowest mean, 3.42 and 3.48.

Table 13 The comparison of the teachers' perceptions toward the administrators' expected role according to the teachers' working experiences.

Role	1- 10 years (n= 91)		11-20 years (n=205)		21-30 years (n=68)		31 years up (n=50)		F
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1.The academic development	4.41	.47	4.40	.49	4.34	.55	4.32	.52	0.660
2.The student activity development	4.52	.52	4.54	.51	4.41	.53	4.41	.57	1.494
3.The personnel development	4.47	.47	4.44	.46	4.39	.46	4.43	.46	0.401
4. The finance and business development	4.59	.44	4.58	.49	4.50	.54	4.41	.70	1.645
5. The physical facilities development	4.42	.53	4.46	.49	4.46	.49	4.41	.61	0.222
6. The school – community relationships	4.31	.66	4.35	.61	4.39	.54	4.25	.09	0.671
Total	4.46	.44	4.46	.43	4.41	.45	4.39	.53	0.415

Table 13 indicates that the overall mean rating of perception of teachers with differences working experiences toward the administrators' expected roles was at high level, 4.46, 4.46, 4.41, and 4.39. Though the mean rating of each sampling group was different, there was no statistically significant difference. The finance and business development, according to the teachers with 1- 10, 11-20, and 21 –30 years, was expressed the highest mean score. While those with 31 years up of experience rated the highest mean on the personnel development. On the contrary, the three sampling groups,

1-10, 11-20, and 31 years up of experience rated the lowest opinion on the school – community relationships, while those with 21-30 years of experience rated the academic development instead.

Table 14 The comparison of the teachers' perceptions toward the administrators' actual roles according to their working experiences.

Role	1– 10 years (n= 91)		11-20 years (n=205)		21-30 years (n=68)		31 years up (n=50)		F
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1.The academic development	3.35	.717	3.40	.74	3.44	.64	3.45	.75	0.727
2.The student activity development	3.72	.73	3.66	.76	3.68	.65	3.70	.81	0.102
3.The personnel development	3.77	.59	3.83	.67	3.78	.58	3.85	.63	0.302
4. The finance and business development	3.91	.65	4.00	.74	3.96	.66	3.90	.69	0.344
5. The physical facilities development	3.61	.68	3.69	.74	3.75	.61	3.64	.75	0.681
6. The school – community relationships	3.60	.72	3.56	.85	3.72	.65	3.52	.81	0.982
Total	3.70	.56	3.70	.64	3.72	.52	3.69	.63	0.045

Based on working experience table 14 shows that the overall perception of teachers toward the administrators' actual role are at high level, 3.70, 3.70, 3.72, and 3.69. The teachers with 21 – 30 years of working experience had a higher mean rating as compared to that of any other group, while the teachers with 31 years up of experience

had the lowest mean rating of 3.72. However, there was no statistically significant difference among the three groups.

When looking at the analysis in detail, the fourth item “the finance and business development” had the highest mean rating of 3.91, 4.00, 3.96, and 3.90, while the first statement “ the academic development” had the lowest mean scores, 3.55, 3.40, 3.44 and 3.45.

Table 15 The comparison of the teachers’ perceptions toward the administrators’ expected roles according to the teachers’ educational level.

Role	Lower a bachelor’s degree (n=32)		A bachelor’s degree (n=296)		Higher a bachelor’s Degree (n=6)		F
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1.The academic development	4.29	.47	4.37	.51	4.83	.22	2.938
2.The student activity development	4.42	.51	4.48	.53	4.94	.14	2.504
3.The personnel development	4.41	.43	4.43	.47	4.72	.26	1.218
4. The finance and business development	4.38	.58	4.54	.53	4.85	.15	2.458
5. The physical facilities development	4.39	.54	4.44	.52	4.71	.35	0.972
6. The school – community relationships	4.35	.61	4.33	.61	4.56	.51	0.418
Total	4.37	.44	4.44	.45	4.77	.20	2.000

The analyzed data displays on table 11, indicates that the expectations of the teacher with different educational level – lower a bachelor’ s degree, a bachelor’s degree, and higher a bachelor’ s degree, on the administrators’ roles were high. It illustrates that

they really want the administrators to perform the school tasks rather than the administrators have done. The overall mean rating were 4.37, 4.44, and 4.77.

Considering to each item, the first one – The academic development, had the lowest mean rating of teachers with lower a bachelor's degree, while the last statement, the school – community relationships had the lower mean score for the teachers with a bachelor's degree and higher a bachelor's degree. On the other hand, the teachers with lower and higher a bachelor's degree rated the high opinions mean core on the student activity development, while those with a bachelor's degree expressed their opinions on the finance and business development.

Table 16 The comparison of the teachers' perceptions toward the administrators' actual role according to the teachers' educational level.

Role	Lower a bachelor's degree (n=32)		A bachelor's degree (n=296)		Higher a bachelor's degree (n=6)		F
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1.The academic development	3.66	.707	3.44	.70	3.17	.88	1.899
2.The student activity development	3.91	.68	3.66	.73	3.61	.59	1.706
3.The personnel development	4.01	.63	3.78	.62	3.78	.47	2.061
4. The finance and business development	3.99	.69	3.94	.69	3.90	.22	0.088
5. The physical facilities development	3.74	.68	3.67	.69	3.43	.84	0.526
6. The school – community relationships	3.66	.76	3.60	.76	3.39	.90	0.331
Total	3.84	.53	3.69	.59	3.56	.58	1.129

Based on educational level table 16 shows that the overall opinion of the teachers who finished lower bachelor's degree had a higher mean opinion rating, 3.84, as compare to that of any other group, while the teachers with a higher bachelor's degree had the lowest mean rating, 3.56.

When looking at the analysis in detail, there were no statistically significant differences between the opinion of the three groups. The finance and business development, for teachers with a bachelor's and higher a bachelor's degree, had got the highest mean rating- 3.94, 3.90, while the teacher with lower a bachelor's degree expressed their highest opinion on the personnel development, 4.01. The academic development, on the other hand, had received the lowest mean score.

Table 17 The comparison of the teachers' perceptions toward the administrators' expected role according to size of schools.

Role	Big school (n=120)		Small school (n=214)		t
	\bar{X}	SD	\bar{X}	SD	
1. The academic development	4.47	.46	4.32	.52	2.733*
2. The student activity development	4.55	.55	4.44	.52	1.840
3. The personnel development	4.51	.47	4.39	.46	2.179*
4. The finance and business development	4.59	.51	4.50	.54	1.574
5. The physical facilities development	4.53	.50	4.39	.52	2.327*
6. The school – community relationships	4.41	.58	4.29	.62	1.735
Total	4.52	.463	4.39	.44	2.568*

Table 17 presents the means and standard deviation of teachers' perceptions toward the administrators' roles based on size of schools. Teachers in big schools expressed higher overall mean rating on the administrator roles than those in small schools. There were statistically significant differences at .01 between the two groups. Besides when comparing the analyzed data of each aspect, there were statistically significant differences at .05 for the academic development and at .01 for the personnel development and the physical facilities development.

Table 18 The comparison of the teachers' perceptions toward the administrators' actual role according to size of schools.

Role	Big school (n=120)		Small school (n=214)		F
	\bar{X}	SD	\bar{X}	SD	
1.The academic development	3.51	.67	3.43	.73	0.952
2.The student activity development	3.70	.70	3.68	.74	0.242
3.The personnel development	3.84	.58	3.78	.64	0.887
4. The finance and business development	4.00	.64	3.92	.71	0.998
5. The physical facilities development	3.78	.64	3.61	.71	2.148
6. The school – community relationship	3.68	.66	3.56	.81	1.487
Total	3.76	.52	3.67	.62	1.375

Based on size of school table 18 illustrates that the overall mean rating of perceptions of teachers who were teaching in big schools were at high level, 3.76, while the opinions of those in small schools were at the moderate level, 3.67. As a whole there were no statistically significant differences. However, there were statistically significant

differences at .05 between the two groups for the physical facilities development. When comparing each statement, it found that the finance and business development had the highest means rating of 4.00 and 3.92. On the other hand, the academic development that seems to be the main task had the lowest means score, 3.51 and 3.43.

Part 4. Reveal the teachers' opinions, suggestions, and recommendations on the roles of the administrators' administrative tasks.

In part I and II of the questionnaire, general information or background and the perceptions of the respondents -teachers, were investigated. The result of the study showed that the perceptions of the teachers toward the expected and actual roles of the administrators in performing all aspects of school task; the academic development, the personnel development, the student activity development, the finance and business development, the physical facilities development, and the school – community relationships, were at high level. However, there were some problems that should be realized. In this part, problems and suggestions offered by the teacher were collected and concluded as follows:

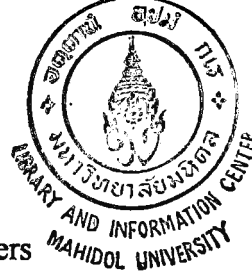
1. The academic development;

Problems

- lack of teaching and learning materials
- teaching and learning materials are out of date
- the administrators pay less attention on the academic development
- lack of curriculum documents and up to date technology –computer

Suggestions

- provide a training program in creating and maintaining the teaching



and learning material to serve teachers

- cooperate with students' parents, a school board of education, and others institution to provide adequate curriculum documents and computers.

2. The personnel development;

Problems

- have not enough teacher
- lack of teachers in some specific field such as mathematics, English and computer science
- teachers' work load
- plan of personnel utilization was not properly established
- lack of teachers' welfare

Suggestions

- let schools select or recruit a personnel themselves
- conduct the strategic human resource planning
- merit system should be used by the administrators

2. The student activities development;

Problems

- students lack of discipline
- poor students have got less taking care
- schools have not enough budget to provide activities to promote

ethical and moral behavior to students

Suggestions

- assign personnel to take responsibility on the students' discipline
- support more fund for poor students

- budget should be allocated to promote the activities students'

ethical and moral behavior

4. The finance and business development;

Problems

- lack of skillful personnel to carry out finance and business

development

- Budget was spent with out regarding to the purpose of tasks and

projects

- the information system is not organized systematically and out

of date

Suggestions

- assign skillful personnel to take responsibility on this task
- conduct a training program about a secretarial and financial work for unskillful school personnel
- plan of budget utilizing should be establish

5. The physical facilities development;

Problems

- lack of specific operational rooms such as sound laboratory,

computer room and general laboratory

- lack of money to maintain a school site and buildings
- have not enough classrooms for teaching and learning activities

Suggestions

- more budget should be allocated to maintain the old building and

construct a new one

- well - plan of utilizing site and building should be set

6. The school – community relationships

Problems

- community was given less occasion to join the school activities
- board of school and community lack of their roles perceptions
- community has negative perception toward the school
- school administrator pay less attention on the school – community

relationships

Suggestions

- provide activities to promote the school – community relationships
- let board of school and community involve in school improving

plans

CHAPTER V

SUMMARY AND DISCUSSION

The last chapter of this dissertation will summarize the study, and list major conclusions with regards to the perceptions of Krabi primary school teachers toward the expected and actual roles of the school administrators. Finally recommendations for practice and further research will be identified.

5.1 Overview of the study

This study was undertaken in order to investigate the perceptions of Krabi primary school teachers toward the administrators' expected and actual roles. Specifically, the purpose of this study was to investigate the perceptions of teachers toward the expected and actual roles of the administrators in performing the six school tasks: (1) the academic development; (2) the student activity development; (3) the personnel development (4) the finance and business development; (5) the physical facilities development; (6) the school – community relationships. To provide a firm foundation for school improvement, suggestions for improvement were also required. Further, the study aimed to compare the perceptions of the primary school teachers toward the expected and actual roles of the administrators according to the teachers' sex, working experiences, educational level, and size of schools.

To access the information, survey questionnaires were constructed for use as instruments in the study. These questionnaires were designed within the framework of

six aspects of the ONPEC' s primary school tasks. They were developed under the supervision of the research chairperson, other committee members, and some Krabi primary school administrators. The reliability of them was .90. Additionally, these research questionnaires consisted of 3 main parts: the respondent's general information, the perceptions of teachers toward the administrators' expected and actual roles, and lastly the open- ended questions about the problems and suggestions.

The questionnaires were distributed to the 353-sampling subjects in 229 Krabi primary schools after the random sampling method had been conducted. A total of 353 (100%) questionnaires were returned with 334 (94.6%) completed responses. The data from the questionnaires was then analyzed by utilizing the computer program, Statistical Package for the Social Sciences (SPSS). The data was analyzed via a table of frequency distribution, percentages, means and standard deviation for the perceptions of the teachers toward the administrators' expected and actual roles. The t – test and F – test were used to compare the means of the perceptions of teachers according to their sex, working experiences, educational level, and size of schools.

5.2 Summary of Findings

The following presentation contains a summary of the general information of the sampling group, as well as a summary of statistical finding organized within the research questions. In this study, two specific research questions were examined. The following findings were reported in detail in conduction with the analysis of data presented in the previous chapter, chapter IV.

5.2.1 A Summary of the Respondents' General Information

The analysis of data reveals that the majority of the respondents (65.30 percent) were female. Most of the respondent or 31.40 per cent have been working for 11 –20 years, while the teachers with more than 31 years of working experiences were the minority group, 15.00 percent. With regards to their educational level, the majority of them (88.66 per cent) finished a bachelor's degree. In addition, the largest number of the respondents (64.10 per cent) were teaching in small schools.

5.2.2 A Summary of Statistical Finding

The following summarization of the main finding and observation resulting from the data analysis pertaining to the two researches questions.

Research Question one:

Are the actual and expected roles of the primary school administrators as perceived by the Krabi Primary School Office's teachers different?

For the first research question, the six primary school tasks which are the academic development, the student activity development, the personnel development, the finance and business development, the physical facilities development, and the school – community relationships, were examined through the teachers perceptions from the questionnaire statement. The findings of the investigations are as follows:

1) The teachers' perceptions toward the actual roles of the administrators were positive for all statements under the aspect of the school task, except for "the academic development, the physical facilities development, and the school – community relationships". They rated satisfactory perceptions for these statements. Of the six tasks, the first one – the academic development, had the lowest

mean rating, whilst the finance and business development had the highest mean rating. When comparing their perceptions toward the actual and expected roles of the administrator, the result of data the analysis revealed that there was a statistically significant difference at .05.

2) The teachers' perceptions toward the expected roles of the administrators on performing the academic development were positive in all aspects, while only three items of the actual roles had a high mean rating. These were "Construct and develop curricula to serve the students' and community's needs", "Promote the evaluation and assessment programs regarding the principle and regulation of measurement", "Accept the teachers' opinions and suggestions in improving the academic development". The rest of them were satisfactory. The analyzed data indicates that there is a statistically significant difference at .05 between the administrators' expected and actual roles as perceived by the teachers.

3) The teachers had positive perception toward the administrators' expected and actual roles in performing the personnel development task of all categories, except for the third item of the actual role "Provide a precise and justifiable compensation system and welfare". It was satisfactory. However, there were no statistically significant between the two groups.

4) All statements under the student activity development of the administrators' expected roles were positively perceived. On the other hand, more than half of the statements about the actual role were also positively perceived, while the other five aspects including (1) Provide a continuous and systematic guidance serving the students' needs; (2) Provide enough extra curricula activities for every subject groups; (3) Provide the exhibition of students' products; (4) Prepare adequate

activities to promote athletic and moral behaviors the student, were satisfactorily rated. However there were statistically significant differences at .05 between the expected and actual roles both overall and for each statement.

5) With regard to the teachers, almost all statement under the finance and business development of the expected and actual roles of both expected and actual roles were positively perceived, except for the two statement of the actual roles were satisfactorily rated. These two statements were: (1) Organize the information system covering all school tasks with an accurate and up-to-date information; (2) Monitor and give suggestion to staff to improve the task performance. Additionally, there were statistically significant differences between the expected and actual roles at .05 as overall and each item.

6) Teachers' opinions pertaining to the physical facilities development, of seven statements in this aspect, were mostly positive perceived. Only three items of the actual role were satisfactorily perceived by the teachers. These three items were: (1) Provide enough special activities room; (2) Conduct the evaluation and assessment of building and site management by the setting time; (3) Handle traffic in a satisfactory manner. Further, there were statistically significant differences at .05 between the expected and actual roles as overall and each statement.

7) All statements under the school – community relationships of the expected role were perceived in a positive manner by the teachers. Surprisingly, the teachers' perceptions toward the actual role in this aspect were positively recorded in three statements, while the other three were satisfactory. These three satisfactory statements were: (1) Organize the activities to promote the school works rapidly and continuously; (2) To be a community leader and resource person in some occasion.

(3) Conduct the assessment of community' perception toward the school. When comparing the teachers' perceptions toward the expected and actual roles, there were statistically significant differences at .05 both overall and for each statement.

Research Question two;

Are the actual and expected roles of the primary school administrators as perceived by the Krabi Primary School Office's teachers according to the teachers' sex, working experiences, educational level, and size of schools different?

1) When comparing the teachers' perceptions toward the administrators' expected role, there were statistically significant differences at .05 between male and female teachers'. The opinions of female teachers were more positive than male. Further, there were no statistically significant differences in teachers' opinions on the administrators' actual role according to their sex.

2) Based on the working experiences, there were no statistically significant differences in teacher opinions among the four sampling groups, 1-10 years, 11-20 years, 21-30 years, and 31 years up. As overall, the teachers with 1 - 10 years and 11- 20 years of experiences appeared to have more positive opinions on the administrators' expected role than the other two groups, whilst those with 11-20 years had more positive opinions than the others group on the actual role.

3) The teacher perceptions toward the expected and actual roles of the administrators according to their educational level were not significantly different. As a whole the teachers with a master' s degree appeared to have higher positive perception toward the expected role than the other two groups. On the other

hand, those with lower a bachelor's degree seemed to have more positive opinions on the actual roles.

4) According to size of schools, there were statistically significant differences between the opinions of teachers in big and small schools on the expected role overall. When considering each item there were also statistically significant differences at .01 in academic development, and at .05 in physical facilities development and school – community relationships. Comparing the teachers' opinions on the actual role, as overall, there were no statistically significant differences. However, there was a statistically significant difference at .05 for the physical facilities development. The teachers in big school appeared to have more positive opinion than in small schools.

5.3 Discussions and Recommendations

In this part some interesting finding in this study will be discussed and some recommendations based on those finding will also be presented.

5.3.1 Discussions

1. The analysis of data revealed that the expected roles of the administrators as perceived by the Krabi primary school teachers as a whole and for each component were at high level. It expressed that the teachers hoped their administrators would perform their administrative roles highly in all aspects. Specifically, the performance of business and finance development was much expected to be higher than the others. Chokeychai Krainara (1972:61-62) has studied the perceptions of Nakornsrihammarat primary school teachers on the administrators' roles. He found that the teachers had high expectation on the business and finance

development also. The feasible reason for this phenomenon is that the administrators are very important for running all school activities to meet the school, community, Provincial Primary Educational Office, ONPEC and government' s goals. Rungtiwa Jakkorn (1983:139) supported that there are two significant components of school administration. They are 1) a school -that is seen as one of a social institution 2) an administrator – a person who run all school activities according to the position and privilege. Therefore, it is necessary for the administrators to have a great capacity and qualify for their positions in order to perform their administrative roles. The Department of General Education agrees with this statement and reveals that the administrator is a key person playing an important role in running a school to meet the final goals of schooling set by the government (1978:75). Similarly, Kitima Preedeedilok (1986:1) agreed that the effectiveness and efficiency of school administration depends on excellent and capable administrators, since all learning and teaching activities will then be properly prepared to serve the student' s needs.

2. With regard to the data analysis of this research, the perception of Krabi primary school teachers toward the actual roles of the administrators as a whole was at high level. This is similar to the teachers' perception on the administrators' expected roles. The possible answer for this phenomenon is that school administrators had much realization and understanding on their administrative roles. The result shows that they play their administrative roles – the academic development, the personnel development, the student activities development, the finance and business development, the physical facilities development, and the school-community relationships, pertaining to the position and privilege properly. It is similar to the study of the Department of General Education on the opinion of teachers and administrators

toward five aspects of the administrative task. The research showed that the administrator performed all their tasks at high levels. This is in contrast to the results of Nidda Soonthong's study on the expected and actual roles of the administrators as perceived by Yasothorn primary school teachers. The research found out that the teachers had high expectation in all aspects, whilst the administrators carried out their tasks at a moderate level. In addition, it is dissimilar to the result of Phairote Chauychoo's research on the task performance of Songkla primary school administrator, which found that the average mean score of teachers' perceptions toward the expected role of the administrators was at a high level. On the other hand, their opinions on the administrators' actual roles were at a moderate level (1989:abstract). This may be because the administrators have got more occasion to further their education, a master's degree in school administration. Since then many opened and closed universities, for example Ramkhumhaeng University, Sukhothai Thammathirat University, and Kasatsart University, have set up the campuses in neighboring provinces, Phuket and SuratThani, and also in Krabi. Moreover, the Teacher Commission Department is trying to lift up the standard of school administrator. The new standard of the school executive position has been launched and used since 18 April, 1992. According to this new standard, the new entering administrator must qualify with at least a bachelor's degree in education and other branches. Also, all of them have to pass the training course launched by the Teacher Commission Department (1992: 21-30). In addition, a process of an effective screening and selection of school administrators has been conducted by the Office of National Primary Education Commission. According to this procedure the applicants must take an examination and be considered the identification of behaviors. Whenever

they pass the first step, they will be allowed to join the training course conducted by the Teacher Commission before offering an administrative position. Being trained by the Teacher Commission Office offer the new enrollments the knowledge, process of school administration, morality, and various potential skills. It is similar to Sloane's research (1982:38-A) on monitoring Miami State school principal. He found that the principal who had been trained had got more skill in performing their tasks. The result was that they accomplished their mission with higher achievement.

3. When comparing the expected and actual roles in performing the 6 areas of the administrative tasks of the administrators as perceived by Krabi primary school teachers; the academic development, the student activities development, the personnel development, the finance and business development, the physical facilities development , and the school – community relationship, the analysis of data indicated that there are statistically significant differences at .05 overall, and for each aspect. However, according to the analyzed data, the perceptions of teachers on the expected roles were higher than the actual roles in all area of administrative tasks, especially the finance and business development. It can be described that expected role refers to the expectation or goal that one person expects another to perform or behave in a role according to their position or status.(Owen:1991) For this study, "one person" refers to the teachers who are not in the field of administration. They hope their administrators carry out all school tasks effectively and efficiently. The administrator, on the contrary, has to interpret the ideal role in order to be a guide of performing their certain roles. Some ideal role may correctly be interpreted, but some may not. It depends on the competency of each individual under the limitation of various circumstances. Besides, good performance of the actual role is dependant on belief,

expectation, perception, and pressure of each society, and the characteristic, and experience of each role holder. Also the actual role or role behavior of the individual is under the control of emotion, attitude, individual behavior, and problem derived from task performance.(Boom & Selznick) The other variable that will cause the administrators to act out the actual role is that some of them hold a number of social positions at the same time such as being a teacher' s representative in a provincial or district teacher commission. All variables mention earlier can affect the role behavior of the administrators, so they cannot accomplish the goals as the expectation of the teachers. The result of this study showed that the first hypothesis of the study "The expected and actual roles of the administrators of Krabi Primary School Office as perceived by the teachers are different" is true. Phajongjitra Arayawong (1992) said that role is attached to one' s social position or status. The expected and actual role may relate to or different from each other depending upon the individual competency and circumstance. In support of this results Cohen (1979:23) showed that the actual role performed by any individual may not conform to the others' and role holder' s expectation since he or she lacks of understanding of his or her own role.

4. The result of the study on the perception of Krabi primary school teacher toward the expected and actual role of the administrator according to the teachers' sex, working experience, educational level and school size will be discussed as follows:

4.1 The result of the research showed that there were statistically significant differences in male and female teachers' perceptions at .05, as overall, and academic development, student activity development, and finance and business development. However, based on the data analysis of teachers' perception on the

administrators' actual role, there were no statistically significant differences between the two groups. It reveals that sex has effect on the teachers' perception toward the expected role of the administrators. This is similar to the result of the study of Pramote Srisombat (1987:abstract) on the perception of Yasothorn Provincial Primary Education Office toward the role of the administrators, which indicated that perceptions of male and female teachers were not different. Chokechai Krainara (1972:61-62) on the other hand, has studied Nakornsrihummarat primary school teachers' perceptions toward the administrators' role. The research result revealed that there were no different in male and female perceptions.

4.2 The comparison of the perceptions of teachers with different working experience toward the administrators' s role showed that there was no statistically significant difference among the four groups. It can be said that working experience does not affect the perception of the teachers. In correlation with this finding, Phairote Chauychoo (1989:abstract) has studied the role of administrators in Songkla Provincial Primary Education Office and found that there were no statistically significant differences.

4.3 The third variable used for investigating the effect on the teachers' perceptions toward the both expected and actual roles of the administrators were the teachers' educational levels. The data analysis indicated that there were no statistically significant differences among the teachers with a lower bachelor's degree, a bachelor' s degree, or a higher a bachelor' s degree. It means that educational level does not affect the teachers' perceptions. Nidda Soonthong (1994:abstract) has studied the administrative role of primary school administrators as perceived by Yasothon Primary Education Office' s teachers. She found that teachers with different

educational level showed no different in their perceptions. In addition, Chokechai Krainara (1994: abstract) has studied Nakornsrihummarat primary school teachers' perceptions toward the administrators' role. The research results showed that the role of the administrators on the finance and business development was at high level, while the others aspects were performed at a moderate level. There were no differences in male and female perceptions toward the administrators' role, except for the personnel development.

4.4 The study revealed that teachers who are teaching in big and small schools of Krabi Primary Education Office had different perceptions at .05, as overall and at .05 in academic development, student activity development and the physical facilities development, toward the administrators' expected role. However, there was no statistically significant differences in their perceptions of the actual role, except for the physical and facilities development. The research result was similar to the study of Phairote Chauychoo (1989:abstract) which found that the administrators performed the expected roles at a high level, whereas the actual role was carried out at a moderate level. Besides, he also found that there were no statistically significant different between the perceptions of the teachers in big and small schools. The finding of Narong' Karnjananon' s research (1990: abstract) on the school – community relationships role of the secondary school administrators in the 12th educational region. The study found that teachers who were teaching in big and small schools had different perceptions toward the administrators' role at .05.

5.3.2 Recommendations from the study

Based on the study finding, the following recommendations were made.

1. Though there were statistically significant differences of the teachers' perceptions toward the administrators' expected and actual roles, the result of the study also showed that Krabi primary school administrators perform their behavior role at a high level. Therefore, the administrators themselves and the higher executive managers should maintain and reinforce these positive behaviors of the administrators. Further more, they should perform their actual role with regarding to the teachers' expectations.

2. Well-planned and effective training programs should be established in order to extend the administrators personal strength, creative talents and to remedy their weaknesses. The study finding indicated that there were some dominant actual roles of the administrators that should be improved. They were the academic development and the school – community relationships. Various methods of development programs such as quality control, in-service – training, career development planning, personnel appraisal methods, peer- assisted leadership, and continuing education, should be utilized to increase the effectiveness of the administrators. Moreover, the programs of development have to be realized as ongoing, continuous process

5.3.3 Recommendations for future research

1. For future study of this research, it should be replicated after the 1999 National Education Act is fully carried out on 20th August 2002 in order to investigate and compare the teachers' current perceptions toward the administrators' role with their new perceptions.

2. Since this study was conducted to investigate specifically the teachers' perceptions toward the administrators' expected and actual roles, the future study should specify on other groups of school "stakeholder". For example, students' parents, school boards of education, and heads of district primary education office in order to study their opinions on the school administrators' roles.

3. Result from this study point to the need for a continuing investigation for more comprehensive information about the role of the administrators in performing the academic development and school – community relationships that were paid less attention to by the administrators.

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APPENDIX

QUESTIONNAIRES



แบบสอบถาม**เรื่อง บทบาทที่คาดหวังและบทบาทที่ปฏิบัติจริง
ของผู้บริหารสถานศึกษาในทัศนะของครูผู้สอน****คำชี้แจง**

แบบสอบถามชุดนี้ เป็นส่วนประกอบของการศึกษาวิจัยบทบาทที่คาดหวังและบทบาทที่ปฏิบัติจริงของผู้บริหารโรงเรียนประถมศึกษาในทัศนะของครูผู้สอน คำตอบที่ท่านให้สำคัญอย่างยิ่งต่อการวิจัย และการพัฒนาการศึกษา กรุณาตอบแบบสอบถามด้วยความเป็นจริง ตามความคิดเห็นของท่าน ทั้งนี้เพื่อความเชื่อมั่นในการศึกษาวิเคราะห์ ผู้วิจัยขอรับรองว่าคำตอบที่ท่านให้จะไม่ส่งผลกระทบต่อการทำงานของท่านแต่อย่างใด

แบบสอบถามแบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 เป็นข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ตอนที่ 2 เป็นคำถามเกี่ยวกับบทบาทของผู้บริหารทั้งที่คาดหวังและปฏิบัติจริง

ตอนที่ 3 เป็นแบบสอบถามปลายเปิดเกี่ยวกับ ปัญหา อุปสรรค และข้อเสนอแนะ

ตอนที่ 1

ข้อมูลทั่วไป

โปรดกาเครื่องหมาย / ใน () ตามสภาพความเป็นจริงของท่าน

- 1.1 เพศ () ชาย
() หญิง

1.2 ประสบการณ์ในการทำงานการเรียนการสอน

- () 1 – 10 ปี
() 11 – 20 ปี
() 21 – 30 ปี
() 31 ปี ขึ้นไป

- 1.3 วุฒิทางการศึกษา () ต่ำกว่าปริญญาตรี
() ปริญญาตรี
() สูงกว่าปริญญาตรี

1.4 ปัจจุบันทำการสอนอยู่ในโรงเรียน

- () ขนาดใหญ่(มากกว่า 12 ห้องเรียน)
() ขนาดเล็ก (น้อยกว่า 12 ห้องเรียน)

ตอนที่ 2

คำถามเกี่ยวกับบทบาทของผู้บริหารโรงเรียนทั้งที่คาดหวังและปฏิบัติจริง

คำชี้แจง จงประเมินบทบาทผู้บริหารของท่าน เกี่ยวกับบทบาทที่คาดหวังและบทบาทที่ปฏิบัติจริงการให้น้ำหนักคะแนน กาเครื่องหมาย (/) ลงในช่องระดับความคิดเห็นตามความหมายกรประเมินค่า ดังนี้

1. บทบาทที่คาดหวัง หมายถึง พฤติกรรมที่ครูผู้สอนคาดหวังว่าผู้บริหารควรได้กระทำ ตามภารกิจ และตำแหน่งหน้าที่

5 หมายถึง ผู้บริหารควรทำมากที่สุด

4 หมายถึง ผู้บริหารควรทำมาก

3 หมายถึง ผู้บริหารควรทำปานกลาง

2 หมายถึง ผู้บริหารควรทำน้อย

1 หมายถึง ผู้บริหารควรทำน้อยที่สุด

2. บทบาทที่เป็นจริง หมายถึง พฤติกรรมของผู้บริหารที่ได้ปฏิบัติจริงในตำแหน่งหน้าที่ ที่รับผิดชอบ

5 หมายถึง ผู้บริหารปฏิบัติมากที่สุด

4 หมายถึง ผู้บริหารปฏิบัติมาก

3 หมายถึง ผู้บริหารปฏิบัติปานกลาง

2 หมายถึง ผู้บริหารปฏิบัติน้อย

1 หมายถึง ผู้บริหารปฏิบัติน้อยที่สุด

หมายเหตุ สำหรับบทบาทที่คาดหวัง การให้น้ำหนักคะแนนสูงสุดอาจไม่ถึง 5 ทั้งนี้ขึ้นอยู่กับความคิดเห็นของผู้ตอบแบบสอบถาม

ในการจะพิจารณาว่างานใดหรือหัวข้อใดมีความสำคัญมากน้อยเพียงใด เช่นผู้ตอบแบบสอบถามบางท่านอาจพิจารณาเห็นว่า งานสัมพันธ์ชุมชนมีความสำคัญมาก น้ำหนักการให้คะแนนสูงสุดควรเท่ากับ 5 แต่สำหรับบางท่านอาจพิจารณาเห็นว่างานดังกล่าวไม่ได้สำคัญมาก จึงควรให้น้ำหนักคะแนนสูงสุดเท่ากับ 4 เป็นต้น

ในขณะเดียวกัน สำหรับบทบาทที่เป็นจริงนั้น อาจมีบางกรณี ผู้บริหารได้ปฏิบัติภารกิจนั้นๆ มากเกินกว่าที่ท่านคิดว่าควรจะเป็นก็ได้ เช่น ท่านอาจพิจารณาเห็นว่า งานสัมพันธ์ชุมชน เป็นบทบาทที่คาดหวังไว้ในระดับ 4 แต่ผู้บริหารสนใจกระทำกิจกรรมนี้มากเป็นพิเศษ ท่านจึงอาจให้น้ำหนักคะแนนตามบทบาทที่เป็นจริงในระดับ 5 ซึ่งเกินกว่าที่ท่านคาดหวังก็เป็นสิ่งที่เป็นไปได้

ลำดับที่	รายการ	ระดับความคิดเห็น									
		บทบาทที่เป็นจริง					บทบาทที่คาดหวัง				
		5	4	3	2	1	5	4	3	2	1
1.	<p>1. บทบาทบริหารงานวิชาการ</p> <p>สร้างและหรือปรับปรุงหลักสูตรได้สอดคล้องกับความต้องการของนักเรียนและสภาพท้องถิ่น</p> <p>จัดให้มีเอกสาร สิ่งพิมพ์ และสื่อการเรียนการสอนที่มีคุณภาพ</p> <p>จัดให้มีการนิเทศการศึกษาอย่างเป็นระบบ</p> <p>จัดแหล่งความรู้และสิ่งสนับสนุนอื่นๆ ที่เอื้อต่อการเรียนการสอน</p> <p>ปรับปรุงประสิทธิภาพการเรียนการสอนร่วมกับคณะครู</p> <p>ดูแล และส่งเสริมให้การวัดและประเมินผลการเรียนถูกต้องตามหลักการ และระเบียบการประเมินผล</p> <p>รับฟังข้อเสนอแนะปรับปรุงงานวิชาการ</p> <p>ควบคุม และดูแลให้การจัดการเรียนการสอนเป็นไปอย่างมีประสิทธิภาพ</p>										

ลำดับที่	รายการ	ระดับความคิดเห็น									
		บทบาทที่เป็นจริง					บทบาทที่คาดหวัง				
		5	4	3	2	1	5	4	3	2	1
9.	2. บทบาทบริหารงานกิจการนักเรียน จัดให้มีแผนการรับเด็ก และการเกณฑ์ เด็กเข้าเรียนประจำปี										
10.	จัดบริการแนะแนวสอดคล้องกับความต้องการ ของนักเรียนอย่างเป็นระบบและ ต่อเนื่อง										
11.	จัดบริการด้านสุขภาพอนามัยอย่างเหมาะสม										
12.	จัดกิจกรรมส่งเสริมการเรียนการสอน ตามหลักสูตรทุกกลุ่มประสบการณ์ เช่น กิจกรรมสหกรณ์ โรงเรียน,ชุมชน ฯลฯ										
13.	บริการช่วยเหลือนักเรียนที่ขาดแคลน อย่างทั่วถึงและเหมาะสม										
14.	จัดกิจกรรมแสดงผลงานนักเรียน										
15.	จัดกิจกรรมส่งเสริมให้นักเรียนมีคุณ ธรรม จริยธรรม										
16.	จัดบริการอาหารกลางวันให้นักเรียนได้ รับประทาน										
17.	มีมาตรการควบคุมดูแลความปลอดภัย นักเรียน										

ลำดับที่	รายการ	ระดับความคิดเห็น									
		บทบาทที่เป็นจริง					บทบาทที่คาดหวัง				
		5	4	3	2	1	5	4	3	2	1
24.	4. บทบาทงานธุรการ การเงินและพัสดุ จัดให้มีแผน โครงการ และปฏิทินปฏิบัติงาน งานครอบคลุมภารกิจทุกด้านของ โรงเรียน										
25.	จัดระบบงานธุรการออกเป็นหมวดหมู่ และปฏิบัติงานธุรการได้อย่างถูกต้องเป็น ปัจจุบัน										
26.	จัดระบบข้อมูลและสารสนเทศได้ ครอบคลุมถูกต้องเป็นปัจจุบัน										
27.	ใช้งบประมาณ ได้ตรงตามวัตถุประสงค์ ของงาน และโครงการ										
28.	จัดระบบเอกสารการเงินและบัญชีถูกต้อง ตามระเบียบเป็นปัจจุบัน สะดวกต่อการ ตรวจสอบ										
29.	มีการสำรวจ จัดหา และจัดสรรวัสดุ ครุภัณฑ์ได้ตรงตามความต้องการของ บุคลากร										
30.	มีการตรวจสอบและเสนอแนะวิธีการแก้ไข ข้อบกพร่องในการปฏิบัติงาน										
31.	ดำเนินการจัดซื้อ จัดจ้างตามระเบียบ ราชการ										

ลำดับที่	รายการ	ระดับความคิดเห็น																			
		บทบาทที่เป็นจริง					บทบาทที่คาดหวัง														
		5	4	3	2	1	5	4	3	2	1										
32.	5. บทบาทบริหารงานอาคารสถานที่ จัดให้มีอาคารสถานที่ และห้องเรียนเพียงพอต่อการเรียนการสอน																				
33.	มีการวางแผนการใช้อาคารสถานที่ โดยให้บุคลากรในโรงเรียนมีส่วนร่วม																				
34.	จัดสภาพแวดล้อมในโรงเรียนให้มีบรรยากาศ ส่งเสริมการเรียนรู้																				
35.	จัดให้มีห้องปฏิบัติการตามกลุ่มวิชาอย่างเพียงพอ																				
36.	ซ่อมบำรุงอาคารสถานที่ให้อยู่ในสภาพดีอยู่เสมอ																				
37.	มีการประเมินผลการดำเนินงานด้านอาคาร สถานที่ตามระยะเวลาที่กำหนด																				
38.	จัดระบบการจราจรที่ดีสะดวกต่อการสัญจรไปมา																				

ลำดับที่	รายการ	ระดับความคิดเห็น									
		บทบาทที่เป็นจริง					บทบาทที่คาดหวัง				
		5	4	3	2	1	5	4	3	2	1
39.	6. บทบาทความสัมพันธ์โรงเรียนกับชุมชน จัดกิจกรรมประชาสัมพันธ์การดำเนินงาน โรงเรียนได้รวดเร็ว ทันเหตุการณ์ และ ต่อเนื่อง										
40.	จัดให้มีกิจกรรมส่งเสริมความสัมพันธ์โรงเรียนกับ ชุมชน										
41.	ให้โอกาสกรรมการ โรงเรียน ชุมชน และ หน่วยงานอื่นมีส่วนร่วมในการพัฒนา โรงเรียน										
42.	เป็นผู้ทรงคุณวุฒิของชุมชนในการให้การช่วย เหลืออบรมหรือเป็นวิทยากรให้ความรู้ใน บางโอกาส										
43.	ให้โอกาสชุมชนหรือหน่วยงานอื่นเข้ามาใช้อาคาร สถานที่										
44.	มีการประเมินทัศนคติของชุมชนที่มีต่อ สถานศึกษา										

ตอนที่ 3

ปัญหา อุปสรรค และข้อเสนอแนะ

ปัญหา อุปสรรค	ข้อเสนอแนะ
1. ด้านวิชาการ 1) 2)	1. ด้านวิชาการ 1) 2)
2. ด้านกิจการนักเรียน 1) 2)	2. ด้านกิจการนักเรียน 1) 2)
3. ด้านบุคลากร 1) 2)	3. ด้านบุคลากร 1) 2)
4. ด้านธุรการ การเงินและพัสดุ 1) 2)	4. ด้านธุรการ การเงินและพัสดุ 1) 2)
5. ด้านอาคารสถานที่ 1) 2)	5. ด้านอาคารสถานที่ 1) 2)
6. ด้านสัมพันธ์ชุมชน 1) 2)	6. ด้านสัมพันธ์ชุมชน 1) 2)

QUESTIONNAIRE

A questionnaire on the expected and actual role of Krabi primary school administrators as perceived by the teachers

Instruction

This questionnaire is prepared for studying the expected and actual role of the primary school administrator as perceived by the teacher. Your answer is very important for the studying and developing education. Please read all questions and answer by stating your opinion. It will not effect your position and work.

The questionnaire is divided into 3 part as follows:

- Part I General information of the respondent
- Part II Rating scale questions which includes 44 items divided
 into 6 area of administrative tasks
- Part III The open – ended questions concerning with problem
 and suggestion

PART I**General information of the respondent**

Please tick / in () in front of the following items that are relevant to your personal data.

- 1.1 Sex () Male
() Female
- 1.2 Year of working experience () 1 –10 years
() 11- 20 years
() 21 – 30 years
() More than 31 years
- 1.4 Educational level () Lower a bachelor's degree
() A bachelor' s degree
() Higher a bachelor's degree
- 1.5 Size of school () Big school (comprise more than 12 classrooms)
() Small school (comprise less than 12 classrooms)

PART II

Opinion on the expected and actual role of the administrators

This part is developed on six aspects of primary school tasks in order to study the opinion of the teacher toward the expected and actual role of the administrator. Please assess the roles of your administrator after reading all questions by stating your opinion as follows:

1. The expected role is the behavior that the teachers expect the administrators to perform according to their position or status. Check one of the levels indicated.

- | | |
|---------|--|
| Weigh 5 | means the administrator should most practice |
| Weigh 4 | means the administrator should much practice |
| Weigh 3 | means the administrator should moderate practice |
| Weigh 2 | means the administrator should less practice |
| Weigh 1 | means the administrator should least practice |

2. The actual role means the behaviors that the administrators really perform according to their position or status. Check one of the levels indicated.

- | | |
|---------|--|
| Weigh 5 | means the administrator' s most practice |
| Weigh 4 | means the administrator' s much practice |
| Weigh 3 | means the administrator' s moderate practice |
| Weigh 2 | means the administrator' s less practice |
| Weigh 1 | means the administrator' s least practice |

Remark For the expected role, the highest score may not be 5. It is depending on the respondent' s opinion to make a decision which items or tasks are much important than others. For example, some respondents may decide that the school – community relationship is very significant so it should be weighted “5”. Some of them, however, may disagree. They weight only “4” on this task since it is not much important.

At the same time, such actual roles may be performed rather than the expectation of the respondents. For example, the respondents hope the administrators to play their roles on the school – community relationship at “4”, but the administrators, indeed pay more attention and perform it much. Therefore, the respondent can weight it “5”.

No.	Description	Level of Opinion																		
		Actual Role					Expected Role													
		5	4	3	2	1	5	4	3	2	1									
	1. The academic development																			
1.	Construct or develop curricular to serve the students' and community' needs.																			
2.	Provide adequate qualitative documents and teaching-learning media																			
3.	Provide a systematic supervision																			
4.	Provide a variety learning resources to promote teaching and leaning activities																			
5.	Participate in improving the effectiveness of teaching and learning activities with teachers																			
6.	The evaluation and assessment program is promoted with regard to the principle and regulation of measurement																			
7.	Accept the teachers' opinions and suggestion to improve the academic development																			
8.	Pay attention to the effectiveness of the teaching and learning activities																			

No.	Description	Level of Opinion																		
		Actual Role					Expected Role													
		5	4	3	2	1	5	4	3	2	1									
	2.The student activity development																			
9.	Provide a school year plan of students admission																			
10.	Provide a continuous and systematic guidance to serve the students' needs																			
11.	Provide an adequate health care for all students																			
12.	Providing enough extra curricula activities for every subject group i.e.																			
13.	Take care of the poor students																			
14.	Provide the exhibition of students' products																			
15.	Prepare adequate activities to promote ethical and moral behavior to the students																			
16.	Provide a school lunch for all students																			
17.	Provide adequate measures to protect students from accident																			

No.	Description	Level of Opinion																		
		Actual Role					Expected Role													
		5	4	3	2	1	5	4	3	2	1									
	3. The personnel development																			
18.	Perform all tasks effectively with insufficient personnel																			
19.	Assign task to each personnel according to his or her degree, experiences, and attentions.																			
20.	Provide good and adequate welfare and others compensations for staffs																			
21.	Promote and develop personnel in order that they can improve themselves and tasks continuously																			
22.	Write the precise responsibilities and scope of each personnel work																			
23.	Create good relationships among the personnel																			
	4. The finance and business development																			
24.	Provide plans, projects and work schedules cover all school tasks																			
25.	Categorize the secretarial works systematically and perform it correctly																			
26.	The information system is organized covering all school tasks with an accurate and up-to-date information.																			

No.	Description	Level of Opinion									
		Actual Role					Expected Role				
		5	4	3	2	1	5	4	3	2	1
27.	Implement budget with regard to the purpose of the tasks and projects										
28.	The documents of finance and accountancy are systematically organized and updated.										
29.	Provide adequate material to serve the staffs' requirement										
30.	Monitor and give suggestion to solve tasks' problem										
31.	Undertake procurement regarding to official regulation										
	5. The Physical facilities development										
32.	Provide enough building and classrooms for learning and teaching activities										
33	Set a plan of utilizing site and building with others personnel										
34.	Provide a school location and surrounding to promote students' learning										
35.	Provide enough special activities rooms										
36.	Maintain a school site and building with adequate safety all time.										

No.	Description	Level of Opinion									
		Actual Role					Expected Role				
		5	4	3	2	1	5	4	3	2	1
37.	The evaluation and assessment of building and site management is conducted by the setting time										
38.	Handle traffic in a satisfactory manner										
	6. The community – school relationships										
39.	Organize the activities to promote the school works rapidly and continuously.										
40.	Provide activities to promote the school and community relationship										
41.	Let board of school, community, and other organization involve in the school improving										
42.	To be the community leader and occasionally give knowledge										
43.	Let community and other organization utilize the school building and site										
44.	Conduct the assessment of community’s perception toward the school										

PART III

Problems and Suggestions

Problems	Suggestions
1. The academic development 1) 2)	1. The academic development 1) 2)
2. The Student activity development 1) 2)	2. The Student activity development 1) 3)
3. The personnel development 1) 2)	3. The personnel development - 1) 2)
4. The finance and business development 1) 2)	4. The finance and business development 1) 2)
5. The physical facility development 1) 2)	5. The physical facility development 1) 2)
6. The school-community development 1) 2)	6. The school-community development 1) 2) 3)

BIOGRAPHY



NAME	Mr. Chatchawan Wipawachat
DATE OF BIRTH	17 September 1964
PLACE OF BIRTH	Phuket, Thailand
INSTITUTIONS ATTENDED	Prince of Songkla University, 1986: Bachelor degree in English
POSITION AND OFFICE	1986-1990 Banchongmaidum school, Krabi. Position: teacher 1991- 1997 Krabi provincial primary education office: personnel 1998 – 2000 Office of primary education of Playpraya district: secretary 2001 –2002 Krabi provincial primary education office: plan and policy analyzer