

Songyos Kawmongkon 2012: Factors Influencing Academic Affairs Administration Effectiveness of Primary Schools under the Bangkok Metropolitan Administration. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Assistant Professor Moldhop Chaiyachit, Ph.D. 226 pages.

The research aimed to investigate factors influencing academic affairs administration effectiveness of primary schools under the Bangkok Metropolitan Administration. Those factors were classified as: student factors, teacher factors, and administrator factors. The other objective was to propose a multilevel model of those factors influencing academic affairs administration of the schools. A sample of 2,016, consisting of 1,260 students, 672 teachers, and 84 administrators, were randomly selected by multi-stage sampling technique, from 84 of the schools. The research instruments were questionnaires and tests constructed by the researcher. The data from usable returns of 1,234 from the students, 631 from the teachers, and 84 from the administrators, were analyzed in terms of percentage, mean, standard deviation, coefficient of variance, and multilevel and regression analyses.

The findings were as follow: 1) The overall level of academic affairs administration effectiveness of the schools was at the high level. 2) For the student factors, learning behaviors positively influenced academic affairs administration effectiveness of the schools at the significant level of 0.01, while attitude toward learning did not. 3) For the teacher factors, educational qualifications, teaching experiences, teacher characteristics, and teaching behaviors did not influence mean score of academic affairs administration effectiveness at the classroom level; however, educational qualification did positively influence regression coefficient of learning behaviors at the significant level of 0.05. 4) For the administrator factors, such administrative behaviors as of leadership, decision making behaviors, and communication behaviors had positive influences on mean score of academic affairs administration effectiveness at the school level at the significant level of 0.01, but administrative experiences and in-service training had no influences. 5) From these findings, a multilevel model of factors influencing academic affairs administration effectiveness was proposed, and a number of recommendations were given for policy formulation, implementation, and future research.

---

Student's signature

---

Thesis Advisor's signature