

ABSTRACT

Thesis Title : The Expectation of the Administrators and Teachers
towards The Academic Administration in Upper of
Opportunity Schools under the Jurisdiction of the
Bangkok Metropolitan Administration

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The research aimed to study the expectation of the administrators and teachers towards academic administration in upper of opportunity schools under the jurisdiction of the Bangkok Metropolitan Administration. The sampling group was composed of 440 administrators and teachers in upper of opportunity schools. A self-design questionnaire composed of 41 questions about academic planning and grouping the program of study, instruction and instructional schedules, teaching assignment, instructional development, student activities, measurement-evaluation and 10 open-ended issues of administrations and teachers' expectation towards academic administration problems were made. This questionnaire was tested its validity of the context, language from advisory committee and some experts. The test of coefficient of its reliability was made and was found at 0.96. Then, data were analyzed about

personal status by percentage. For opinion and problem data, means and standard deviation were employed. For the comparison of their opinions and problems classified by status, t-test and F-ratio were utilized. If there was some significant differences at the 0.05 level, the Scheffé's post hoc comparison would be utilized.

Research Results :-

1. For academic planning and grouping the program of study issue; it was found that administrators and teachers expected that the school was most managed, especially the consider about instructor and instruments. For the different status of administrators and teacher, it was found that sex and experience had strong effect towards their expects about this area.

2. For instruction and instructional schedules issue; it was found that administrators and teacher expected that the school was most managed, especially the instruction and instructional schedules had to agree with the educational objectives and aimed of the courses. For the different status of administrators and teachers, it was found that sex and working position had strong effect towards their expects about this area.

3. For teaching assignment issue; it was found that administrators and teachers expected that the school was most managed, especially the teaching assignment had to agree with their abilities and their attitudes. For the different status of administrators and teachers, it was found that the experience had strong effect towards their expects about this area.

4. For instructional development issue; it was found that administrators and teachers expected that the school was most managed, especially the operational workshop was necessary for academic quality. For the different status of administrators and teachers, it was found that position and educational level had strong effect towards their expects about this area.

5. For student activities issue; it was found that administrators and teachers expected that the school was most managed, especially the good activities have to make clearly objectives. For the different status of administrators and teachers, it had no strong effect towards their expects about this area.

6. For measurement and academic evaluation issue; it was found that administrators and teachers expected that the school was most managed, especially the information about measurement was reserved for each teacher. For the different status of administrators and teachers, it had no strong effect towards their expected about this area.

7. Recommendations; although the research result came out as a whole that the expectation of the administrators and teachers towards the academic administration in upper of opportunity schools under the jurisdiction of the Bangkok Metropolitan administration was at the 'much' level, but some parts of administrators and teachers still had strong desire to have seminar, operational workshop for understanding about opportunity schools' curriculum, curriculum development, in-school academic supervision, academic information centre, research budget distribution and setting board of committee for evaluating the academic administration.