

Thesis Title Parent's participation and expectation towards the vocational management of private vocational schools in Nakhon Pathom Province.

Name Rukchanok Sophapit

Concentration Curriculum and Supervision

Department Curriculum and Instruction

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ABSTRACT

The proposes of this research were to study 1) level of parent's participation 2) level of parent's expectation of private vocational schools in Nakhon Pathom Province 3) and to accumulate the administrators' opinion concerning parent's participation towards the management of private vocational schools in Nakhon Pathom province. The sample group used, for the questionnaire, was obtained by stratified random sampling which consisted of 372 parents of the students in 5 private vocational schools. The sample used for interview were administrators from 5 private vocational schools. The instruments used were questionnaire and interviewing form. The data were analyzed by percentage (%), arithmetic mean (\bar{X}), standard deviation (S.D) and content analysis. The findings were as follow:

1. In overall, the level of parents' participations were at moderate level, as considering each aspect separately, the follow up of learning result was at maximum level, the promotion of relationship between schools and community and the school activities participation were at moderate level. Whereas the vocational training support, and the instructional equipments were at minimum level.

2. In overall, the level of parent's expectations were at maximum level whereas the expectation towards personal management, secretarial and financial management, instruction and student activities were also at maximum level. On the other hand expectation towards school building and facilities and community relationship activities were at moderate level.

3. From the interview of the administrators concerning to the parent's participation, it was found that the parents participated in school activities on various occasions such as school conference and meetings, orientation day and religious ceremonies, school alumni association

and parents' association. As the matter of the fact, the private vocational schools have not been really concerned about having parents participate in instructional processes. Consequently, the parents rarely participated in schools' instructional activities. However, on the aspect of vocational practices the parents would sometimes be invited to present knowledge and skills in local careers. Regarding to the community relations, the parents would involve in decision making on their children's problems.

The obstacles that caused less participation of parents in instructional processes were the lack of confidence, insufficient knowledge, not knowing the schools' context, having family problems and having no times for the participation. To encourage parent's participation, the administrators suggested that the schools should recognize the parents by inviting them to school as guest speakers, lecturers, demonstrators, and counselors of the schools' various activities in order to promote the parents' sense of belongings and also to give them opportunity to be accountable for the school curriculum development as well.