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PORNSAK SUCHARITRAK : SCHOOL MANAGEMENT INDICATORS FOR PROMOTING STUDENTS THINKING SKILLS. DISSERTATION ADVISORS : ASST. PROF. PRASERT INTARAK, Ed.D., ASST. PROF. MAJ. NOPADOL CHENAKSARA, RTAR, Ph.D. AND ASSOC. PROF. SIRICHA CHINATUNGKUL, Ph.D. 345 pp.

The purpose of this research was to develop indicators of school management for promoting students thinking skills. The samples consist of experts in thinking skills development, and 222 school administrators from the schools which passed at the first of the external quality standard assessment with the level of satisfaction in every areas by the office for National Education Standards and Quality Assessment. The instruments for collecting the data were structure interview, questionnaire, and checklist observation. The statistics used were Pearson product moment correlation coefficient and Confirmatory Factor Analysis (CFA).

The result of this research was as follows: The school Management Indicators for promoting students thinking skills were embraced the four main areas with 28 sub-factors and 151 indicators; 1) Academic administration factors was composed of 11 sub-factors and 84 indicators which can be ranked in order from the highest to the lowest sub-factors as follows : learning process development, curriculum development, learning resources development, school based standards and internal quality assessment system development, school supervision, academic promoting through family and community, innovation and technology development, school counseling, assessment and evaluation and credit transfer, educational research and development, and academic collaboration with other institutions. 2) Financial administration factors was composed of 6 sub-factors and 17 indicators which can be ranked in order from the highest to the lowest sub-factors as follows : budget arrangement for promoting thinking skills, budget purposes for promoting thinking skills, financial administration for promoting thinking skills, materials management and education supplies for promoting thinking skills, performance audit report of finances, and investment education and resources for developing thinking skills. 3) Personnel administration factors was composed of 3 sub-factors and 16 indicators which can be ranked in order from the highest to the lowest sub-factors as follows : staff planning and enter position description for promoting thinking skills, performance enhancement for promoting thinking skills, staff recruiting, and staff selecting for promoting thinking skills, and 4) General administration factors was composed of 8 sub-factors and 34 indicators which can be ranked in order from the highest to the lowest sub-factors as follows : administrative management system and organization development for promoting thinking skills, student affairs promotion, development system and information technology network, public relations education, building maintenance and environment, educational technology and educational cooperation network.

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Student's signature .....

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