

Title : THE STUDY THE SUPERINTENDENT VIEWS ON DESIRABLE
PERSONALITIES OF ACADEMICS IN THE 7th AND 8th EDUCATION
REGIONS.

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This research was to study the Superintendents, views on desirable personalities of academics in terms of sizes of Superintendent's office, level of education and experience in the 7th and 8th Education Regions.

The population of this study were Superintendent of the 7th and 8th Education Regions from 175 districts in 16 provinces in 1998. The methods of this study were using 2 sets of questionnaires called check-list questionnaires which check the personal data and the rating-scale questionnaires which check the desirable personalities of academics in the areas of administration, service provision, and supervision. There were only 145 out of the 175 questionnaires returned which was 82.86%. The data were analysed by using percentage, means and standard deviation through the use of SPSS FOR WINDOWS.

The findings of this study found that the Superintendent's views on desirable personalities of academics were in high levels in three areas: administration, service provision, and supervision. When classifying the Superintendents in terms of sizes of Superintendent's offices, level of education, and experience, it was found that Superintendents who worked in large, medium,

and small offices with bachelor degree or above and with 9 - 18 year working seemed to have high levels of desirable personalities of academics in the areas of administration, service provision and supervision. It was also found that each personality was ranked in 3 different levels:

1. Administration personality: first priority was the eagerness in working, then the creativity and the ability of co-operation respectively.

2. Service provision personality: first priority was tolerance in working, then being know-how in up-to-date government's regulations, laws and rules, and willing to help others respectively.

3. Supervision personality: first priority was able to analyse, to synthesise and to conclude data, the was eager to learn and determined to develop standardized education respectively.