

NADDHAPORN KAMMASORN : A COMPARISON OF EDUCATIONAL PHILOSOPHY CONCEPTS BETWEEN GOVERNMENT SECONDARY SCHOOL ADMINISTRATORS AND PRIVATE SECONDARY SCHOOL ADMINISTRATORS, BANGKOK METROPOLIS. THESIS ADVISOR : ASSISTANT PROFESSOR RATANA TUNGASVADI, 190 PP.

This study aims to study and compare the educational philosophy concepts between government secondary school administrators and private secondary school administrators in Bangkok Metropolis. The central tendency and dispersion of educational philosophy concepts of both government and private secondary school administrators were studied, differentiated by sex, age, educational background and administrative experience at secondary school level.

This research is the result of a survey by questionnaires. The sample size consists of 285 administrators: 103 government and 182 private secondary school administrators. Obtained data were analyzed by using percentage, means, standard deviation and t-test.

The summary of this research findings is as follows : 1) The educational philosophy concepts of both government and private secondary school administrators scored high on Progressivism, Perennialism, Reconstructionism and Existentialism respectively, and scored average on Essentialism. 2) The significant differences were found on the educational philosophy concepts between the government and private secondary school administrators at the level of .05 on Perennialism and Reconstructionism : private secondary school administrators scored higher than government secondary school administrators. 3) The central tendency and dispersion of the value of educational philosophy concepts of government secondary school administrators fell the most on Progressivism in terms of sex, age and administrative experience at secondary school level, and on Progressivism and Perennialism in terms of educational background. 4) The central tendency and dispersion of the value of educational philosophy concepts of private secondary school administrators fell the most on Progressivism in terms of sex, on Reconstructionism, Progressivism and Perennialism in terms of age, and on Progressivism and Perennialism in terms of educational background and administrative experience at secondary school level.