

Thesis Title : Traits and Roles of School Administrators Fostering Collegial Supervision as Perceived by School Administrators and Teachers under the Office of Provincial Primary Education in the Upper Northern Region

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Abstract

The purposes of this research were to study traits and roles of school administrators fostering collegial supervision as perceived by school administrators and teachers under the office of provincial primary education in the upper northern region, and to compare their perception based on school sizes. The sample group used in this study consisted of 543 administrators 689 teachers whom were selected by the method of multistage sampling from schools under the office of provincial primary education in 8 provinces of the upper northern region. Rating scale and open ended questionnaire were constructed for gathering data from the sample.

The 1,181 respondents, as 95.86 %, were used for data analysis in terms of percentage, mean score, and two-way analysis of variance under the SPSS/PC⁺ program.

The results of this research were as follows :

1. School administrators and teachers strongly agreed with the presented traits. The highest score of each trait was : honesty -- ethic trait; suitably and orderly dressing -- personatity trait; responsibility --leadership trait; good temperament --human relations trait; providing a chance to teachers to express their abilities -- personnel administration trait; sacrifice and willing to work with teachers --group process trait, recently knowledgable --knowledge and competency trait; comphred the objectives of measurement and evaluation --measurement and evaluation trait.

However, the perception's mean scores of these two groups were statistical different at 99 % of confidence based on their positions and at 95 % of confidence based on school size, but there was no difference when the comparison was done based on interaction of the position and school size.

2. School administrators and teachers strongly agreed with every administrator's role presented. The highest score of each role was : offering honorarily and equality to teacheres --personnel management and development role; sincere helping teachers --academic leadership role; teachers and students service with text books in library --instructional medias management role; providing curriculum, hand book, and lesson plan to teachers --curriculum and instruction

role; providing statistical data and students' learning out comes to teachers --evaluation role; and teachers' morale supporting -- cooperation role.

However, the perception scores of school administrators and teachers were statistical different at 99 % of confidence based on their positions but not different based on school size and based on interaction of position and school size.