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| Thesis Title | The Implementation of Sufficiency Economy Policy to School by the Opinions of School Administrators and Teachers under Lop Buri Primary Educational Service Area office |
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| Concentration | Educational Administration |
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ABSTRACT

This research aimed to: 1) study the implementation of Sufficiency Economy Policy to school practices by the opinions of the school administrators and the teachers under the Lop Buri Primary Educational Service Area Office. 2) compare the implementation of Sufficiency Economy Policy to school by the opinions of the school administrators and the teachers under the Lop Buri Primary Educational Service Area Office, when classified by gender, age, position, education, work experience and size of school. The samples were 361 school administrators and teachers under Lop Buri Primary Educational Service Area Office in the academic year of 2015. The instruments used in the study was a five level rating scale questionnaire with the reliability value of 0.949. The data were analyzed by using frequency, percentage, mean, standard deviation, t-test, one-way ANOVA, and Scheffe's test.

The results showed that:

1. The implementation of Sufficiency Economy Policy to school by the opinions of the school administrators and the teachers under the Lop Buri Primary Educational Service Area Office was overall rated at a moderate level, ranging from responsibility of educational institutions, development of the teaching process, improvement of the environment and atmosphere of school, networking development, and to the activities of teaching philosophy of sufficiency economy respectively.

2. A comparison of the implementation of Sufficiency Economy Policy to school by the opinions of the school administrators and the teachers under the Lop Buri Primary Educational Service Area Office, when classified by age and experience, and size of school the difference was statistically significant at the .05 level. However, when classified by position, gender, education found that there was no difference statistically significant.