

Title : Self-Development Behavior of Educational Institution Administrators under Nongkhai Office of Educational Service Area III

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ABSTRACT

This research aimed to study and compare the level of self-development behavior of educational institution administrators in educational institutions of different sizes under Nongkhai Office of Educational Service Area III, as a whole and aspect by aspect. It also aimed to study opinions on approaches of the administrators' self-development. The sample included 153 educational institution administrators under Nongkhai Office of Educational Service Area III in the academic year 2005, obtained through stratified random sampling. The sample size was determined according to the Krejcie and Morgan Table. From the 153 persons, 30 were from large-sized schools, 75 from medium-sized schools, and 48 from small-sized schools. The instrument used was a rating scale questionnaire with the reliability value at .87. The statistics used comprised percentage, mean, standard deviation, and F-test (one-way ANOVA) for testing the hypotheses. Paired tests according to Sheffe' method were made when needed.

The results are as follows:

1. The level of self-development behavior of educational institution administrators, as a whole, was at the medium level. When considered aspect by aspect, all 3 aspects were at the medium level. Ranked from high to low, based on the value of the mean, they appear as follows: the aspect of professional development: the aspect of physical development; and the aspect of mental development. When the school size was taken into consideration, it was found that the administrators of the large-sized schools had their self-development behavior at the high level. In

the medium-sized and small-sized schools the administrators had their self-development behavior at the medium level.

2. In the comparison of self-development behavior of educational institution administrators, as a whole and aspect by aspect, it was found that the administrators of the small-sized schools had different self-development behavior from that of the administrators from the medium-sized and large-sized schools, as a whole and by aspect, with a statistical significance at .05 level. Meanwhile, the administrators from the large-sized and medium-sized schools had no difference in their self-development behavior, as a whole and by aspect.

3. In terms of suggestions on approaches of the administrators' self-development, they are classified under each aspect as follows. In the aspect of professional development: training on the application of research findings for the development of administration should be organized; knowledge should be given to personnel continuously in order to prevent disciplinary problems; fund should be raised for further study . In the aspect of physical development: annual physical examination and screening should be encouraged; exercise appropriate to the age should be organized; budget should be allocated for the development of suitable environment in school. In the aspect of mental development: time for regular ethical conversations should be given; activities to promote meditation should be organized; and resource persons in stress reducing should be invited to help give advice on appropriate working style.