

# MANAGEMENT OF THE BILINGUAL SCHOOLS PROGRAM (GRADE 7 – GRADE 12) IN THE UPPER NORTHERN REGION OF THAILAND

KRITTIYA PANTHONG

MASTER OF EDUCATION

IN EDUCATION MANAGEMENT

MAE FAH LUANG UNIVERSITY

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# MANAGEMENT OF THE BILINGUAL SCHOOLS PROGRAM (GRADE 7 – GRADE 12) IN THE UPPER NORTHERN REGION OF THAILAND

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# A MASTER PROJECT SUBMITTED TO MAE FAH LUANG UNIVERSITY IN PARITIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATION MANAGEMENT

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2007

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Master Project Title Management of the Bilingual Schools Program (Grade7 - Grade12)

in the Upper Northern Region of Thailand.

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#### **ABSTRACT**

This study examined the management of four bilingual schools in the upper northern region of Thailand. The three purposes were to investigate management in these bilingual schools, to identify any important problems in these schools, and to suggest solutions to these problems.

There were 1,101 participants in this study, consisting of 45 executives and teachers, 528 students and 528 parents, from these 4 bilingual schools: Samakkhiwitthayakhom School (Chiangrai Province), Srinakarindra the Princess Mother School (Phayao Province), Bunyawat Wittayalai School (Lampang Province) and Yupparaj Wittayalai School (Chiangmai Province). Tools used for this study were: open-ended questionnaires, in-depth interviews, and classroom observations. The data were analyzed by SPSS-PC and presented in terms of percentage, mean and standard deviation. The five management areas investigated were: academic management, employee management, budget/building management, student activities management and community relations management.

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The result of the first purpose showed that the student activities was the best

management in these bilingual schools, followed by the management of academic affairs,

budget/building, employee and community relations, respectively. The second purpose resulted in

all participants suggesting that the area which had the most problem was academic management.

The problems concerning academic management were: the constant changes of curricula; the poor

quality of teaching and learning materials and the lack of higher grades (grade 9 to grade 12) in

some bilingual schools. The other areas of management had a few major problems, namely:

employee management: lack of qualified foreign and Thai teachers; budget/building management:

misdirected budget spending; student activities management: the high volume of student activities

which interfered with student education; and insufficient variety of activities to improve the

English skills of the students; community relations management: insufficient participation with

the community.

In the third purpose, the participants proposed solutions to the school management

problems. The solutions to academic management problems were: to develop a curriculum

steering committee to assist stable curricula; to provide sufficient high-quality teaching materials,

knowledge resources and appropriate textbooks and to expand the grades to grade12 where

appropriate. Other solutions were employee management: provide professional development

training for teachers; budget/building management: re-direct budget spending; student activities

management: decrease those activities which interfere with student education, and increase those

which improve English skills; community relations management: increase participation of the

community.

**Keyword:** Bilingual schools program / Management of the bilingual schools

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#### **CHAPTER I**

#### INTRODUCTION

This chapter will outline the background to the Bilingual Schools Program and the rationale for this study.

#### 1.1 Research background

The current trend of globalization has resulted in an increase in competition between countries. This competition is dominated by the powerful western countries (Kaewdang, 2000). Developing countries are at a disadvantage relative to western countries in terms of power and technology; therefore, developing countries have to develop further in order to compete successfully. People are the basic resource and capital for developing countries so human resource management is very important for developing countries (Chiangkul et al., 1998).

The education system is the most important part of human resource management and it is therefore necessary for Thailand – as a developing country – to continually develop its education system. Such development will assist the Thais to be efficient, knowledgeable, capable and idealistic (Jansong, 2004). Globalization has made it easier for countries to communicate with other countries, mainly through the use of modern equipment and a universal language, namely English (Department of Elementary Education, 2000).

After its economic crisis of 1997 and 1998, Thailand faced many serious problems, for example: bankruptcies, crises in financial institutions, unemployment and increasing personal and national debt (Chaingkul et al., 1998). In order to try to prevent another economic crisis, the Thai government tried to improve the quality of Thai people by improving Thai education system. In 1999, legislation concerning education was passed for the first time (Educational Reformation

Office, 2001). Concurrently, during the years 1997 to 2001, Thailand was using a plan for developing education, religion and culture, which emphasized educational reform. The objectives of this educational reform were to attain a higher quality of student and more efficient school management. Furthermore, the above act of legislation in 1999 also opened the way for community participation in educational management in schools by permitting the communities to modify the government curriculum and to assist with school management. The purposes of these changes were to encourage the development of student character in various areas, for example: to be fond of learning, knowledge acquisition, seeking information, using English language fluently, having creative thinking, solving problems, having discipline and living happily.

For the above reasons, the Ministry of Education launched the Bilingual Schools Program in 2001, in which two languages (Thai and English) are used, and in which the majority of subjects are taught in English, except for Thai language and Social Studies (only the parts of the curriculum that are related to Thai tradition, culture and law). At present, there are 67 bilingual schools in Thailand. Many parents are interested in bilingual schools for their children because they feel that these schools provide high-quality education without the cost of study abroad or at an international school (Bureau of Educational Innovation Development, 2004). However, from the results of the evaluation and research of relevant departments (Bureau of Educational Innovation Development, 2004), it was found that there were many problems with the administration and management of bilingual schools. The problems were financial management, poorly qualified teachers, a lack of good understanding by school committees and communities, parents are having high expectations which do not accord with the real situation, recruitment and further training of foreign teachers, and the lack of Thai teachers with the ability to teach subjects in English.

The above findings for bilingual schools were supported by Jansong (2004) who identified the following management problems: a lack of foreign teachers, the high salaries required by foreign teachers, the shortage of teaching skills of some foreign teachers, too few classrooms and inadequate teaching equipment in some schools and a lack of parental confidence in the curricula. In addition, the study by Phrompetch (2005) concerning the problems of bilingual schools in the north east region, found other problems, for example: some schools (percentage not stated in Phrompetch's report) were not ready to operate efficiently on their proposed opening

date, had inadequate library resources and inappropriate textbooks. The problems above are problems which have occurred in bilingual schools in central and in north east Thailand. However, the bilingual schools in the upper northern region have not been investigated in this respect. This study will show whether there are problems with bilingual schools in the upper northern area, and if so, whether the problems are similar to, or different from, those of central and north east Thailand. The aim of the research will be to contribute, if necessary, towards the improvement of management within these schools.

#### 1.2 Purposes of this study

- 1.2.1 To investigate management of the four bilingual schools in the upper northern region of Thailand in the following areas:
  - 1. Academic management
  - 2. Employee management
  - 3. Budget/building management
  - 4. Students activities management
  - 5. Community relations management
- 1.2.2 To identify the problems concerning management in four bilingual schools in the upper northern region of Thailand.
- 1.2.3 To propose solutions to the problems concerning management in four bilingual schools in the upper northern region of Thailand.

#### 1.3 Scope of the study

#### 1.3.1 Population

Four schools were involved in this study. They were Samakkhiwitthayakhom School (Chiangrai Province), Srinakarindra the Princess Mother School (Phayao Province), Bunyawat Wittayalai School (Lampang Province) and Yupparaj Wittayalai School (Chiangmai Province).

The populations in this research were divided into 3 groups: executives and teachers; the students in grade 7 – grade 12 who enrolled in the academic year 2005-2006; the students' parents.

#### 1.3.2 Content

This research covered:

- 1. The study of general conditions, and information on management, of the bilingual schools program;
- 2. The study of academic management, employee management, budget/building management, students activities management and community relations management of the schools concerned, in the academic year 2005-2006;
- 3. The study of problems, and the study of suggestions from executives and teachers, students and parents to solve these problems.

#### 1.4 Framework of the study

The framework of this study concerned the following:

- 1.4.1 Management of the bilingual schools program (grade 7 grade 12) in the upper northern region of Thailand,
- 1.4.2 The problems concerning management of the bilingual schools program (grade7 grade 12) in the upper northern region of Thailand,
- 1.4.3 Suggestions to solve the problems concerning management of bilingual schools program (grade 7 grade 12) in the upper northern region of Thailand.

Efficient management requires that the management of the school be divided into different sectors. Sukhothai Thammathirath University (2004) favoured division into 2 parts while Boonpraserth and Junsupath (cited in Roonchareon, 2003) favoured division into 4 parts.

The 2 parts division was:

- 1. Management of the actual teaching and learning,
- 2. Management of the work supporting the actual teaching and learning.

#### The 4 parts division was:

- 1. Academic management
- 2. Employee management
- 3. Budget and finance management
- 4. General management

Sa-nguannam (2002) suggested that the main function in school was academic management because it directly affected the quality of the learning and teaching process. Employee management, budget / building management, students activities management and community relations management were the factors that supported the academic management's success. Sa-nguannam's concept was similar to the concept of Pithiyanuwat (1986, cited in Sa-nguannam, 2002) which was that the priorities in the schools (set by the executives) were as follows:

- 1. Academic management
- 2. Employee management
- 3. Budget / building management
- 4. Student activities management
- 5. Community relations management

The 2 parts division and the 4 parts division do not cover all the work areas within the school. For example, the 2 parts division omits employee management, student activities management and community relations management. The 4 parts division omits community relations management. The 5 parts division above is favoured by the author because it specifically covers all work areas within the school. So the 5 parts division will best contribute towards efficient management.

#### 1.5 Definitions of key terms

**Academic Management** drawing up curricula; activities concerning teaching and studying; methods; teaching media used for teaching and study; supervision of teaching methods; the measurement and evolution of the students progress.

**Bilingual Program** a school project of the Thai Ministry of Education involving the use of English in learning and teaching as well as the curriculum structure for basic education (2001) in order to develop students' English language skills. The majority of subject are taught in English, except for the parts of the curriculum that are related to Thai tradition, culture and law, for example: Thai language, and Social Studies.

**Budget/Building Management** planning the budget; using the budget efficiently; raising money to augment the budget; ensuring that there are sufficient facilities, classroom and buildings for the schools requirements, and that there is sufficient money to maintain and develop them.

Community Relations Management participation in community activities

**Employee Management** participation of the employee in school activities; measurement and evaluation of the employee's work; methods for improvement of the employee in various areas, for example: academic, personal relation.

English Program an alternative name for "Bilingual Program" with the same meaning

**Executives** principal, principal assistant or person who has a similar position in the executive committee of the four bilingual schools in the upper northern region of Thailand

**Level 3** the students in grade 7 - grade 9 (Mathayom 1 - 3)

**Level 4** the students in grade 10 - grade 12 (Mathayom 4 - 6)

**Management** general skillful handling of all areas of bilingual schools

**Parents** parents of the students who study in grade 7 – grade 12 at the bilingual schools

Upper Northern Region Schools Samakkhiwithayakhom School (Chiangrai Province), Srinakarindra the Princess Mother School (Phayao Province), Bunyawat Wittayalai School (Lampang Province) and Yupparaj Wittayalai School (Chiangmai Province)

**Students** the students in grade 7 – grade 12 in the bilingual schools

**Students Activities Management** student development academically, physically, emotionally; participation of the students in school activities; encouraging the students to be creative.

**Teachers** Thai teachers and foreign teachers who teach at the bilingual schools in the upper northern region of Thailand

#### 1.6 Expected outcomes

- 1.6.1 Increased knowledge concerning the management of the bilingual schools project (grade 7 grade 12) in the upper northern region of Thailand will be useful to further plan and develop teaching and learning within bilingual schools.
- 1.6.2 Increased efficiency in the management of the schools involved will allow them to function more smoothly which should result in increased bilingual school popularity.
- 1.6.3 Increased knowledge of the problems encountered in management of the schools involved will allow them to know the actual cause of the problems which should result in increased problem–solving ability.

#### **CHAPTER II**

#### LITERATURE REVIEW

In this chapter, three main topics are studied:

- 2.1 Concepts of general school management, and curricula for teaching and learning management in grade 7 grade 12
- 2.2 Concepts of bilingual school management, and curricula for teaching and learning management in grade 7 grade 12
  - 2.3 Related documents and research concerning bilingual schools

# 2.1 Concepts of general school management, and curricula for teaching and learning management in grade 7 – grade 12

#### 2.1.1 School management

Management in its broadest sense is about:

- 1. Setting direction, aims and objectives;
- 2. Planning how progress will be made or a goal achieved;
- 3. Organizing available resources (people, time and materials) so that the goal can be economically achieved in the planned way;
- 4. The Process (for example, measuring achievement against plan and taking corrective action where appropriate); and
  - 5. Setting and improving organizational standards (K.B. and Geoffrey, 1996).

Management is a system of achieving a goal (Koonts and Donell, 1978 cited in Phromphet, 2005). The art of working together is necessary in order to achieve that goal (Simon, 1986 cited in Phromphet, 2005). The management process involves having a target, choosing a method to achieve the target and taking action to use the method chosen. In conclusion, management involves working with colleagues who have the same purpose, for example: to achieve a particular goal (Getzel and Guba, 1967 cited in Phromphet, 2005).

The scope of management consists of a mixture of the steps outlined in "POSDCoRB'S MODEL" or "GULICK'S THEORY".

These steps are:

- 1. Planning
- 2. Organizing
- 3. Staffing
- 4. Directing
- 5. Coordinating
- 6. Reporting
- 7. Budgeting

The principles which apply to management in general can be applied specifically to school management. There is no standard, agreed definition of "school performance management", but some definitions worth thinking about include:

- 1. A process that links teachers, support staff and their respective roles to the success of students and the school.
- 2. A process for establishing a shared understanding of what has to be achieved and how; the school leadership works with staff, and staff work with each other, in ways that will enable achievement of the desired goals.
- 3. A process for ensuring that staff have mechanisms for giving and receiving feedback on their work, that assists them to improve what they do, and provides them with the best possible support so as to be more effective and work to the best of their ability.

Getting staff motivated by both the idea and subsequent experience of effective performance management is a key challenge as implementation proceeds; but the involvement which follows can become a source of strength in the day-to-day business of the school. The performance management in the school must deliver:

- 1. Greater clarity and consistency of roles, objectives and behaviors in the schools:
  - 2. More active management of performance by everyone in the school;
- 3. Increased responsibility for the quality of one's own work and that of one's team;
  - 4. More focused training and development;
  - 5. Better and smarter ways of working;
  - 6. Recognition of good performance; and
  - 7. Identification and addressing of poor performance.

Management is most likely to be successful when the school has the following beliefs:

- 1. Staff are committed to doing the best job they possibly can to maximize student learning and contribute to the overall success of the school;
- 2. The person who ought to assume most responsibility for the quality of work is the person actually doing that work;
- 3. The success of the school depends on its ability to unlock the potential for growth and development in the staff;
- 4. People work more effectively when they are clear about what they are expected to do and why, and then get feedback on and recognition for what they have contributed through their job; and
- 5. The school, through the principal, is responsible for building the capacity of staff to do their job more effectively and providing necessary support.

The performance management process will, in this context, fulfill its potential if it is developed in ways that get to the heart of what motivates staff and ensures they have tools and capacity to succeed. Ideally it will:

- 1. Provide maximum opportunity for staff to manage their own performance;
- 2. Be linked to continuing professional development; and
- 3. Be "fit for purpose" in that it is appropriate, or represents how the school operates in terms of its core values and beliefs.

Effective school leadership is essential for this to occur – not only at the level of the principal, but including department and other team leaders on the staff.

More specifically, the leadership's role is to challenge and support the school to improve performance all the time, and to ensure an approach to management that is applied regularly and consistently with reference to high quality standards for all teachers and students in the school.

Effective management is therefore about reinforcing and spreading good practice that already exists, while changing attitudes and behaviors where necessary in order to contribute to:

- 1. Improved self-esteem, because contributions and achievements are recognized;
- 2. Improved staff capacity, because continuous learning and development is supported and required;
- 3. Better quality teaching, because clear objectives are set which require proven effective practice to be pursued and better, ongoing feedback to be provided; and
- 4. Better outcomes, because roles and priorities are clarified and high professional standards set for all staff.

With these beliefs in mind, making management work in school will involve:

- A clear and unrelenting focus on student learning as the aim of the school, and building a climate which an emphasis in continuous improvement and learning by all in the school;
- The use of flexible, ongoing planning, review and feedback that promotes selfmanagement, collaboration and collegiality, and professional development as an accepted part of one's work;
- 3. Creation of an environment where all staff seek regular constructive feedback from others;

- 4. A willingness to distribute leadership throughout the school so that those most able to affect student learning outcomes are empowered and supported to do so;
  - 5. Recognition of good performance and rewarding it when required; and
- 6. A reduction of any over-reliance on forms and bureaucratic procedures for managing performance in favour of clear goals and targets which are cooperatively set and then subject to rigorous analysis, feedback and review (Zbar, Marshall and Power, 2007).

The school has a duty to provide an education for children of school age but a child's education starts at home and is continued as a partnership between home and school. So that this partnership will give every child the best possible chance of success, the partners should be clear about what each can reasonably expect for others, co-operate fully and accept the responsibilities set out in these guidelines.

#### Responsibilities of the school:

- 1. To develop each individual pupil's talents as fully as possible;
- 2. To teach effectively and to set the highest standards in work and behavior;
- 3. To care for each child when at school as a good parent of a large family;
- 4. To help pupils to leave school able and anxious to make the best possible contribution to the community at large; and
- 5. To encourage regular communication with parents as a basis for close cooperation between home and school.

#### Responsibilities of parents:

- 1. To show by their example that they support the school in setting the highest standard in all it tries to do;
- 2. To make sure that their children come to school regularly, on time, refreshed, alert, correctly dressed and ready to study;
- 3. To take an active and supportive interest in their children's work and progress;
- 4. To support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control; and
- 5. To control the development of their children's use of leisure time activities and entertainments.

#### Responsibilities of students:

- 1. To attend school regularly, on time, ready to learn and take part in school activities;
  - 2. To aim at the highest standards in all aspects of school life;
- 3. To co-operate with the staff and to accept the authority and rules of conduct of the school;
- 4. To consider and respect the feelings and property of other people both in school and in the wider community; and
- 5. To care for the grounds, buildings, equipment and books provided for the school (Frith, 1988).

Phromphet cited Peter's work in 1974 (Phromphet, 2005) in which Peter thought that educational reform would improve the quality of education, and this would result in the affected students becoming more intelligent, morally better, and happier in their studies. A better education learning process will require an improvement in the following areas: quality of management, budget and technology. In order to have a higher standard of management, the Thai Ministry of Education divided its organization into 2 divisions:

- 1. A central administrative centre;
- 2. Regional educational service areas (Ministry of Education, 2003 B)

It is each school's duty to provide to as many people as possible the opportunity of having the best education. Therefore, the Thai Ministry of Education has instructed all Thai schools to use the principle of Thammapibal in administration and management. Thammapibal, loosely translated, means "good governance". Thammapibal consists of six principles, and each of these principles is an important guidance to follow in leading a good life. It is therefore particularly important that these principles are taught at school as a guide for each child's behavior, while at a school and in later life.

The six principles are:

#### 1. The law

Each citizen is obliged to follow the law of the country.

#### 2. The way of Buddha

The teachings of Buddha are designed to guide his followers in leading a happy life.

#### 3. Honesty

Honesty in all situations is very important and productive because honesty is the way of certainty. Dishonesty is the way of uncertainty. One can only build upon certainty.

4. Participation in as many activities as possible

This is important, particularly at school, because it provides for the development of as many facets of the child's personality as possible.

5. Responsibility for one's actions

It is important to teach people not to be irresponsible in their activities.

6. The worthiness of each activity

Given that one has only a certain time for any activity, one should ensure that one's activities are worthy of being done, otherwise one wastes the time spent on that activity. "Worthiness" has a moral value in that it has the element of "goodness". For a Buddhist, therefore, a worthy activity is one which follows the way of Buddha.

According to the Thai Ministry of Education's instruction to use the principle of Thammapibal in administration and management of school, the principle of Thammapibal can be applied to the following five areas of management within the school:

- 1. Academic management
- 2. Employee management
- 3. Budget / building management
- 4. Student activities management
- 5. Community relations management

The scope of academic management is:

#### 1. Curriculum development

Curriculum development is the process of organizing and improving the curriculum in accordance with the needs of students, parents and the local community. Thai schools can design and add the extra (elective) subjects to the basic curriculum of 8 main subjects. They can use the community as a learning resource.

#### 2. Teaching and learning process development

Teaching and learning process development is the process of improving the teaching and learning activities of the school for the benefit of the students.

3. Measurement of the student's current level and evaluation of the student's progress.

Measurement of the student's current level and evaluation of the student's progress is done before, during and after studies in each semester.

#### 4. Teaching material selection

Teaching material selection is the process by which the schools provide the appropriate textbooks and teaching media necessary for the student's requirements.

#### 5. Teaching and learning process supervision

Teaching and learning process supervision is the process for checking and controlling the quality of teaching and learning within the schools by supervisors from both inside and outside the school.

The scope of employee management is:

#### 1. School committee establishment

School committee establishment is the process for selecting the committee members. These members consists of school staff, community members, and people from other organizations. The committee assists with employee management.

2. The development of efficient systems for collection of data, analysis, planning for employee administration.

The school should try to use modern technology and information for planning within the employee management division.

#### 3. Participation of employees in school activities

Participation of employees in extra - curricular school activities is voluntary.

4. Giving the employee a position suited to his/her ability

The schools have to fit the right job to the right person in order to make the most of the employee's ability.

#### 5. Employee development

Employee development is a process which tries to improve the quality of employees, for example: meetings and seminars are held by the school for improving the teaching ability of its teachers.

#### 6. Fringe benefits

Fringe benefits are benefits other than salary which are provided to employees, for example: medical aid.

7. Measurement and evaluation of each employee's work.

The schools have methods of measuring and evaluating each employee's work. The schools also encourage efficiency by praising and rewarding efficient employees, and have suitable punishments for employees who transgress.

The scope of budget/building management is:

#### 1. Budget planning

Budget planning consists of the use of strategies to achieve the budget plans. The purposes of each plan are listed step-by-step in logical sequence, so that the plans can be easily checked.

#### 2. Budget supervision

Budget supervision is the process of checking and controlling the quality of budget planning.

#### 3. Measurement and evaluation of the budget

This is the process by which the school measures and evaluates the budget in order to ensure that the school uses the budget money efficiently.

#### 4. Raising funds for the budget

Raising funds for the budget consists of methods for getting money from the school staff, community, and people in other organizations.

#### 5. Building and surroundings development

Building and surroundings development is the process of improving the classrooms and the buildings within school grounds in order to assist with teaching and learning.

#### 6. Facilities development

Facilities development is the process for improving the facilities, for example: toilets, sport grounds, playgrounds, canteens.

The scope of students activities management is:

#### 1. Student development

Student development is the process for developing the students in non – academic areas, for example: scouts, music, sport.

#### 2. Encouragement of creative student activities

The school tries to encourage creative student activities, for example: choosing a project on "Science Day", essay contests, debating society.

3. The development of a variety of student activities

The schools try to help the students create a variety of student activities.

4. Help to increase the student's potential in as many areas as possible.

This process means that the school tries to develop each student's potential in as many areas as possible, for example: music, sport, career promotion.

The scope of community relations management is:

#### 1. Planning the activities

Planning the activities is the method by which the school prepares for community relations management.

2. Participating in the community activities

The schools should take part in the affairs of the community.

3. Participating in the community services

The schools should take part as much as possible in community events, for example: providing a school band for a festival.

4. Providing information regarding school activities.

The schools should be of service to the local community, for example:

gathering information (say through Internet) and providing this information in a form which is easily understood.

School management is based on an act of legislation concerning education (1999) (Rooncharoen, 2003). This legislation states the following:

- 1. Participation in administration and management should involve the following: the Central Religion and Culture Council; Office of the Basic Education Commission; Commission on Higher Education; the Regional Education, Religion and Culture Council; School Committees.
- Administration and management instructions should be clear and easily understood, and the process of teaching and learning should use high technology equipment where applicable.
- 3. Administration and management should be by professionals who have vision, good relationships with other members of the school, proper qualifications, and ongoing development through courses by the Teacher and Relevant Educational Officer Development Institution.
- 4. The quality of the school should be measured from time to time by the Office for National Education Standard and Quality Assessment.
- 5. The management emphasis should be on school based management (SBM).
- 6. School administration and management should be as decentralized as possible in order to be quicker and more efficient.
- 7. School managers should consult professional people to assist the school where necessary, for example: the Teacher's Council of Thailand and Office of the Civil Service Commission.
  - 8. Management should emphasize moral and conventional values.
- 9. The budget of each school should be determined solely by the number of students at that school.
- 10. The school will guarantee all stakeholders that the school will provide good tuition to its students.

2.1.2 Ministry of Education curriculum for teaching and learning management in general schools

At present, Thai schools use the curriculum structure for basic education (2001) which is provided by the Thai Ministry of Education. This structure was the result of trying to make the curriculum more suitable for the majority of school students. In preparing the teaching and learning process, all Thai schools have to follow this curriculum. Extra (elective) subjects may be added to the basic curriculum of 8 main subjects. The main purpose of this basic curriculum is to improve the following areas: creative thinking, problem solving, discipline and living happily.

The structure of this basic curriculum (2001) is shown in Table 2.1, below.

Table 2.1 Curriculum Structure for Basic Education (2001)

À	Basic (School) Education			
Na	Primary Education		Secondar	y Education
Subject	Level 1 (grade 1-3)	Level 2 (grade 4-6)	Level 3 (grade 7-9)	Level 4 (grade 10-12)
J. S.	Compulsory Education			
Thai Language	•	111/2	(V)•	•
Mathematics			7.	•
Science		•	•	•
Social Religion and Culture			•	•
Health & Physical Education	00			
Art				
Vocational & Technology				

1,200 hrs/year

	Basic (School) Education			
	Primary Education		Secondar	y Education
Subject	Level 1	Level 2	Level 3	Level 4
	(grade 1-3)	(grade 4-6)	(grade 7-9)	(grade 10-12)
	Com	Compulsory Education		
English				
Student Development		<b>A</b>	<b>A</b>	<b>A</b>
Activity				
Time for studying	800-1,000	800-1,000	1.000-1.200	more than

Table 2.1 Curriculum Structure for Basic Education (2001) (Cont.)

#### Key

• The main subject which the school has to teach to encourage logical thinking, learning and problem-solving

hrs/year

hrs/year

hrs/year

- Supporting subject which assist the students to reach a high potential in their work
  - ▲ = Activities which help the students to improve themselves

The points to be considered when preparing the teaching and learning process (based on the curriculum structure for basic education (2001)) are as follows:

- 1. The process has to be in accord with the needs of the community.
- 2. The process has to be in accord with the needs, abilities and interests of the students.
- 3. The process has to include practice as well as theory in order to help the students develop logical thinking habits.
- 4. The process has to be student-centered (rather than school-or teacher-centered).

# 2.2 Concepts of bilingual school management, and curricula for teaching and learning management in grade 7 - grade 12

#### 2.2.1 Background of bilingual schools

The Ministry of Education gave the policy to the Office of Education (for the study and teaching of English program). The activities for the study and teaching correspond with the syllabus of 2544 B.E. using English Program for communication in the development of student's knowledge and English ability. This corresponds with the Ministry of Education's syllabus and develops the students' English abilities and skills.

#### 2.2.2 Bilingual school management

The management of bilingual schools is the same as that of general schools, but the bilingual school places much more emphasis on English. Both types of school must conform to the policy of the Thai Ministry of Education.

The detail of management in the five areas (academic management, employee management, budget/building management, student activities management and community relations management) may be found in appendix C. In essence, however, the Thai Ministry of Education encourages the use, in bilingual schools, of the following principles:

- 1. The school sets out its philosophy, purpose, and goals clearly and in detail.
  - 2. The school follows the Thai Ministry of Education curriculum.
- 3. The activities of the school are primarily for the benefit of the students (as opposed to that of the teachers, staff or parents).
- 4. The school should measure the progress in each area of management as closely as possible.
  - 5. The school should use as much modern technology as possible.
- 6. The school should continually try to improve in each area of management.

#### 2.2.3 Policy

The policy of the Thai Ministry of Education with regard to the teaching and learning of English is that the school should strive to make the teaching and learning of English as comprehensive, fair and efficient as possible, provided that the teaching and learning of Thai is not adversely affected.

#### 2.2.4 Principles and Process

A school / institute can only provide teaching and learning in English if it has permission to do so from the Thai Ministry of Education. The number of subjects taught in English will vary with the level of education, for example: at pre – primary level, teaching in English will be not more than 50% of the time; at the primary level subjects taught in English will only be English, Mathematics, Science and Physical Education; at the secondary level all subjects will be taught in English except Thai, and Social Studies (only the parts of the curriculum that are related to Thai tradition, culture and law).

Teachers should be suitably qualified. Student numbers per classroom are restricted to not more than 25 at the pre-primary level; primary, secondary, vocational and higher vocational level are restricted to not more than 30 students per classroom.

#### 2.2.5 Teaching and Learning Management

The school/institute must operate teaching and learning according to the Thai Ministry of Education curricula and the policy, and to the National Education Act (B.E, 2542). Schools should strive to maintain Thai culture, and maintain a happy atmosphere at the school.

Various tests, for example: TOEFL, IELTS or TOEIC must be done by the students to measure their English achievement, and the Thai Ministry of Education will assess the school/institute in various aspects from time to time.

2.2.6 Ministry of Education Curriculum for teaching and learning management in bilingual schools

The curriculum for bilingual schools is determined by the Ministry of Education.

The curriculum for bilingual schools contains the following stipulations (which are not found in the general school curriculum):

- 1. Pre primary level: the maximum use of English is 50 percent of the total periods per week.
- 2. Primary level: English is used in selected subjects including English language, Mathematics, Science and Physical Education. The advantage to the teaching-learning process in terms of the ability to communicate in English as well as the knowledge and understanding of the substance of each subject will be taken into consideration.
- 3. Secondary level: English is used in all subjects, except for Thai language and Social Studies (only the parts of the curriculum that are related to Thai tradition, culture and law).

The reader is referred to appendix B for the regulations by the Ministry of Education concerning the Policy, Principle and Process of Teaching and Learning in English in their original form and is also referred to appendix C for the Good Management in the context of a bilingual school (author's interpretation).

#### 2.3 Related documents and research concerning bilingual schools

The Ministry of Education (2001). The Ministry of Education launched the Bilingual Schools Program in 2001. The purposes of this program were to support the Education Reform in Thailand, and to use English as a medium for relaying instruction in schools. The ultimate goal of Education Reform is to improve English proficiency of Thai students. At present, there are 67 bilingual schools in Thailand.

From the results of the evaluation and research of relevant departments (Bureau of Educational Innovation Development, 2004), it was found that there are many problems with the administration and management of bilingual schools. The problems of bilingual schools in the northeast region were investigated by Phromphet (2005). These problems were of medium severity in the opinion of the participants who were the school administrators, teachers, students, and students' parents. The problems were: budget

management and the budget resource management; the school administration and management; the instructional (teaching and learning) process; the learning and development process.

Jansong (2004) studied the design and the problems of the English program curricula in primary bilingual schools in the central region. The schools studied were under the Jurisdiction of the Office of the Basic Education Commission. The participants were project chiefs, academic chiefs, and project secretaries. The problems found in the bilingual schools in the central region were: the low level of confidence of parents in curriculum organization; the scarcity and high turnover rate of foreign teachers; the lack of Thai teachers who have a good command of English; the low level of understanding of lesson planning and the inadequate space and inadequate classroom conditions. Other (more favorable) findings by Jansong were: the schools used a student – centered approach to learning; field trips and sports events were organized as supplementary activities; instructional materials included real and artificial objects, models, flashcards, cassette tapes, cassette discs, and computer software.

**Kanoknirundorn** (1997) studied the state of teaching English and the teaching behavior of teachers at Preparatory Level in Doi Saket District, Chiang Mai Province; she found that the teaching behavior of teachers was directly affected by the acknowledgement of the students. Most teachers lacked teaching experience in English and would like to improve the four skills of English (listening, speaking, reading and writing), "speaking" the most sought after.

Namahota (1995) studied the state of academic affairs administration in Chiang Mai Municipal Opportunity Expansion School where she found problems concerning school administration. The problems were: insufficient high - quality teaching and learning materials; a lack of qualified teachers; insufficient classrooms and classroom facilities; discontinuities in academic affairs supervision, and too few activities which educate the students.

Yeeprae (2003) studied parents' expectations in Wuttichot Bilingual School in Chonburi Province; she found problems concerning bilingual schools management. The problems were: lack of qualified Thai teachers and foreign teachers; insufficient high-quality

teaching materials; expensive tuition fees; insufficient facilities and classrooms and too few activities which both educate and entertain the students.

**Kruangpanat** (1998) studied teachers' opinions and parents' expectations in schools under the office of Nong Bua District Primary Education in Nakhon Sawan Province. She found that the schools lacked qualified teachers, lacked activities relevant to the curricula, and had insufficient high–quality teaching materials.

In conclusion, some researchers have found common problems in bilingual schools in different areas of Thailand, however, not all researchers studied the same topics (see Table 5.1, page 98). In view of the importance of the bilingual schools program to Thai education and to Thai competitiveness with the economies of other countries, the author decided to study the management of bilingual schools in the upper northern region of Thailand. The reason being was because schools in this area have not yet been studied in this respect. The purpose was to see if the management problems in the northern region are similar to, or different from, those which have been found in other areas in Thailand. Attempts were made to solve the problems found.

# **CHAPTER III**

# RESEARCH METHODOLOGY

This research concerned the management of the bilingual schools program (grade 7 – grade 12) in the upper northern region of Thailand. The processes of research were as follows:

- 1. Documents, theories and information from related research were studied.
- 2. The following data collection were drawn up:
  - a) 3 Questionnaires (for executives and teachers, students, and parents)
  - b) Structured and in-depth interviews for executives and teachers
  - c) Classroom observations of activities and behavior of teachers and students
- 3. Data from the questionnaires, in-depth interviews and classroom observations were collected.
- 4. The collected data were analysed, results were drawn up, conclusions were made, the information was summarized and the project was presented to the committee of Mae Fah Luang university in the approved form.

# 3.1 Scope of content

The scope of content included:

3.1.1 A study of the management of the four bilingual schools in the upper northern region of Thailand in the academic year 2005-2006 specifically in the following areas: academic management, employee management, budget/building management, student activities management and community relations management

- 3.1.2 The problems encountered in the above management areas.
- 3.1.3 Suggestions from executives and teachers, students in these schools and parents of these students to solve the above problems

# 3.2 Scope of population

Four schools were involved in this study: Samakkhiwitthayakhom School (Chiangrai Province), Srinakarindra the Princess Mother School (Phayao Province), Bunyawat Wittayalai School (Lampang Province) and Yupparaj Wittayalai School (Chiangmai Province).

The populations in this research were divided into 3 groups: executives and teachers, the students in grade 7 – grade 12 who enrolled in the academic year 2005-2006; and the parents of the students. All the information obtained from the above populations was presented.

**Table 3.1** Number of bilingual schools, and populations in the upper northern region of Thailand

No.	Name of School	Number of  Executives and  teachers*	Number of Students	Number of Parents who completed the questionnaire	Total
1.	Samakkhiwitthayakhom	8	197	197	402
2.	Srinakarindra the	12	68	68	148
	Princess Mother				
3.	Bunyawat Wittayalai	12	77	77	166
4.	Yupparaj Wittayalai	13	186	186	385
	Total	45	528	528	1,101

includes 23 foreign teachers

# 3.2.1 Questionnaires populations

The questionnaires were answered by 45 executives and teachers, 528 students and 528 parents.

## 3.2.2 In-depth interviews populations

The populations which had in-depth interviews were 20 executives and teachers from four bilingual schools (five executives and teachers per school).

# 3.2.3 Classroom observations populations

The populations observed were teachers and students, and they were observed in classrooms of the four bilingual schools. Five observations per school were made, 20 observations in total.

#### 3.3 Research methods

The methods used in this study were:

- a) Three types of questionnaires;
- b) In-depth interviews;
- c) Classroom observation.

It was necessary to use three different methods to gather data because some methods can collect only some kinds of data. Questionnaires were used to collect the primary data, and in-depth interviews were used to verify the questionnaire data. Classroom observation was used for observing particular activities which happened in the classrooms.

The steps involved in the collection of data were:

- 1. Documents, theories and information from related research were studied.
- 2. Based on the information from item 1 (above), the following methods for data-gathering were done:
  - a) questionnaires;
  - b) questions for in-depth interviews;
  - c) a list of behavioral activities for classroom observation.

- 3. The questionnaires, in-depth interviews and classroom observations were presented to the university committee for comments and approval.
- 4. The suggestions of the university committee to improve the questionnaires, in-depth interview and classroom observations were drawn up.
- 5. The approved questionnaires were tested on a group of participants (who were not a part of the populations involved in this study) for honesty, accuracy and reliability. The test participants consisted of 20 executives and teachers, 20 students and 20 parents from a general school in Phayao Province. The time period of the test was 8 January 2007 to 17 January, 2007. The completed test questionnaires were then analyzed for reliability using the Reliability Analysis-Scale (Alpha). The reliability of the results were:

a) executives and teachers : 0.9293

b) students : 0.9743

c) parents : 0.9833

Therefore, the results from the 3 sets of questionnaires were very reliable. The reliability of the answers to each statement in the questionnaires is shown in appendix F.

- 6. The questionnaires, in-depth interviews and classroom observation were implemented to the populations concerned.
  - a) Three types of questionnaires

It was necessary to use three different sets of questionnaire to gather data because 3 different groups of participants (executives and teachers, students, and parents of students) have different roles in management: executives and teachers provide the bilingual schools services, students receive and utilize them, and the parents pay for the tuition fee for the students. Each group contributes towards school management from their different perspectives.

The 1<sup>st</sup> questionnaire was for executives and teachers. The questionnaire consisted of 3 parts:

- 1. General information, for example: gender, qualification (check list of questions);
- 2. The opinion of the participants regarding their school's performance in management, the areas investigated were: academic management, employee management, budget / building management, student activities management and community relations management. The period considered was the academic year 2005 2006. The school's performance was measured on a scale of 0 4. The scale measured the participant's level of agreement with statements in which the school was favorably rated in various areas. The grading scale (which follows Krejcies and Morgan's method, cited in Srisaard, 2002) is as follows:

4	means	highest level of agreement
3	means	high level of agreement
2	means	moderate level of agreement
Í	means	lesser level of agreement
0	means	no agreement

3. The opinion of the executives and teachers regarding the problems of the management in these bilingual schools, and suggestions for solving the problems. A blank space was provided to the executives and teachers for writing their suggestions in order to avoid influencing their opinions as above.

The 2  $^{\rm nd}$  questionnaire was for the students. This questionnaire consisted of 3 parts:

- 1. General information, for example: gender, qualification (check list of questions)
- 2. The student's opinion regarding the effectiveness of the management of their bilingual school, the scale shown in the questionnaire for executives and teachers (above) was used.
- 3. Suggestions of the students regarding management in their bilingual schools

The 3  $^{\rm rd}$  questionnaire was for the parents. The questionnaire consisted of 3 parts:

- 1. General information (check list of questions)
- 2. The parents' opinion concerning their satisfaction regarding the effectiveness of the management in their child's bilingual school, the scale shown in the questionnaire for executives and teachers (above) was used.
- 3. Suggestions by the parents regarding the management in their child's bilingual school.
  - b) In-depth interviews for executives and teachers only

The reason why in-depth interviews were used for only the executives and teachers was that they were the people who followed the bilingual schools policy from the Thai Ministry of Education, and they were the people who worked in the school (not the students or parents of students). They also built commitment to performance management in the school and contributed to the development of the school.

This structure interview consisted of two parts:

- 1. General information and work experience of the participants, for example: name, age, position
- 2. The participant's opinion concerning the management of their school's Bilingual Schools Program; problems which had been experienced; and suggestions for solving the problems experienced
  - c) Classroom Observation

This consisted of two parts:

- 1. General information, for example: name of the school, the date and time of observation
- 2. The observations by the author regarding the teaching methods used in the classroom consisted of 3 parts: the teaching style of the teacher; the reaction of the students; the teaching materials used

#### 3.4 Data collection method

### 3.4.1 Questionnaires

The author collected the data in 4 steps as follows:

- 1. The author sent an official letter from Mae Fah Luang University to the principal of each bilingual school requesting for permission to collect the data.
- 2. The author met the principal to inform him/her about the objectives of the study. Questionnaires for the populations concerned were then distributed.
  - 3. The author collected the completed questionnaires.
- 4. The author checked the completed questionnaires and prepared the data analysis.

### 3.4.2 In-depth Interviews

The author collected the data in 3 steps as follows:

- 1. The author made an appointment with the executives and teachers for interviewing.
- 2. The author had individual interviews with the executives and teachers. the interview model (Structured Interview) (See appendix G) was used.
- 3. The author checked the completed in-depth interviews and prepared the data analysis.

#### 3.4.3 Classroom Observations

The author collected the data in 4 steps as follows:

- Permission to observe in the classroom was requested of the teachers.
   The classroom (in which the observation was to take place) was selected by the teacher concerned.
- 2. The teaching and learning activity of teacher and students, and the content of the lesson in the classroom were observed by the author.
- 3. At the end of the lesson, each activity(teaching and learning activity) was given a frequency rating between 0 (did not happen) to 4 (happened more than 8 times). The lesson content was rated according to its suitability to the prescribed curriculum.

4. The author checked the completed classroom observations and prepared the data analysis.

# 3.5 Data analysis

### 3.5.1 Data from the 3 questionnaires:

In order to find the mean (average) opinion (level of agreement regarding favorable statements concerning the schools performance in various areas) of the participants, and the range (Standard Deviation) of this opinion, the author analyzed the data from the questionnaires (see Appendix E, page 141) by using SPSS 11.5 for Windows. The mean opinion for each statement was then divided into one of 5 groups in an ended question scale. Each division represented a certain level of agreement with each statement. The ended question scale (see below) was devised by Srisaard (1992).

The following scale was used by Srisaard (1992) in order to interpret the figure for "Mean" obtained in his research. These figures also apply exactly to interpret for "Mean" in the author's research.

3.21 - 4.00	means	highest level of agreement
2.41 - 3.20	means	high level of agreement
1.61 - 2.40	means	moderate level of agreement
0.81 - 1.60	means	lesser level of agreement
0.00 - 0.80	means	no agreement

Scale used to divide the "Mean" figures obtained (from the 3 questionnaires used in this study) into 5 categories, or levels.

After data analysis using Descriptive Statistics(a method to determine among others, "Mean" and "Standard Deviation"), the author presented the data from questionnaires by using the form of a table and conclusions were drawn from the results obtained.

# 3.5.2 Data from the in-depth interviews

The answers (to the questions asked in the in-depth interviews) were divided into 5 groups: academic management, employee management, budget/ building management, student activities management, community relations management. These groups are shown in chapter 4.

#### 3.5.3 Data from classroom observations

The author analyzed the data from the classroom observations and presented in the form of tables (see Appendix H, page 190). The frequency and percentage of occurrence of a particular activity (for example, use of English language) by the teacher and by the students, and the occurrence of a particular lesson content, were found.

# 3.6 Research duration

Research duration would be 8 months from November, 2006 to June, 2007.

12,	Duration (November 2006 – June 2007)								
Activities	2006			2007					
	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
1. Prepare Proposal	1011	<b>\</b>	1	1	4				
2. Review Literature					2				
3. Set Questionnaire									
4. Collect Data		26	7	•					
5. Analyse Data					•	•			
6. Make Conclusion					•	<b>+</b>			
7. Summarize Data						•	•	-	
8.Present Independent									
Study									

# **CHAPTER IV**

## RESEARCH RESULTS

This study concerns management of the bilingual schools program (grade 7 – grade 12) in the upper northern region of Thailand. The populations in this research were divided into 3 groups: 45 executives and teachers; 528 students in grade7 to 2 (who enrolled in the academic year 2005 – 2006); and 528 parents of the students. The populations make a total of 1,101 people. The 3 methods used to collect the data for this study were: a) questionnaires, b) in-depth interviews and c) classroom observation. The results of this study were presented in the form of tables, and the descriptions. Each table has an explanatory note.

Management of the following areas was investigated:

- 1. Academic management
- 2. Employee management
- 3. Budget/building management
- 4. Students activities management
- 5. Community relations management

The results are divided into two parts:

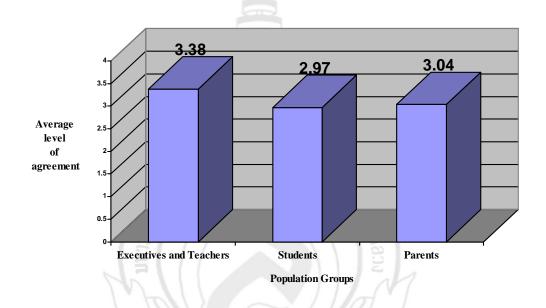
- 1. The school's performance regarding management
- 2. School management problems and solutions

The results of the author's investigations of management in the above 5 areas are summarized in table 4.16

# 4.1 The school's performance regarding management

### 4.1.1 Academic management

A summary of the opinions of the three groups involved (executives and teachers; students; parents) regarding favorable statements concerning the high quality of school academic management, was shown in figure 4.1 below.



**Figure 4.1** Average level of agreement by different population groups regarding favorable statements concerning school academic management

Figure 4.1 showed that a difference of opinion exists between the providers of a service (executives and teachers) and the consumers, or customers (students and parents) with statements regarding the high quality of their school's academic management. Executives and teachers felt that the school's academic management operated at the highest level (3.38), while parents and students were less satisfied (3.04, 2.97 respectively).

Answers to the questionnaires concerning academic management from executives and teachers were collected and used to compile table 4.1

**Table 4.1** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of their school's performance, from the questionnaire concerning academic management

Statement regarding	_	S.D.	Level of
Academic Management	X	<b>5.D.</b>	agreement
1. Your school sets out its philosophy,	3.79	0.47	Highest
purpose and goals clearly and in detail.			
2. The curriculum of your school is	3.56	0.55	Highest
in accord with the needs of parents and the loc			
community.			
3. The curriculum is planned and evaluated as	3.38	0.49	Highest
an on-going process, and improved where			
necessary.			
4. Your school has a variety of curricula,	2.73	0.94	High
and the students can choose what they want			
to study according to their potential, ability	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		
and interests.			
5. The school ensures that the teaching	3.51	0.63	Highest
material is fully in accord with the teaching			
objectives.			
6. The teaching and learning activities of the	3.42	0.58	Highest
school are primarily for the benefit of the			
students (as opposed to that of parents, teachers			
or staff).			
7. Your school has a variety of activities to	3.53	0.50	Highest
help the students develop their English			
language skills.			

**Table 4.1** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of their school's performance, from the questionnaire concerning academic management (Cont.)

Statement regarding  Academic Management	$\frac{-}{x}$	S.D.	Level of agreement
8. Your school encourages the student's to	3.36	0.61	Highest
study by themselves, both inside and outside			
the classroom.			
9. Your school measures the student's	2.98	0.66	High
progress before, during, and after studies, each			
semester.			
10. Your school has a variety of methods for	3.02	0.40	High
measuring and evaluating students' progress.			
11. Your school tries to provide the textbooks	3.71	0.46	Highest
and teaching media necessary for the student's	\ \ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\		
requirements.	11/5		
12. Your school provides modern information	3.69	0.47	Highest
and technology for efficient teaching and			
learning.			
13. Your school always plans, and supervises,	3.36	0.61	Highest
the teaching and learning processes.			
14. Your school continually tries to improve	3.33	0.60	Highest
the teaching and learning process.			
Total	3.38	0.32	Highest

A study was made of the executives' and teachers' level of agreement (opinion) with statements (from the questionnaire concerning academic management) regarding the high quality of their school's performance (see Table 4.1). The total of the means (3.38) for the level of agreement with the statements made indicated that the executives and teachers had the highest level of agreement (were very satisfied) with the academic management in their schools. The highest score (3.79) concerned item 1 (the setting out—clearly and in detail—of the school's philosophy, purpose and goals). The lowest score (2.73) concerned item 4 (the statement that the school had a variety of curricula from which the students may choose the ones they prefer).

It may be concluded from Table 4.1 that the executives and teachers were very happy with the standard of academic management and felt that there was very little room for improvement (see "School management problems and solutions" page 78).

Answers to the questionnaires concerning academic management from students were collected and used to compile table 4.2

**Table 4.2** Mean (X) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance, from the questionnaire concerning academic management.

Statement regarding		Zen	Level of
Academic Management	X	S.D.	agreement
1. The school sets out its philosophy,	3.07	0.68	high
purpose and goals clearly and in detail.			
2. The curriculum of your school is in	2.94	0.75	high
accord with the needs of parents and the			
local community.			

**Table 4.2** Mean ( $\bar{X}$ ) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance, from the questionnaire concerning academic management.(Cont.)

Statement regarding  Academic Management	$\bar{x}$	S.D.	Level of agreement
3. The school has a variety of	2.79	0.84	High
curricula, and the students can choose			
what they want to study according to			
their potential, ability and interests.			
4. The teaching in the school follows	3.00	0.69	high
the curriculum.			
5. The teaching and learning activities of	3.04	0.72	high
the school are primarily for the benefit of			
the students (as opposed to that of			
parents, teachers or staff).		3	
6. The school has a variety of activities	3.11	0.75	high
to help the students develop their			
English language skills.			
7. The school encourages the students	2.95	0.79	high
to study by themselves, both inside and			
outside the classroom.			
8. The school measures the student's	3.03	0.76	high
progress before, during, and after studies,			
each semester.			

**Table 4.2** Mean (X) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance, from the questionnaire concerning academic management.(Cont.)

Statement regarding  Academic Management	$\frac{-}{x}$	S.D.	Level of agreement
9. The school has a variety of	2.85	0.69	high
methods for measuring and evaluating			
students' progress.			
10. The school tries to provide the	3.06	0.78	high
textbooks and teaching media necessary			
for the student's requirements.			
11. The school provides modern	3.12	0.82	high
information and technology for efficient			
teaching and learning.			
12. The school uses the internet	2.74	0.85	high
(for example, e-library, e-book and		gg	
e-learning) to improve the education of			
its students.			
13. The school continually tries to	2.94	0.74	high
improve the teaching and learning			
process.			
Total	2.97	0.52	high

A study was made of the students' level of agreement (opinion) with statements (from the questionnaire concerning academic management) regarding the high quality of their school's performance (see Table 4.2). The total of the means (2.97) for the level of agreement with the statements made indicated that the students had a high level of agreement (were satisfied)

with the academic management in their schools. The highest score (3.12) concerned item 11 (the provision of modern information and technology for efficient teaching and learning). The lowest score (2.74) concerned item 12 (the statement that the school uses the internet (for example, e-library, e-book and e-learning) to improve the education of its students).

It may be concluded from Table 4.2 that the students were happy with the standard of academic management but felt that there was room for significant improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

Answers to the questionnaires concerning academic management from parents of students were collected and used to compile table 4.3

**Table 4.3** Mean (x) and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning academic management

Statement regarding  Academic Management	$\frac{1}{x}$	S.D.	Level of agreement
1. The school sets out its philosophy, purpose	3.16	0.76	high
and goals clearly and in detail.			
2. The curriculum of the school is in accord	3.06	0.68	high
with the needs of parents and the local			
community.			
3. The school has a variety of curricula and	3.00	0.86	high
the students can choose what they want to			
study according to their potential, ability and			
interests.			
4. The teaching in the school follows the	3.08	0.75	high
curriculum.			

**Table 4.3** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning academic management (Cont)

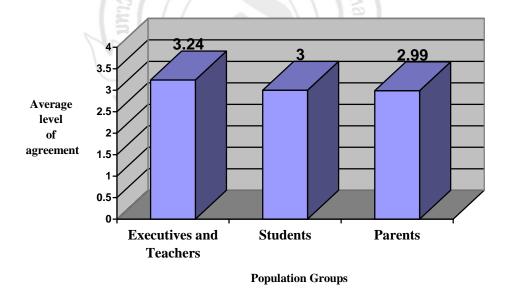
Statement regarding  Academic Management	$\frac{-}{x}$	S.D.	Level of agreement
5. The teaching and learning activities of the	3.15	0.74	high
school are primarily for the benefit of the students			
(as opposed to that of parents, teachers or staff).			
6. The school has a variety of activities to	3.09	0.72	high
help the students develop in their English			
language skills.			
7. The school encourages the students to	3.07	0.70	high
study by themselves, both inside and outside			
the classroom.	4.1		
8. The school measures the student's progress	2.94	0.85	high
before, during, and after studies, each semester.	1 13		
9. The school has a variety of methods for	2.92	0.81	high
measuring and evaluating students' progress.		)	
10. The school tries to provide the textbooks	3.02	0.78	high
and teaching media necessary for the student's			
requirements.			
11. The school provides modern information	3.11	0.67	high
and technology for efficient teaching and			
learning.			
12. The school continually tries to improve	2.94	0.81	high
the teaching and learning process.			
Total	3.04	0.59	high

A study was made of the parents' level of agreement (opinion) with statements (from the questionnaire concerning academic management) regarding the quality of their school's performance (see Table 4.3). The total of the means (3.04) for the level of agreement with the statements made indicated that the parents had a high level of agreement (were satisfied) with the academic management in the schools. The highest score (3.16) concerned item 1 (the setting out – clearly and in detail – of the school's philosophy, purpose and goals). The lowest score (2.92) concerned item 9 (the statement that the school has a variety of methods for measuring and evaluating students' progress).

It may be concluded from Table 4.3 that the parents were happy with the standard of academic management but felt that there was room for significant improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

### 4.1.2 Employee management

A summary of the level of agreement (opinion) of the three groups involved (executives and teachers; students; parents) regarding the quality of employee management, was shown in figure 4.2 below.



**Figure 4.2** Average level of agreement of population groups regarding favorable statements concerning school employee management

Figure 4.2 showed that a difference of opinion exists between the providers of a service (executives and teachers) and the consumers, or customers (students and parents) with statements regarding the high quality of their school's employee management. Executives and teachers felt that the school's employee management operated at the highest level (3.24), while students and parents were less satisfied (3, 2.99 respectively).

Table 4.4 below illustrates the level of agreement concerning employee management from the view of executives and teachers.

**Table 4.4** Mean (x) and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management.

Statement regarding Employee Management	$\bar{x}$	S.D.	Level of agreement
15. Your school has a committee (school staff,	3.16	0.67	high
community members, and people from other	\E:\		
organizations) for assisting with employee	1/3		
management.	W. W		
16. Your school has efficient and	3.27	0.54	highest
knowledgeable executives, supervisors and			
committee members, for employee			
management.			
17. Your school has a good system of analysis,	3.11	0.57	high
collection of data, and planning, for			
administration of the employee management			
division.			
18. Your school uses modern technology and	3.42	0.66	highest
information for planning within the employee			
management division.			

**Table 4.4** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management. (Cont.)

Statement regarding			
	$-\frac{}{x}$	S.D.	Level of
Employee Management			agreement
19. Your school has sufficient employees for	3.02	0.66	high
each division.			
20. Your school has a good working relationship	3.31	0.60	highest
with other organizations concerning the			
recruitment of teachers and other staff.			
21. Your school gives employees the opportunity	3.36	0.74	highest
to take part in the school's management.			
22. Your school tries to fit the right person for the	3.36	0.71	highest
job.	TE:\		
23. Your school provides each employee with a	3.27	0.72	highest
job description.			
24. Your school encourages each employee to	3.36	0.61	highest
develop further in order to advance in his or			
her career.			
25. Your school tries to improve the standard	3.04	0.80	high
of teaching ability of its teachers by having			
meetings and seminars for this purpose.			
26. Your executive committee and school	3.00	0.56	high
principal provide employees with extra fringe			
benefits (for example, medical aid) in addition			
to the fringe benefits provided by the			
government.			

**Table 4.4** Mean (x) and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management. (Cont)

Statement regarding Employee Management	$\frac{-}{x}$	S.D.	Level of
27. Your school encourages efficiency by praising	3.16	0.67	high
and rewarding efficient employees.			
28. Your school has suitable punishment for	3.31	0.63	highest
employees who do something wrong.			
29. Your school regularly measures and evaluates	3.29	0.59	highest
the standard of each employee's work.			
30. Your school continually tries to improve	3.40	0.62	highest
the standard of each employee's work.	N'X		
Total	3.24	0.39	highest

A study was made of the executives' and teachers' level of agreement (opinion) with statements (from the questionnaire concerning employee management) regarding the high quality of their school's performance (see Table 4.4). The total of the means (3.24) for the level of agreement with the statements made indicated that the executives and teachers had the highest level of agreement (were very satisfied) with the employee management in their schools. The highest score (3.42) concerned item 18 (the using modern technology and information for planning within the employee management division). The lowest score (3.00) concerned item 26 (the statement that the executive committee and school principal provide employees with extra fringe benefits in addition to the fringe benefits provided by the government).

It may be concluded from Table 4.4 that the executives and teachers were very happy with the standard of employee management and felt that there was very little room for improvement (see "School management problems and solutions" page 78).

Table 4.5 below illustrates the level of agreement concerning employee management from the view of students.

**Table 4.5** Mean  $(\overline{x})$  and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management

Statement regarding Employee Management	$\frac{-}{x}$	S.D.	Level of agreement
14. The school has a committee (school staff,	2.92	0.73	high
community members, and people from other			
organizations) for assisting with employee			
management.			
15. The school has efficient and knowledgeable	3.12	0.73	high
executives, supervisors and committee members	ME.		
for employee management.			
16. The ability of teachers is suitable for	3.12	0.75	high
teaching at a bilingual school.			
17. The school uses modern technology and	3.05	0.83	high
information for planning within the			
employee management division.			
18. The school has sufficient employees for	3.00	0.75	high
each division.			
19. The school liaises with other organizations	3.05	0.82	high
concerning the recruitment of foreign teachers.			
20. The school tries to fit the right person	3.04	0.76	high
for the job.			

**Table 4.5** Mean (X) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management. (Cont.)

Statement regarding	Statement regarding	C D	Level of
Employee Management	х	S.D.	agreement
21. The school tries to improve the standard	3.06	0.81	high
of teaching ability of its teachers by having			
meetings and seminars for this purpose.			
22. The executive committee and school	2.83	0.79	high
principal provide employees with extra			
fringe benefits (for example, medical aid) in			
addition to the fringe benefits provided by			
the government.			
23. The school encourages efficiency by	2.95	0.82	high
praising and rewarding efficient employees.	1 1 3		
24. The school has suitable punishment for	2.90	0.82	high
employees who do something wrong.	"))))	M	
25. The school continually tries to improve the	2.92	0.72	high
standard of each employee's work.		7	
Total	3.00	0.78	high

A study was made of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning employee management (see Table 4.5). The total of the means (3.00) for the level of agreement with the statements made indicated that the students had a high level of agreement (were satisfied) with the employee management in their schools. The highest score (3.12) concerned items 15 and 16 (item 15: the school has efficient and knowledgeable executives, supervisors and committee member for employee management; item 16: the ability of teachers is suitable for

teaching at a bilingual school). The lowest score (2.83) concerned item 22 (the statement that the executive committee and school principal provide employees with extra fringe benefits (for example, medical aid) in addition to the fringe benefits provided by the government).

It may be concluded from Table 4.5 that the students were happy with the standard of employee management but felt that there was room for improvement and there were many areas of inadequacy (see "School management problems and solutions" page 78).

Table 4.6 below illustrates the level of agreement concerning employee management from the view of parents of students.

**Table 4.6** Mean (X) an Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management.

Statement regarding Employee Management	$\overline{x}$	S.D.	Level of agreement
13. The school has a committee (school staff,	2.85	0.93	high
community members, and people from other	)		
organizations) for assisting with employee			
management.			
14. The school has efficient and knowledgeable	3.17	0.72	high
executives, supervisors and committee members			
for employee management.			
15. The ability of teachers is suitable for	3.09	0.75	high
teaching at a bilingual school.			
16. The school uses modern technology and	3.10	0.77	high
information for planning within the			
employee management division.			
17. The school has sufficient employees for	3.09	0.80	high
each division.			

**Table 4.6** Mean  $(\bar{x})$  an Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning employee management. (Cont.)

Statement regarding  Employee Management	$\frac{-}{x}$	S.D.	Level of
Employee Management			agreement
18. The school liaises with other	2.99	0.80	high
organizations concerning the recruitment of			
foreign teachers.			
19. The school tries to fit the right person for	2.97	0.80	high
the job.			
20. The school tries to improve the standard	2.85	0.83	high
of teaching ability of its teachers by having			
meetings and seminars for this purpose.			
21. The executive committee and school	2.87	0.84	high
principal provide employees with extra	1 13		
fringe benefits (for example, medical aid) in			
addition to the fringe benefits provided by			
the government.			
22. The school encourages efficiency by	2.96	0.81	high
praising and rewarding efficient employees.			
23. The school has suitable punishment for	2.94	0.89	High
employees who do something wrong.			
24. The school continually tries to improve	3.03	0.88	High
the standard of each employee's work.			
Total	2.99	0.65	high

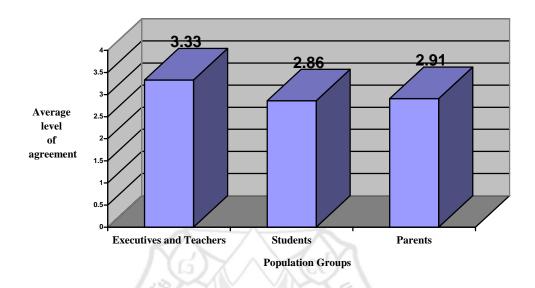
A study was made of the parents' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning employee management (see Table 4.6). The total of the means (2.99) for the level of agreement with the statements made indicated that the parents had a high level of agreement (were satisfied) with the employee management in their schools. The highest score (3.17) concerned item 14 (the school has efficient and knowledgeable executives, supervisors and committee members for employee management). The lowest score (2.85) concerned item 20 (the statement that the school tries to improve the standard of teaching ability of its teachers by having meetings and seminars for this purpose).

It may be concluded from Table 4.6 that the parents were happy with the standard of employee management but felt that there was room for improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).



# 4.1.3 Budget/Building management

A summary of the opinions of the three groups involved (executives and teachers; students; parents) regarding quality of management in budget/building management, was shown in figure 4.3 below.



**Figure 4.3** Average level of agreement of population groups regarding favorable statements concerning school budget/building management

Figure 4.3 showed that a difference of opinion exists between the providers of a service(executives and teachers) and the consumers, or customers (students and parents) with statements regarding the high quality of their school's budget/building management. Executives and teachers felt that the school's budget/building management operated at the highest level (3.33), while parents and students were less satisfied (2.91, 2.86 respectively).

Answers to the questionnaires concerning budget/building management from executives and teachers were collected and used to compile table 4.7.

**Table 4.7** Mean (X) and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management

Statement regarding	_	C.D.	Level of
Budget/Building Management	X	S.D.	agreement
31. Your school sets out, clearly and in detail, its	3.36	0.68	highest
annual budget (planning, strategy and purpose).			
32. The planning of the budget, the strategies to be	3.40	0.62	highest
used to achieve the plans, and the purpose of each			
plan are listed step-by-step, in logical sequence, so			
that the progress of each plan is easy to check.			
33. Your school has enough money to use for the	3.31	0.60	highest
budget.			
34. Your school uses the budget money efficiently.	3.36	0.57	highest
35. Your school's system for administering the	3.42	0.66	highest
budget, and for making payments from the budget, is	13		
set out clearly and in detail.	1   5		
36. The method by which money from the budget	3.31	0.70	highest
may be obtained is laid out clearly by the committee			
so that withdrawals rapid and efficient.			
37. The school executive committee and school	3.42	0.58	highest
principal try to support and help the people who			
administer the budget.			
38. Your school has suitable methods for raising	3.36	0.61	highest
supplementary money for the budget from school			
staff, community, and people in other organizations.			
39. Your school sets out its objectives concerning the	3.29	0.69	highest
construction of new buildings clearly and in detail.			

**Table 4.7** Mean (X) and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management (Cont.)

Statement regarding	_	G. <b>P</b> .	Level of
Budget/Building Management	X	S.D.	agreement
40. Your school has facilities for the students	3.36	0.68	highest
which support the aims of a bilingual school, for			
example: a sound laboratory, an English library, a			
special room where student may practice reading,			
writing, and speaking English.			
41. Your school has sufficient classrooms and	3.33	0.70	highest
buildings for teaching and learning.			
42. Your school asks the opinion of staff,	3.22	0.70	highest
students, parents and the local community	(e.\		
regarding the maintenance and further	E		
development of the school buildings.	793		
43. Your school has, and sets down, its plans for	3.22	0.60	highest
maintaining, developing, and improving the school	M		
buildings.			
44. Your school uses the classrooms and buildings	3.38	0.61	highest
efficiently.			
45. Your school has sufficient buildings and facilities,	3.22	0.60	highest
for example: toilets, sports grounds, playgrounds,			
canteens.			
46. You school continually tries to improve the	3.24	0.57	highest
management of the buildings.			
Total	3.33	0.43	highest

A study was made of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning budget / building management (see Table 4.7). The total of the means (3.33) for the level of agreement with the statements made indicated that the executives and teachers had the highest level of agreement (were very satisfied) with the budget/building management in their schools. The highest score (3.42) concerned item 35 and 37 (item 35: the school's system for administering the budget, and for making payments from the budget, is set out clearly and in detail; item 37: the school executive committee and school principal try to support and help the people who administer the budget). The lowest score (3.22) concerned items 42, 43 and 45 (item 42: the school asks the opinion of staff, students, parents and the local community regarding the maintenance and further development of the school buildings; item 43: the school has, and sets down, its plans for maintaining, developing, and improving the school buildings; item 45: the school has buildings and sufficient facilities, for example: toilets, sports grounds, playgrounds, canteens).

It may be concluded from Table 4.7 that the executives and teachers were very happy with the standard of budget/building management and felt that there was very little room for improvement (see "School management problems and solutions" page 78).

Answers to the questionnaires concerning budget/building management from students were collected and used to compile table 4.8.

**Table 4.8** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management.

Statement regarding	$\frac{-}{x}$	G. <b>D</b>	Level of
Budget/Building Management		S.D.	agreement
26. The school sets out, clearly and in detail, its	2.72	0.87	High
annual budget (planning, strategy and purpose).			
27. The planning of the budget, the strategies to	2.83	0.80	High
be used to achieve the plans, and the purpose of			
each plan are listed step-by-step, in logical			
sequence, so that the progress of each plan is easy			
to check.			
28. The school has enough money to use for the	2.77	0.80	High
budget.	Y \		
29. The school uses the budget money efficiently.	2.85	0.81	High
30. The tuition fee and other expenses are	2.76	0.92	High
reasonable and not excessive.	1/2		
31. The school executive committee and school	2.79	0.84	High
principal try to support and help the people			
who administer the budget.			
32. The school has suitable methods for raising	2.89	0.81	High
supplementary money for the budget from			
school staff, community, and people in other			
organizations.			
33. The school has facilities for the students	2.82	0.84	High
which support the aims of a bilingual school,			
for example: a sound laboratory, an English			
library, a special room where student may			
practice reading, writing, and speaking English.			

**Table 4.8** Mean (x) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management. (Cont.)

Statement regarding	_	S.D.	Level of
Budget/Building Management	X	S.D.	agreement
34. The school has sufficient classrooms and	3.04	0.81	High
buildings for teaching and learning.			
35. The school asks the opinion of staff,	2.88	0.79	High
students, parents and the local community			
regarding the maintenance and further			
development of the school buildings.			
36. The school has, and sets down, its plans for	3.00	0.79	High
maintaining, developing, and improving the			
school buildings.			
37. The school uses the classrooms and buildings	3.05	0.82	High
efficiently.	\ \ \ 3		
38. The school has sufficient buildings and	2.76	0.86	High
facilities, for example: toilets, sports grounds,	M		
playgrounds, canteens.	-		
Total	2.86	0.59	High

A study was made of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning budget/building management (see Table 4.8). The total of the means (3.38) for the level of agreement with the statements made indicated that the students had a high level of agreement (were satisfied) with the budget / building management in their schools. The highest score (3.05) concerned item 37 (the school uses the classrooms and buildings efficiently).

The lowest score (2.72) concerned item 26 (the school sets out, clearly and in detail, its annual budget (planning, strategy and purpose).

It may be concluded from Table 4.8 that the students were happy with the standard of budget/building management but felt that there was room for significant improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

Answers to the questionnaires concerning budget/building management from parents of students were collected and used to compile table 4.9.

**Table 4.9** Mean (X) and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management.

Statement regarding Budget/Building Management	$\overline{x}$	S.D.	Level of agreement
25. The school sets out, clearly and in	2.84	1.00	High
detail, its annual budget (planning, strategy	/)	1	
and purpose).			
26. The planning of the budget, the strategies	2.81	0.88	High
to be used to achieve the plans, and the			
purpose of each plan are listed step-by-step, in			
logical sequence, so that the progress of each			
plan is easy to check.			
27. The school has enough money to use for the	2.88	0.83	High
budget.			
28. The school uses the budget money	2.97	0.81	High
efficiently.			
29. The tuition fee and other expenses are	2.92	0.87	High
reasonable and not excessive.			

**Table 4.9** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management. (Cont.)

Statement regarding	_	G. <b>D</b>	Level of
Budget/Building Management	X	S.D.	agreement
30. The school executive committee and	2.94	0.87	High
school principal try to support and help the			
people who administer the budget.			
31. The school has suitable methods for	2.97	0.9	High
raising supplementary money for the budget			
from school staff, community, and people in			
other organizations.			
32. The school has facilities for the students	2.94	0.86	High
which support the aims of a bilingual			
school, for example: a sound laboratory, an			
English library, a special room where student			
may practice reading, writing, and speaking	1117		
English.			
33. The school has sufficient classrooms and	3.02	0.82	High
buildings for teaching and learning.			
34. The school asks the opinion of staff,	3.76	0.85	Highest
students, parents and the local community			
regarding the maintenance and further			
development of the school buildings.			
35. The school has, and sets down, its plans	2.96	0.84	High
for maintaining, developing, and improving			
the school buildings.			

**Table 4.9** Mean (X) and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning budget/building management. (Cont.)

Statement regarding	$\frac{1}{x}$	C D	Level of
Budget/Building Management		S.D.	agreement
36. The school uses the classrooms and	3.09	0.83	High
buildings efficiently.			
37. The school has sufficient buildings and	2.69	0.85	High
facilities, for example: toilets, spPorts grounds,			
playgrounds, canteens.			
Total	2.91	0.86	High

A study was made of the parents' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning budget/building management (see Table 4.9). The total of the means (2.91) for the level of agreement with the statements made indicated that the parents had a high level of agreement (were satisfied) with the budget / building management in the schools. The highest score (3.76) concerned item 34 (the school asks the opinion of staff, students, parents and the local community regarding the maintenance and further development of the school buildings). The lowest score (2.69) concerned item 37 (the school has sufficient buildings and sufficient facilities, for example: toilets, sports grounds, playgrounds, canteens).

It may be concluded from Table 4.9 that the parents were happy with the standard of academic management but felt that there was room for improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

### 4.1.4 Students activities management

A summary of the opinions of the three groups involved (executives and teachers; students; parents) regarding quality of management in students activities management, was shown in figure 4.4 below.

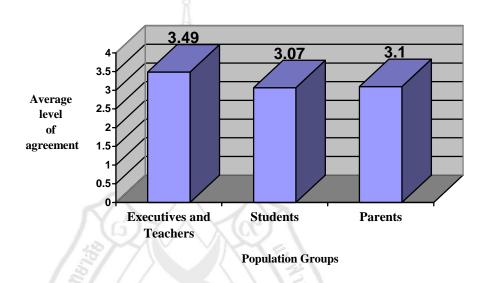


Figure 4.4 Average level of agreement of population groups regarding favorable statements concerning school students activities management

Figure 4.4 showed that a difference of opinion exists between the providers of a service (executives and teachers) and the consumers, or customers (students and parents) with statements regarding the high quality of their school's students activities management. Executives and teachers felt that the school's students activities management operated at the highest level (3.49), while parents and students were less satisfied (3.10, 3.07 respectively).

Table 4.10 below illustrates the level of agreement concerning students activities management from the view of executives and teachers.

Table 4.10 Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning students activities management

Statement regarding Students Activities Management	$\frac{-}{x}$	S.D.	Level of agreement
47. Your school sets out its plans for student	3.36	0.53	highest
development, clearly and in detail, for example:			
essay contests, debating society.			
48. Your school encourages student activities	3.38	0.58	highest
outside the classroom, for example: scouts,			
music, sport.			
49. Your school gives equal emphasis to both	3.42	0.54	highest
Thai and English important days, for example:			
observing, both the King's birthday and			
Christmas.	113		
50. Your school encourages creative student	3.51	0.50	highest
activities, for example: choosing their project			
on "Science Day."			
51. Your school is run in a democratic	3.67	0.52	highest
manner. It has a student committee (elected			
by students) which participates in the school			
management.			
52. Your school supports the maintenance and	3.62	0.49	highest
use of both Thai and English cultural activity.			
53. Your school gives equal importance to	3.62	0.49	highest
Thai and English cultural activity.			

**Table 4.10** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning students activities management. (Cont.)

Statement regarding Students Activities Management	$\frac{1}{x}$	S.D.	Level of agreement
54. Your school cares for the students and	3.64	0.48	highest
tries to help them when they have problems.			
For example, gambling, addiction.			
55. Your school provides financial support	3.40	0.78	highest
(scholarships) for students who show			
exceptional ability but whose families cannot			
afford the school fees.			
56. Your school tries to develop the student's	3.49	0.50	highest
potential in many aspects, for example: music,	1 13		
sport, career promotion.	NCBW		
57. Your school continually tries to	3.31	0.51	highest
improve its management of student activities.	100	/	
Total	3.49	0.54	highest

A study was made of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning students activities management (see Table 4.10). The total of the means (3.49) for the level of agreement with the statements made indicated that the executives and teachers had the highest level of agreement (were very satisfied) with the students activities management in their schools. The highest score (3.67) concerned item 51 (the school is run in a democratic manner. It has a student committee (elected by students) which participates in

the school management). The lowest score (3.31) concerned item 57 (the school continually tries to improve its management of student activities).

It may be concluded from Table 4.10 that the executives and teachers were very happy with the standard of students activities management and felt that there was very little room for improvement (see "School management problems and solutions" page 78).

Table 4.11 below illustrates the level of agreement concerning students activities management from the view of students.

**Table 4.11** Mean (x) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning students activities management

Statement regarding Students Activities Management	$\overline{x}$	S.D.	Level of agreement
39. The school sets out its plans for student	2.92	0.75	high
development, clearly and in detail, for	1113		
example: essay contests, debating society.	)) ) ] {		
40. The school encourages student activities	3.14	0.71	high
outside the classroom, for example: scouts,			
music, sport.			
41. The school gives equal emphasis to Thai	3.10	0.78	high
and English important days, for example:			
observing both the King's birthday and			
Christmas.			
42. The school encourages creative student	2.98	0.81	high
activities, for example: choosing their project			
on "Science Day."			

**Table 4.11** Mean (x) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning students activities management (Cont.)

Statement regarding			
	$\frac{-}{x}$	S.D.	Level of
Students Activities Management			agreement
43. The school is run in a democratic	3.20	0.73	high
manner. It has a student committee (elected			
by students) which participates in the school			
management.			
44. The school supports the maintenance and	3.15	0.78	high
use of both Thai and English cultural			
activity.			
45. The school gives equal importance to	3.14	0.78	high
Thai and English cultural activity.	(TE:		
46. The school cares for the students and	3.08	0.70	high
tries to help them when they have	)		
problems,			
for example: gambling, addiction.			
47. The school provides financial support	3.02	0.76	high
(scholarships) for students who show			
exceptional ability but whose families			
cannot afford the school fees.			
48. The school tries to develop the student's	3.01	0.77	high
potential in many aspects, for example:			
music, sport, career promotion.			
49. The school continually tries to improve	3.00	0.78	high
its management of student activities.			
Total	3.07	0.56	highest

A study was made of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning students activities management (see Table 4.11). The total of the means (3.67) for the level of agreement with the statements made indicated that the students had a high level of agreement (were satisfied) with the students activities management in their schools. The highest score (3.20) concerned item 43 (the school is run in a democratic manner. It has a student committee (elected by students) which participates in the school management). The lowest score (2.92) concerned item 39 (the school sets out its plans for student development, clearly and in detail for example, essay contests, debating society).

It may be concluded from Table 4.11 that the students were happy with the standard of students activities management but felt that there was room for significant improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

Table 4.12 below illustrates the level of agreement concerning students activities management from the view of parents of students.

**Table 4.12** Mean (X) and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning students activities management

Statement regarding	$\leq$	C D	Level of
Students Activities Management	X	S.D.	agreement
38. The school sets out its plans for student	3.06	0.74	high
development, clearly and in detail, for example:			
essay contests, debating society.			
39. The school encourages student activities outside	3.20	0.67	high
the classroom, for example: scouts, music and sport.			
40. The school gives equal emphasis to Thai and	3.18	0.73	high
English important days, for example: observing			
both the King's birthday and Christmas.			

**Table 4.12** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning students activities management (Cont.)

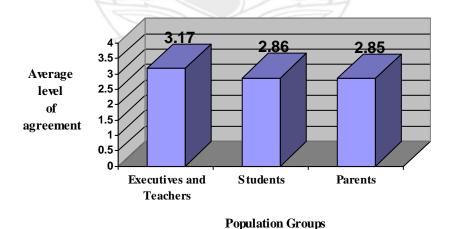
Statement regarding Students Activities Management	$\frac{-}{x}$	S.D.	Level of agreement
41. The school encourages creative student	3.06	0.69	high
activities, for example: choosing their project on			
"Science Day."			
42. The school is run in a democratic manner. It	3.22	0.76	highest
has a student committee (elected by students)			
which participates in the school management.			
43. The school supports the maintenance and	3.19	0.67	high
use of both Thai and English cultural activity.			
44. The school gives equal importance to Thai	3.22	0.72	highest
and English cultural activity.			
45. The school cares for the students and tries	3.11	0.80	high
to help them when they have problem.	1/2		
For example, gambling, addiction.			
46. The school provides financial support	2.86	0.75	high
(scholarships) for students who show exceptional			
ability but whose families cannot afford the			
school fees.			
47. The school tries to develop the student's	3.12	0.77	high
potential in many aspects. For example, music,			
sport, career promotion.			
48. The school continually tries to improve its	2.90	0.79	high
management of student activities.			
Total	3.10	0.74	high

A study was made of the parents' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning students activities management (see Table 4.12). The total of the means (3.10) for the level of agreement with the statements made indicated that the parents had a high level of agreement (were satisfied) with the students activities management in their schools. The highest score (3.22) concerned items 42 and 44 (item 42: the school is run in a democratic manner. It has a student committee (elected by students) which participates in the school management; item 44: the school gives equal importance to Thai and English cultural activity). The lowest score (2.86) concerned item 46 (the school provides financial support (scholarships) for students who show exceptional ability but whose families cannot afford the school fees).

It may be concluded from Table 4.12 that the parents were happy with the standard of students activities management but felt that there was room for significant improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

### 4.1.5 Community relations management

A summary of the opinions of the three groups involved (executives and teachers; students; parents) regarding quality of community relations management, was shown in figure 4.5 below.



**Figure 4.5** Average level of agreement of population groups regarding favorable statements concerning school community relations management.

Figure 4.5 showed that a difference of opinion exists between the providers of a service (executives and teachers) and the consumers, or customers (students and parents) with statements regarding the high quality of their school's community relation management. Executives and teachers felt that the school's community relations management operated at the highest level (3.17), while students and parents were less satisfied (2.86, 2.85 respectively).

Answers to the questionnaires concerning community relations management from executives and teachers were collected and used to compile table 4.13.

**Table 4.13** Mean (x) and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning community relations management

Statement regarding  Community Relations Management	$\frac{1}{x}$	S.D.	Level of agreement
58. Your school sets out its plan for community	3.24	0.65	highest
relations management clearly and in detail.	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		
59. Your school has a good system for	3.00	0.48	high
following, evaluating, and participating in			
community relations management.			
60. Your school gives the local community the	3.11	0.57	high
opportunity to take part in the school's management.			
61. Your school has a representative who takes	3.02	0.66	high
part in the affairs of the community.			
62. Your school uses the local community and	3.16	0.67	high
other organizations for supplying a variety of			
information for the students.			

**Table 4.13** Mean (x) and Standard Deviation (S.D.) of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning community relations management (Cont.)

Statement regarding	_	S.D.	Level of
Students Activities Management	Х	<b>5.D.</b>	agreement
63. Your school, where possible, tries to be of	3.11	0.68	high
service to the local community, for example:			
gathering information (say, through Internet) and			
providing this information in a form which is			
easily understood.			
64. Your school takes part as much as possible	3.33	0.71	highest
in community events, for example: providing a			
school band for a festival.	Y_\		
65. Your school has a good relationship with the	3.36	0.74	highest
local community.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
Total	3.17	0.49	high

A study was made of the executives' and teachers' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning community relations management (see Table 4.13). The total of the means (3.17) for the level of agreement with the statements made indicated that the executives and teachers had the highest level of agreement (were very satisfied) with the academic management in their schools. The highest score (3.36) concerned item 65 (the school had a good relationship with the local community). The lowest score (3.00) concerned item 59 (the school had a good system for following, evaluating and participating in community relations management).

It may be concluded from Table 4.13 that the executives and teachers were very happy with the standard of community relations management and felt that there was very little room for improvement (see "School management problems and solutions" page 78).

Answers to the questionnaires concerning community relations management from students were collected and used to compile table 4.14.

**Table 4.14** Mean (x) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning community relations management.

Statement regarding	$\frac{-}{x}$	G. <b>P</b> .	Level of
Community Relations Management		S.D.	agreement
50. Employees at the school have a good	2.98	0.76	high
relationship with parents and community.			
51. The school sets out its plan for	2.96	0.76	high
community relations management clearly and			
in detail.	\\ <b>\</b> §		
52. The school gives the local community the	2.96	0.74	high
opportunity to take part in the school's			
management.			
53. The school has a representative who takes	2.73	0.89	high
part in the affairs of the community.			
54. The school use the local community and	2.80	0.86	high
other organizations for supplying a variety of			
information for the students.			
55. The school, where possible, tries to be of	2.77	0.84	high
service to the local community, for example:			
gathering information (say, through Internet)			
and providing this information in a form			
which is easily understood.			

**Table 4.14** Mean (x) and Standard Deviation (S.D.) of the students' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning community relations management. (Cont.)

Statement regarding	_	G.D.	Level of
Community Relations Management	X	S.D.	agreement
55. The school, where possible, tries to be of	2.77	0.84	high
service to the local community, for example:			
gathering information (say, through Internet)			
and providing this information in a form			
which is easily understood.			
56. The school takes part as much as possible	2.80	0.90	high
in community events, for example: providing a			
school band for a festival.			
57. The school has a good relationship with	2.86	0.88	high
the local community.			
Total	2.86	0.65	high

A study was made of the students' level of agreement (opinion) with statements regarding the high quality of their school's performance from the questionnaire concerning community relations management(see Table 4.14). The total of the means (2.86) for the level of agreement with the statements made indicated that the students had a high level of agreement (were satisfied) with the community relations management in their schools. The highest score (2.98) concerned item 50 (Employees at the school had a good relationship with parents and community). The lowest score (2.73) concerned item 53 (the school has a representative who takes part in the affairs of the community).

It may be concluded from Table 4.14 that the students were happy with the standard of community relations management but felt that there was room for significant

improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

Answers to the questionnaires concerning community relations management from parents of students were collected and used to compile table 4.15.

**Table 4.15** Mean  $(\bar{x})$  and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning community relations management.

Statement regarding  Community Relations Management	$\frac{-}{x}$	S.D.	Level of agreement
49. Employees at the school have a good	3.03	0.68	high
relationship with parents and community.			
50. The school sets out its plan for	2.78	0.79	high
community relations management clearly			
and in detail.	1113		
51. The school gives the local community	2.80	0.82	high
the opportunity to take part in the			
school's management.			
52. The school has a representative who	2.71	0.84	high
takes part in the affairs of the community.			
53. The school uses the local community	2.83	0.83	high
and other organizations for supplying a			
variety of information for the students.			
54. The school, where possible, tries to be	2.87	0.90	high
of service to the local community, for			
example: gathering information (say, through			
Internet) and providing this information in			
a form which is easily understood.			

**Table 4.15** Mean (x) and Standard Deviation (S.D.) of the parents' level of agreement (opinion) with statements regarding the high quality of the school's performance, from the questionnaire concerning community relations management. (Cont.)

Statement regarding	_	C D	Level of	
Community Relations Management	X	S.D.	agreement	
55. The school takes part as much as	2.90	0.74	high	
possible in community events, for example:				
providing a school band for a festival.				
56. The school has a good relationship with	2.85	0.95	high	
the local community.				
Total	2.85	0.69	high	

A study was made of the parents' level of agreement (opinion) with statements (from the questionnaire concerning community relations management) regarding the high quality of their school's performance (see Table 4.15). The total of the means (2.85) for the level of agreement with the statements made indicated that the had a high level of agreement (were satisfied) with the community relations management in their schools. The highest score (3.03) concerned item 49 (employees at the school had a good relationship with parents and community). The lowest score (2.71) concerned item 52 (the school has a representative who takes part in the affairs of the community).

It may be concluded from Table 4.15 that the parents were happy with the standard of community relations management but felt that there was room for significant improvement and that there were many areas of inadequacy (see "School management problems and solutions" page 78).

The results from tables 4.1to tables 4.15 concerning academic management, employee management, budget / building management, students activities management and community relations management from executives and teachers, students, and parents of students were collected and summarized in table 4.16.

**Table 4.16** A summary of the opinions of executives and teachers, students, and parents regarding quality of management in the 5 areas investigated. (The average opinion of each group is shown as  $\bar{x}$  (the mean) together with the range of opinion within a standard deviation (S.D.). Participants were asked to give their level of agreement concerning statements about their school's performance in various areas. Each statement concerned a desirable quality and the level of agreement ranged from 4 (highest level of agreement) to 0 (no agreement).

Management of the four- bilingual schools	Executives & Teachers (N = 45)			Students (N = 528)		Parents (N = 528)			
									100
	$\frac{-}{x}$	S.D.	of	$\frac{-}{x}$	S.D.	of	$\bar{x}$	S.D.	of
			agreement			agreement			agreement
	1. Academic Management	3.38	0.32	highest	2.97	0.52	high	3.04	0.59
2. Employee Management	3.24	0.39	highest	3.00	0.56	high	2.99	0.65	high
3. Budget/Building	3.33	0.43	highest	2.86	0.59	high	2.91	0.69	high
Management									
4. Students Activities	3.49	0.34	highest	3.07	0.56	high	3.10	0.59	high
Management									
5. Community Relations	3.17	0.49	high	2.86	0.65	high	2.85	0.69	high
Management									
Total	3.32	0.39	highest	2.95	0.58	high	2.98	0.64	high

N = the number of people in the group

Table 4.16 shows the level of agreement (opinion) of each of the 3 population groups with statements concerning the high standard of management of their school in

each of the 5 investigated areas of management. Two general conclusions may be made from table 4.16:

- 1. All 3 groups feel that their school operates at a high standard of management.
- 2. The consumers, or customers (students and parents) are less satisfied with the service (education) provided than are the providers (executives and teachers).

For classroom observations, they can be seen as the mirror image of the teaching skills, professional characteristics exhibited by teachers, perception of the students, classroom climate and lesson content. The results showed that most of the activity took place more frequently, indicating a good appropriate performance in teaching and learning activities of the teachers, students and the lesson content within bilingual schools. The activities and the results of the classroom observations in the form of table are shown in appendix H.

Table 4.16 shows the level of agreement (opinion) of each of the 3 population groups with statements concerning the high standard of management of their school in each of the 5 investigated areas of management. Two general conclusions may be made from table 4.16:

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# 4.2 School management problems and solution

Identification of the problems and solutions concerning school management arose from the answers to the open-ended questionnaires of all respondents and from the in-depth interviews of the executives and teachers.

### 4.2.1 Academic management

- 1. From the open-ended questionnaires and the in-depth interviews for executives and teachers, the problems concerning academic management were:
  - 1) constant change in curricula;
  - 2) untested curriculum areas instituted as part of the curriculum;
  - 3) lack of qualified Thai teachers and foreign teachers;
  - 4) communication problems with Thai co-teachers.

The solutions to academic management problems were:

- 1) develop a curriculum steering committee;
- 2) allocate the funds as follows:
- a) develop a syllabus in English which conforms (in content and in emphasis) more closely to the requirements of the Thai Ministry of Education
- b) develop/search for appropriate resources (for example, textbooks, additional notes);
- 3) develop a better understanding between foreign teachers and Thai co-teacher by their discussing their problem areas together.
- 2. From the open-ended questionnaires for students, the problems concerning academic management were:
- 1. insufficient high quality teaching materials (for example, overhead, projector, electronic sound equipment);
  - 2. insufficient knowledge resources for certain lessons;
  - 3. insufficient opportunity to practice English outside the classroom;
- 4. lack of higher grades in some bilingual schools (some schools only go as for as grade 7 grade 9);
  - 5. the tuition fee is too expensive;

- 6. some of the teachers did not have a good understanding of the student's problems;
- 7. bilingual school students are disadvantaged (relative to students from more general schools) with regard to the university entrance examination. There are 2 reasons for this:
- 1) too little teaching time for Mathematics In grade 10, 11 and 12, bilingual schools study math for 2 hours a week, but general schools study math for 5 hours a week. Although the topics taught are the same, general school students routinely achieve much higher marks in the university entrance math examination.
- 3) content difference between English and Thai textbooks. Bilingual schools study most subjects in English, and use English Textbooks. General schools use Thai textbooks. English and Thai textbooks differ in content although topics are the same. The university examination is based on the Thai content, thus those students who studied the English textbooks are disadvantaged.

The solutions to academic management problems were:

- 1) provide sufficient high-quality teaching materials, knowledge resources, appropriate textbooks, and opportunities to practice English outside the classroom;
  - 2) have higher (up to grade 12) grades in bilingual schools;
  - 3) set a reasonable (lower) tuition fee;
- 4) a student-teacher discussion group should be formed so that the teachers may have a better understanding of the student's problems;
- 5) additional teaching where applicable (for example, math) for bilingual students in order for them to pass the university entrance examination.
- 3. From the open-ended questionnaire for parents, the problems concerning academic management were:
  - 1) too few qualified teachers;
- 2) constant change in the teaching and learning pattern when new, different, executives took over control of policy, (which took place frequently);
  - 3) insufficient high quality teaching materials;

- 4) some teachers appeared to be unable to explain subjects clearly and in a way which facilitates understanding by the students;
- 5) some schools do not provide any adequate preparation for new students who are totally unused to a mainly English language teaching medium;
- 6) lack of higher grades in some bilingual schools (some schools only go up to grade 7 grade 9);
- 7) insufficient variety of textbooks which emphasize Thai morality and culture;
- 8) insufficient opportunity for students to practice English outside the classroom;
  - 9) too few meetings between parents and teachers to discuss curricula;
- 10) insufficient agreement between Thai and foreign teachers regarding the importance of different areas within the curriculum;
- 11) problems with taking the university entrance examination (see "student opinion" page 83).

The solutions to academic management problems were:

- 1) develop a constant policy to provide a stable teaching and learning pattern;
  - 2) provide sufficient high-quality teaching materials;
- 3) teachers must find better ways of explaining difficult concepts so that students understand the explanations;
  - 4) provide adequate preparation for new students;
  - 5) have higher grades where necessary;
  - 6) provide a variety of textbooks which emphasize Thai morality and culture;
- 7) develop opportunities for students to practice English outside the classroom;
- 8) more agreement should be reached between Thai and Foreign teachers regarding the important areas within the curriculum;
- 9) additional teaching where applicable (for example, math) for bilingual students in order for them to pass the university entrance examination.

# 4.2.2 Employee management

- 1. From the open-ended questionnaire and the in-depth interviews for executives and teachers, the problems concerning employee management were:
  - 1) insufficient professional development training;
  - 2) insufficient incentives for teachers to strive to give of their best;
- 3) insufficient measurement and evaluation of the work of each teacher at the end of each semester;
- 4) the lack of a central recruitment centre (for all bilingual schools) has resulted in poor recruitment of qualified teachers;
- 5) the low salaries (about 25,000 baht per month) result in a low retention rate of qualified teachers.

The solutions to employee management problems were:

- 1) provide sufficient professional development training;
- 2) more incentives for teachers;
- 3) provide better measurement and evaluation of the work of each teacher at the end of semester;
  - 4) provide a central recruitment centre for all bilingual schools.
- 2 From the open-ended questionnaire for students, the problems concerning employee management were:
  - 1) insufficient qualified teachers;
  - 2) constant change of foreign teachers;
- 3) insufficient measurement and evaluation of the work of each teacher at the end of each semester;
  - 4) insufficient understanding of Thai culture by foreign teachers.

The solutions to employee management problems were:

- 1) provide qualified teachers;
- 2) better measurement and evaluation of the work of each teacher at the end of each semester;
  - 3) increase the understand by foreign teachers of Thai culture.

- 3. From the open-ended questionnaire for parents, the problems concerning employee management were:
  - 1) insufficient qualified teachers;
  - 2) constant change of foreign teachers;
- 3) parents would like to see the reports of the measurement and evaluation of the work of each teacher by the students at the end of each semester;
  - 4) insufficient understanding of Thai culture by foreign teachers;
- 5) some of executives don't pay sufficient attention to the management of the bilingual program.

The solutions to employee management problems were:

- 1) employ more qualified teachers;
- 2) provide parents with the results of measurement and evaluation of the work of each teacher at the end of each semester;
  - 3) increase the understanding of Thai culture in foreign teachers;
- 4) certain executives should pay more attention to the administration and management of the bilingual program.

# 4.2.3 Budget/Building management

1. From the open-ended questionnaires and the in-depth interviews for executives and teachers, the problem concerning budget / building management was misdirected budget management. The budget is usually directed at superficial projects that do not enhance the quality of education. For example, a disproportionately large part of the budget is given to school beautification, while too little money is directed for improving the library, computer rooms and classroom technology.

The solution to budget/building management problem was to provide efficient budget/building management.

- 2. From the open-ended questionnaire for students, the problems concerning budget/building management were:
- 1) insufficient facilities (for example, sound lab room, scientific laboratory, computer room);
  - 2) insufficient classrooms

The solution to budget/building management problem was to provide sufficient facilities and classrooms.

3. From the open-ended questionnaire for parents, the problem concerning budget/building management was insufficient facilities and classrooms (for example, sound lab room, scientific laboratory, computer room, library and classroom technology)

The solution to budget/building management problem was to provide sufficient facilities and classrooms.  $\ensuremath{\mathbb{R}}$ 

# 4.2.4 Students activities management

- 1. From the open-ended questionnaires and the in-depth interviews for executives and teachers, the problems concerning students activities management were:
- 1) the high volume of student activities which interfere with students' learning;
- 2) too few activities which both educate and entertain the students (for example, debating and acting).

The solutions to students activities management problems were:

- 1) decrease the activities which interfere with student education;
- 2) provide more activities which both educate and entertain the students (for example, plays, debates).
- 2. From the open-ended questionnaire for students, the problems concerning students activities management were:
- 1) insufficient variety of activities which improve the English skills of the student;
  - 2) insufficient seminar in other countries;
  - 3) too few English Camps.

The solutions to students activities management problems were:

- 1) provide a variety of activities which improve the English skills of the student; provide more seminars in other countries;
  - 2) provide more English Camps.
- 3. From the open-ended questionnaire for parents, the problems concerning students activities management were:

- 1) insufficient variety of activities which improve the bravery of the students;
- 2) insufficient variety of activities which improve the English skills of the student;
  - 3) lack of outside knowledge resources for the student;
  - 4) lack of activities with other bilingual schools.

The solutions to students activities management problems were:

- 1) try to increase the students' self-confidence to express their ideas in the classroom;
- 2) increase activities which improve the English skills of the students (for example, debates);
- 3) encourage students to gather knowledge from outside the school area (for example, knowledge of villagers);
- 4) increase the participation of students in activities involving bilingual schools (for example, sport, exchange students).

# 4.2.5 Community relations management

1. From the open-ended questionnaire and the in-depth interviews for executives and teachers, the problem concerning community relations management was insufficient participation in community service.

The solutions to community relations management problems were:

- 1) increase participation in community service;
- 2) implement community service projects (for example, by visiting institutions for old people, sick people, juvenile delinquents).
- 2. From the open-ended questionnaire for students, the problem concerning community relations management was insufficient participation by the students in community service.

The solution to community relations management problem was to increase participation by the students in community service.

3. From the open-ended questionnaire for parents, the problem concerning community relations management was insufficient participation by the students in community service.

The solution to community relations management problem was to increase participation by the students in community service.



# **CHAPTER V**

# SUMMARY DISCUSSION AND SUGGESTION

# 5.1 Summary

A study was made regarding management in four bilingual schools in the upper northern region of Thailand. Five areas of management were investigated, namely: academic management, employee management, budget / building management, student activities management and community relations management. The opinions of 3 groups (executives and teachers, students, parents) with regard to these 5 areas were obtained and analyzed. These opinions concerned a) the school's performance regarding management, b) problems regarding management, and c) solutions to the problems.

# 5.1.1 The school's performance regarding management

When the school's performance regarding management in the following five areas were investigated, the executives and teachers thought that the schools operated at the highest level in four of the five areas (rating "community relations management" as "high" not "highest"). Students and parents felt that the schools operated only at a high level in all five areas. The highest score of school management was for "student activities management" and the lowest score of school management was for "community relations management".

# 1. Academic Management

All three groups thought that the school's performance was best in setting out its philosophy, purpose and goals clearly and in detail as well as providing modern information and technology for efficient teaching and learning.

The three groups agreed that the school's performance was least satisfactory in three areas which were: providing a variety of curricula from which the students might choose the subjects they prefer; using the internet (for example, e-library, e-book and e-learning) to improve the education of its students; and providing a variety of methods for measuring and evaluating students' progress.

#### 2. Employee Management

All three groups thought that the school's performance was best in using modern information for planning within the employee management division; in having efficient and knowledgeable executives, supervisors and committee members for employee management; and in having teachers with ability suitable for teaching at a bilingual school.

It was thought by the three groups that the school's performance was least satisfactory in providing employees with extra fringe benefits in addition to the fringe benefits provided by the government, and in trying to improve the standard of teaching ability of its teachers by having meetings and seminars for this purpose.

# 3. Budget/Building Management

All three groups thought that the school's performance was best in setting out, clearly and in detail, the school's system for administering the budget, and for making payments from the budget. The school assisted to support and help the people who administer the budget; to use the classrooms and buildings efficiently; and to ask the opinion of staff, students, parents and the local community regarding the maintenance and further development of the school buildings.

All three groups thought that the school's performance was least satisfactory in having and setting down its plans for maintaining, developing and improving the school buildings by having sufficient buildings and facilities (for example, toilet, sports grounds, playgrounds, canteen); and in setting out, clearly and in detail, its annual budget (planning, strategy and purpose).

### 4. Students Activities Management

All three groups thought that the school's performance was best in running the school in a democratic manner. It had a student committee (elected by students) which participated in the school management, and in giving equal importance to Thai and English cultural activity.

It was thought by the three groups that the school's performance was least satisfactory in continually trying to improve its management of student activities; in setting out its plans for student development, clearly and in detail (for example, essay contests, debating society); and in providing

financial support (scholarships) for students who show exceptional ability but whose families cannot afford the school fees.

#### 5. Community Relations Management

All three groups thought that the school's performance was best in having a good relationship with the local community, and in school employees having a good relationship with parents.

The three groups agreed that the school's performance was least satisfactory in having a good system for following, evaluation and participating in community relations management, and in having a representative who took part in the affairs of the community.

### 5.1.2 School Management Problems and Solutions

Identification of the problems and solutions concerning school management arose from the answers to the open-ended questionnaires of all respondents and from the in-depth interviews of the executives and teachers.

# 1. Academic Management

1) In the opinion of the executives and teachers, the problems involved in academic management were: constant change in curricula; untested curriculum areas instituted as part of the curriculum; a lack of both qualified teachers and foreign teachers; and communication problems with Thai co-teachers.

Some foreign teachers had a negative attitude towards the Thai Education's System that "everybody must pass". Their reason is as follows: new knowledge in the next year builds upon an understanding of material taught in the previous year. Therefore, if the previous year's material is not understood, then the new material cannot be understood. Thus, the current Thai Education System encourages the development of a group of discriminated-against, disadvantaged, hopeless, frustrated and angry students, who are forced to waste 6 years (or less) of their lives attending school for no purpose.

Some foreign teachers also disagreed with the use of multiple choice answers (as opposed to, say, using a blank space for the students' answers) because multiple choice answers do not encourage independent and creative thinking.

2) In some students' opinion, the problems involved in academic management were: insufficient high-quality teaching materials (for example, overhead projector, electronic sound equipment); insufficient knowledge resources for certain lessons; insufficient opportunity to practice

English outside the classroom; lack of higher grades in some bilingual schools (some schools only go as far as grade 7 – grade 9); the tuition fee is too expensive; some of the teachers did not have a good understanding of the student's problems; and bilingual school students are disadvantaged (relative to students from more general schools) with regard to the university entrance examination.

There are 2 areas of disadvantage:

a) Too little teaching time for Mathematics

In grades 10, 11 and 12, bilingual schools study math for 2 hours a week, but general schools study math for 5 hours a week. Although the topics taught are the same, general school students routinely achieve much higher marks in the university entrance math examination.

b) Content difference between English and Thai textbooks.

Bilingual schools study most subjects in English, and use English textbooks. General schools use Thai textbooks. English and Thai textbooks differ in content although topics are the same. The university examination is based on the Thai content, thus those students who studied the English textbooks are disadvantaged.

- 3) In some parents' opinion, the problems involved in academic management were: too few qualified teachers; changes in the teaching and learning pattern when new, different executives take control of policy, (which takes place frequently); insufficient high-quality teaching materials; some teachers appear to be unable to explain subjects clearly and in a way which facilitates understanding by the students; some schools do not provide adequate preparation for new students who are totally unused to an English-language teaching medium; lack of higher grades in some bilingual schools (some schools only go up to grade 7 grade 9); insufficient variety of textbooks which emphasize Thai morality and culture; insufficient opportunity for students to practice English outside the classroom; too few meetings between parents and teachers to discuss curricula; insufficient agreement between Thai and foreign teachers regarding the importance of different areas within the curriculum; and problems with the university entrance examination (see "student opinion" page 83).
- 4) All participants were involved in providing solutions to academic management problems. The solutions were: to develop a curriculum steering committee to stable curricula; to provide sufficient high-quality teaching materials, knowledge resources, appropriate textbooks; to provide opportunities to practice English outside the classroom; to ensure that all

bilingual schools go up to grade 12; to set a reasonable (lower) tuition fee; and to provide additional teaching of math in order for bilingual school students to pass the university entrance examination.

#### 2. Employee Management

- 1) In the opinion of the executives and teachers, the problems involved in employee management were: insufficient professional development training; insufficient incentives for teachers to strive to give of their best; insufficient measurement and evaluation of the work of each teacher at the end of each semester; the lack of a central recruitment centre for all bilingual schools has resulted in poor recruitment of qualified teachers; and the low salaries (about 25,000 baht per month) result in a low retention rate of qualified teachers.
- 2) In some students' opinion, the problems involved in employee management were: insufficient qualified teachers, and also the constant change of foreign teachers; insufficient measurement and evaluation of the work of each teacher at the end of each semester; and insufficient understanding of Thai culture by foreign teachers.
- 3) In some parents' opinion, the problems involved in employee management were: insufficient qualified teachers, and also the constant change of foreign teachers; parents would like to see the reports of the measurement and evaluation of the work of each teacher by the students at the end of each semester; insufficient understanding of Thai culture by foreign teachers; and some executives don't pay sufficient attention to the management of the bilingual program.
- 4) All participants were involved in providing solutions to employee management problems. The solutions were: to provide sufficient professional development training; to provide more incentives for teachers, for example: higher salaries, fringe benefits such as medical schemes, housing; to provide better measurement and evaluation of the work of each teacher at the end of semester; and to provide a central recruitment centre (probably in Bangkok) for all bilingual schools.

# 3. Budget/Building Management

1) In the opinion of the executives and teachers, the problem involved in budget/building management was misdirected budget management. The budget is usually directed at superficial projects that do not enhance the quality of education. For example, a disproportionately large part of the budget is given to school beautification while too little money is directed at improving the library, computer rooms and classroom technology.

- 2) In some students' opinion, the problems involved in budget/building management were: insufficient facilities (for example, sound lab room, scientific laboratory, computer room), and insufficient classrooms.
- 3) In some parents' opinion, the problem involved in budget / building management was: insufficient facilities and classrooms (for example, sound lab room, scientific laboratory, computer room, library and classroom technology).
- 4) All participants were involved in providing solutions to budget/building management problems. The solutions were: to re-direct budget/building spending, and to provide sufficient facilities and classrooms.

### 4. Students Activities Management

- 1) In the opinion of the executives and teachers, the problems involved in students activities management were: the high volume of student activities which interfere with student education, and too few activities which both educate and entertain the students (for example, debating and acting).
- 2) In some students' opinion, the problems involved in students activities management were: insufficient variety of activities which improve the English skills of the student; insufficient seminars in other countries; and too few English Camps.
- 3) In some parents' opinion, the problems involved in students activities management were: insufficient variety of activities which improve the self-confidence of the students; insufficient variety of activities which improve the English skills of the student; lack of outside knowledge resources for the student; and lack of activities with other bilingual schools.
- 4) All participants were involved in providing solutions to student activities management problems. The solutions were: to decrease activities which interfere with student education; to increase activities which both educate and entertain the students (for example, plays, debates); to provide more seminars in other countries; and to encourage students to gather knowledge from outside the school environment (for example, local villages).

# 5) Community Relations Management

a) In the opinion of the executives and teachers, students, and parents, the problem involved in community relations management was insufficient participation of the community service.

b) All participants were involved in providing solutions to community relations management problem. The solutions were to increase participation of the community service, and to implement community service projects (for example, visiting institutions for old people, sick people, juvenile delinquents).

### 5.2 Discussion

In general, the results of this study showed that the recipients of salaries from the Thai Ministry of Education (teachers and executives) were more satisfied with the management of the bilingual schools than were the clients (students and their parents).

This difference in satisfaction indicates that there are areas of management which need improvement. No other researcher has compared the opinions of these 3 groups (essentially, the seller, and the two buyers), so no comparison with results of other researchers is possible.

Scores (satisfaction) in this study were highest for "Student Activities Management", and lowest for "Community Relations Management". Investigation of these areas is unique to this study, so again, no comparison is possible.

However, the problems identified within this study can be compared with the problems identified by other researchers in other areas of Thailand. Table 5.1 showed how some of the problems in this study have also been identified by other researchers in other areas of Thailand.

**Table 5.1** The comparison of bilingual school problems

# **Problems** Other researchers Phromphet \*1 Yeeprae \*3 Jansong \*2 This study (Upper Northern Region) (Northeast (Central (East Region) Region) Region) N.C. 1. constant change in curricula 2. lack of qualified Thai teachers and foreign Teachers 3. insufficient high-quality teaching N.C. materials 4. lack of higher grades in some N.C. N.C. N.C. bilingual Schools 5. the tuition fee is too expensive N.C. 6. lack of a central recruitment N.C. N.C. centre for all bilingual schools 7. insufficient facilities and N.C. classroom 8. too few activities which both N.C. educate and entertain the students 9. insufficient participation in N.C. N.C. community Service

From the chart above, the following conclusions can be made:

- Most of the problems identified in this study also occurred in other areas of Thailand.
- 2. The most common problem found was "a lack of qualified Thai teachers and foreign teachers".
- 3. Where a problem was identified in this study (where "N.C" is shown in the chart above), but not in another study, this does not mean that the issue did not present a problem, but simply that the issue was not investigated in the other study as a possible problem.

An interesting finding from this study was in the area of community relations management. Although all participants rated this area as the one least well managed, only one problem area was isolated. This was in contrast with the "academic management" area, which was given a very high rating for management but for which many problem areas were isolated. Probably this shows a correlation between interest level and problem areas (a high interest level in an area will uncover many problem areas), rather than a correlation between few problem areas and good management.

From this study, the findings in each five areas of management were:

In the area of academic management, it was found that the bilingual schools have the performance in setting out its philosophy, purpose, and goals clearly and in detail; and providing modern information and technology for efficient teaching and learning. The author feels that the bilingual schools have a good appropriate performance in their academic management because efficient academic management required clear and detailed philosophy, purpose, and goals. This is in accordance with Zbar, Marshall, Power (2007) who found that people work more effectively when they are clear about what they are expected to do and can justify their action, and then get feedback on and recognition for what they have contributed through their job.

In the area of academic management, it was found that there were problems concerning constant change in curricula, and untested curriculum areas instituted as part of the curriculum. This is in accordance with Jansong (2004) who also found problem areas in the curricula. The foreign teachers lacked understanding in lesson planning and the student's parents lacked confidence in school curricula. The author feels that the Thai Ministry of Education and the people who concerned with education should determine the same standard of curricula for all bilingual schools which including subjects, teaching materials, and elective studies.

In relation to employee management, it was found that the bilingual schools have the performance in using modern information for planning within the employee management division and have efficient executives, supervisors, and committee members for employee management. The author feels that the bilingual schools have achieved their targets in their employee management due to the high caliber of school executives and their staff. This is in accordance with the work of Kanoknirundorn (1997) who found that the success of students and schools always depend on the experienced executives and staff. In support of this, Zbar, Marshall, Power (2007) found that the success of the school depends on its ability to unlock the potential for growth and development in the staff.

In the area of employee management, this study found problems concerning insufficient qualified Thai and foreign teachers, and also the high staff turnover of foreign teachers. This finding is in accordance with Phromphet (2005), Jansong (2004), Yeeprae (2003) who found that the bilingual schools lack of Thai teachers who have good command in English, and that there was a high turnover rate of foreign teachers. The author feels that the schools should inform, clearly and in detail about the salary and fringe benefit before signing a contract with foreigner teachers. The contract should be concise and clear in order to prevent the foreign teachers from leaving during the semester. Also, the schools should have seminars for improving the quality of Thai teachers.

In regards to budget / building management, it was found that the bilingual school have the performance in setting out, clearly and in detail, the school's system for administering the budget, and for making payments from the budget. The school tried to support and help the people who administer the budget, use the classrooms and buildings efficiently and asked the opinion of staff, students, parents and the local community regarding the maintenance and further development of the school buildings. The author feels that the bilingual schools have a good appropriate performance in their budget/building management because efficient budget is the major contribution to a successful school.

In the area of budget / building management the problem was concerning misdirected budget management. The budget is usually directed at superficial projects that do not enhance the quality of education and insufficient facilities (for example, sound lab room, scientific laboratory). This is in accordance with the finding of Jansong (2004), and Yeeprae (2003) who also suggest that the bilingual schools had insufficient facilities and classroom. The author feels that the schools should re-

direct budget/building spending, and try to raise the school's fund for providing the sufficient facilities and classrooms.

In the area of student activities management, it was found that the bilingual have a performance in running the school in a democratic manner, and in giving equal importance to Thai and English cultural activities. The author feels that the bilingual schools have a good performance in student activities management because the democratic manner is the most appropriate way in autonomous education.

In relation to student activities management, the problems concerning the high volume of student activities was detected. These activities interfere with student education and too few activities aim to educate and entertain the students. This is in unity with the findings of Phromphet (2005) and Yeeprae (2003) who found that the bilingual schools lack activities in both education and entertainment to their students, for example, debating and acting. The author feels that the schools should increase activities that both educate and entertain the students.

In the study of community relations management, it was found that the bilingual schools have a good relationship with the local community, and school employees have a good relationship with parents. The author feels that the bilingual schools have a good appropriate performance in community relations management because the school have access, involvement, shared governance, use of the community as a learning resource, and a relationship with lifelong learning.

In the area of community relations management, it also was found that there was a problem concerning insufficient participation in community service. This is in accordance with Phromphet (2005) who found that the bilingual schools had insufficient participation in the community. The author feels that the schools should increase participation in community service and lead the students to implement community service projects.

### 5.3 Suggestions

### 5.3.1 General Suggestions

The author's suggestions for improvement of the management of bilingual schools are as follows:

- 1. The Ministry of Education should have a central recruitment office for all bilingual schools.
- 2. The bilingual schools should have seminars and training facilities for developing both foreign and Thai teachers.
- 3. The bilingual schools should have the same standard of curricula (subjects, teaching materials, elective studies).
- 4. The bilingual schools should try to increase school funds (for buying modern, high-quality learning and teaching materials).
  - 5. The bilingual schools should have higher (up to grade 12) grades.
  - 6. The bilingual schools should try to increase participation in community service.

### 5.3.2 Suggestions for further research

- 1. Methods could be developed in order to evaluate the curricula used in bilingual schools, with the object of developing curricula of the same standard for use in all bilingual schools.
- 2. Qualitative research on specific schools will isolate that school's specific problem areas, and specific solutions.
- 3. Since the area of "Community Relations Management" was (in the opinion of all participants) the least well-managed area, more research in this field should be done in order to improve management in this field.

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## THE BACKGROUND AND GOALS OF THE FOUR BILINGUAL SCHOOLS

The background and goals of the four bilingual schools in the upper northern region of Thailand and some achievements of their students.

### 1. Samakkhiwitthayakhom School (Chiangrai Province)

### Bilingual Program

The use of the English Language as the medium of instruction in at least 4 core disciplines English Language, Mathematics, Science, and Information Technology, Physical Education, Health, Art and other subjects will be included in an English Curriculum.

### Goal

- 1. Students enable to attain high education standards.
- 2. Students enable to create in learning.
- 3. Using, E.L in their daily life and being able to seek knowledge and their future career.
- 4. Students enable to think, analyze create, solve problems and manage by using English as an international communication tool.
- 5. Students enable to attain knowledge in Math, Science, Social Studies, Health and working career.

### Bilingual Curriculum

Subjects For School Year

Matayom 1-3

- English
- Mathematics
- Information Technology
- Science
- Social Studies
- Computer English (interactive)

- Physical Education
- Art
- Project
- Guideance

### 2. Srinakarindra the Princess Mother School (Phayao Province)

### **Principle**

English is the prominent foreign language on the school campus. It's very important in daily life although it's a foreign language for Thai people. Therefore, we encourage and support the students by providing them the opportunity to study/practice with native speakers.

In the school year 2003, the Education Ministry approved the school's proposal to provide an English Program. Several subjects are taught in English excluding Thai and some portions of social studies.

To accomplish the program the school have several native speakers and others on staff to promote the students' proficiency in English and other academic areas.

### Curriculum

According to the basic national curriculum, several subjects are taught in English excluding Thai and some portions of social studies. The subjects that are being taught in the school are:

- Mathematics
- Science
- Social Studies
- Career and Technology
- Health and Physical Education
- English

### Extra Curricular Activities

To promote the abilities of the English program students, the school provides the opportunity for them to gain experience through a cooperative learning exchanges program between the school and other schools inside and outside of Thailand. To support the students good physical and mental health while they live at the school, the school also provide them with sports and musical activities which they can participate in.

### **Tuition and Fees**

All students pay a boarding fee of approximately 24,000 /semester. In addition to this fees, MEP students must add an additional 17,500 B /semester and EP students must add an additional 28,000 B /semester

### School Achievements

- 1. KING'S Award 2001
- 2. Award for Excellence/Improvement of Academic Standards 2001
- 3. Award for the best library from the General Education Department 2001
- 4. Award for anti drug effort promotion of education regarding use of and hazards of drug use 1998 2003
  - 5. Award for providing / supporting a healthy environment 2003

### 3. Bunyawat Wittayalai School (Lampang Province)

### **Principle**

The Ministry of Education gave the policy to the Office of Education for the study and teaching of English Program. The activities for the study and teaching correspond with the syllabus of 2544 B.E. using English Program for communication in the development of student's knowledge and English ability. This corresponds with the Ministry of Education's syllabus and develops the students' English abilities and skills. In order to give capable students the choice to study in an English program, the school has opened a special program, separate from the general program, especially for studies in English.

### Objectives and Expectations

Bunyawat Witthayalai School is well known as one of the top schools in the country with students excelling in all subjects. This has been obvious and accepted for a long time. Bunyawat Wittayalai School set up its English Program in 2003 with the help and guidance of the Department of General Education as a way to address the growing needs for intensive English-language instruction and to comply with the continuing educational reform agenda now in progress to enhance Thai students' English proficiency.

Thus, the English Program at Bunyawat Witthayalai School is capable of having students study science and mathematics in addition to just the English language. That is the main objective of the program.

The school expects the students in the English Program to be individually cared for. The class size is 25-35 students and classes are taught in a peaceful and comfortable classroom environment. Each class is a fully equipped electronic classroom with experienced foreign native-speaking teachers to take care of the students. It is hoped that the students in this program will develop fully in every subject and will also be well looked after during their studies.

### The English program aims to:

- 1. Produce students with an adequate command of the English language both as a communication tool, and as a way to open the doors to an expanded knowledge base.
- 2. Produce students who are capable of using English as a medium to develop their thought processes, analytical skills, and logical problem-solving skills, together with improving their self-confidence and sense of belonging to a regional and global community.
- 3. To create a model for other Thai schools to follow in developing their own English teaching methods and programs.

### **Achievements**

Students from the English Program have received the following awards; 2005 School year

- Silver prize in the Integration Project competition.
- Bronze prize in the Speech Contest For the first time, a completion was held to show skills attained from English Programs. This completion was held between July 9<sup>th</sup> 11<sup>th</sup> 2005 at Benjama Maharaj School in Ubon Ratchathani Province.
- Miss Kanokporn Trewattanawong from Matttayom 3/17 was selected and is now studying at Mahidol Wittayanusorn School in Nakorn Pratom Province.
- Miss Chanaporn Mahayossanun and Master Jaiprapad Wongwatanaroj from Mattayom 3/17 received a scholarship from A.F.S. to study and participate in cultural exchange in the United States of America.
- 12 students passed the entrance examination to study in M.4 in the Science Program at Montfort School in Chiang Mai Province.
- 15 students passed the entrance examination to study in M.4 in the Science Program and 6 students to study in the Arts Program at Bunyawat Witthayalai School.

### 2006 School year

- Miss Chanika Chaiwanchana from Matayom 3/17 came in 2<sup>nd</sup> in the Department of Education area 1 speech contest in Chiang Mai.
- 4 Students passed the teenage Project A.F.S test for international cultural exchange.
- Miss Busarin Assavanik from Matayom 3/17 won a scholarship to study in Sweden.
- Matser Pongpawat Anujaree from Matayom 3/17 came in 9<sup>th</sup> out of 640 competitors from Lampang and Chiang Mai Province in a mathematics skills contest at Bunyawat Wittyalai School.

- Master Tarit Prasartseree from Matayom 3/17 received a scholarship from Trans World Education to study in the United States of America.
- Master Pongpawat Anujaree, Miss Sasima Montharat and Miss Chanika Chaiwanchana from Matayom 3/17 received a pass certificate for competing in the first English knowledge test from the Pechyodmonkut English Program at Kunnatee Rutttaram Wittyakom School in Bangkok.
- Master Pongpawat Anujaree from Matayom 3/17 was selected to study in Mahidol Wittayanusorn School in Nakorn Pratom Province.

### 4. Yupparaj Wittayalai School (Chiangmai Province)

Established in 2002 the program offers talented students the opportunity to achieve academic excellence in an English speaking environment.

YEP was the first bilingual program in Northern Thailand and is the leader in this field. It shares the YRC vision with the addition of aiming to produce students with high level English language skills.

The program is governed by the YEP Council with significant input from parents and community representatives.

### **Curriculum Development**

The YEP curriculum is competency focused and covers all key learning areas. In keeping with the Buddhist ideals of YRC Buddhism is studied by all students.

The curriculum is sensitive to the varied learning styles of students. This allows for the incorporation of different and innovative teaching techniques.

Assessment is ongoing with regular student feedback and progress reports to parents.

### Co-curricula Activities

Elective programs offered to the YEP students are designed to enhance both academic and personal development. Students may choose from the following activities; Visual Arts, Design and Technology, Performance Art (Music, Drama, Dance), Information and Communication Technology, Occupational Training, Business Studies.

### Extra curricula Activities

Students are encouraged to become involved in all aspects of school life. Extra-curricula activities are designed to encourage involvement and promote self esteem. These include; Photography, Meditation, Computer Club, Journalism, Visual Arts, Debating, Junior Guide, Science Club.

### **Grade Levels**

Subject	Hours per week
Mathematics	3
Science	3
Thai Language	3
Social Studies	3
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Boy-Girl Scout, Library, Guidance	3
<b>Elective studies</b>	13
Science Lab	2
English	2
Reading and writing	2
Total	31

Subject	Hours per week
Mathematics	3
Science	3
Thai Language	3
Social Studies	3
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Boy-Girl Scout, Library, Guidance	3
Elective studies	
Science Lab	2
English	2
Reading and writing	2
Total	31

Subject	Hours per week
Mathematics	3
Science	3
Thai Language	3
Social Studies	3
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Boy-Girl Scout, Library, Guidance	3
Elective studies	
Science Lab	2
English	2
Reading and writing	2
Total	31

Subjects - First Semester	Hours per week
Mathematics	2
Biology	3
Chemistry	3
Physics	3
Astronomy	3
Thai Language	2
Social Studies	2
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Cadets, Ethics, Guidance	3
<b>Elective studies</b>	131
Maths	3
Buddhism	1
Reading	2
Total	37

Subjects - Second Semester	Hours per week
Mathematics	2
Thai Language	2
Social Studies	2
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Cadets, Ethics, Guidance	3
Elective studies	
Maths	3
Buddhism	1
Writing	2
Physics	4
Biology	3
Chemistry	3
Applied Physics	3
Total	37

Subjects - First Semester	Hours per week
Mathematics	2
Thai Language	2
Social Studies	2
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Cadets, Ethics, Guidance	3
<b>Elective studies</b>	
Maths	3
Buddhism	1
TOFEL	2
Physics	4
Biology	3
Chemistry	3
Applied Chemistry	2
Total	37

Subjects - Second Semester	Hours per week
Mathematics	2
Thai Language	2
Social Studies	2
English	4
Art	1
Health & P.E.	2
Vocational & Technology	3
Cadets, Ethics, Guidance	3
Elective studies	
Maths	3
Buddhism	1
TOFEL	2
Physics	4
Biology	3
Chemistry	3
Applied Chemistry	2
Total	37



## POLICY, PRINCIPLES AND PROCESSOF TEACHING AND LEARNING OF MINISTRY OF EDUCATION'S CURRICULUM IN ENGLISH

### (N.B. The following regulations are in their original form of the Ministry of Education and nothing has been changed by the author)

# Policy, Principles and Process of Teaching and Learning of Ministry of Education's Curriculum in English Details Attached to 1065/2544 Dated 9 October B.E.2544

### **Policy**

School / institute providing teaching and learning in English of Ministry of Education's curriculum in pre-primary, primary, lower secondary, higher secondary, vocational, and higher vocational levels will call this project English Program: E.P. For the quality, quality and fairness, Ministry of Education has policies as follow.

- 1. Teaching and Learning in English is an optional education. School / institute can mange / provide Teaching and Learning in English in some subjects.
- 2. If school / institute ask for more fee from parents to provide Teaching and Learning in English. School / institute has to set up the fund for students who pass ability criteria to study with the paid group.
- Administration and Management of Teaching and Learning in English must benefit for Teaching and Learning in Thai in terms of materials, sound laboratory, other laboratories and personnel.
- 4. Teaching and learning in English must maintain the prosperity of nation, religion, monarchy, Thai language, art, culture and tradition.
- 5. Teaching and Learning in English has to be monitored and assessed systematically often in order to solve problems and develop the quality continuously.

- 6. Fee of Teaching and Learning in English of Ministry of Education's curriculum is assigned and inspected by its authority office either government or private sectors.
- 7. Teaching and Learning in English must be implemented according to Principles and Process set by Ministry of Education and harmony with other rules of Ministry of Education's curriculum.

### **Principles and Process**

### Administration and Management

- 1. School / institute with readiness can provide Teaching and Learning in English from pre-primary level up to secondary level. School/institute must propose the project to its authority office. They have to be permitted by Ministry of Education before providing the course. The authority office must set up topic and process for project writing.
  - 2. Project permission steps.

permission.

- 2.1 School / institute proposes the project to Education Service Area Office or its Authority Office.
- 2.2 Education Service Area Office or Authority Office set up the project committee.
  - 2.3 Project Committee inspect the readiness of school / institute.
  - 2.4 Project Committee assess the school inspection and report to Education Service Area office or Authority Office.
  - 2.5 Education Service Area Office or Authority Office approves the project.
  - 2.6 Education Service Area/Authority offices proposes the project to
    Ministry of Education by the Minister of Education. Of Education for
- 3. School / institute receiving the permission must provide the course within 2 years. If there is no action in 2 years, the project is terminated / ended.

- 4. If school / institute wants to terminate project, they have to inform Education Service Area Office or Authority Office and parents at least 2 years before and they have to consider about the finishing of students education levels : pre primary, primary, lower secondary, and higher secondary.
- 5. School / institute provides Teaching and Learning in 2 group: Thai and English. School / institute must plan to develop / improve English teacher for Thai group continuously until they can teach English for communication as native speakers.
- 6. School / institute provides Teaching and English have to set up School Committee to inspect and review the school. The Committee inspect the school in the whole system emphasizing on Learner Quality, and report to the Authority office and person concerned for education development.

### 7. Time and Subject

### 7.1 Pre - Primary Level

Provide Teaching and Learning in English not more than 50 % of the time

7.2 Primary Level

Provide Teaching and Learning in English only English, Mathematics, Science and Physical Education with awareness of Knowledge, and understanding of the subject.

### 7.3 Secondary Level

Provide Teaching and Learning in English in all subject except Thai and Social Science in part of Thai law, culture and tradition.

### 8. Teacher

- 8.1 Pre Primary and Primary level, Foreign teacher pronounces English correctly and can speak easy Thai in order to communicate or the school can provide Thai who can communicate in English co teaching with foreign teacher.
  - 8.2 Teacher must sign at least a one academic year contact
- 8.3 All teachers must have a bachelor degree. They should have studied in subject or relevant subject that will teach.

- 8.4 Non native English teachers have ability in listening, speaking, reading, and writing. They must have the minimum score of TOEFL 5.5, IELTS 5.5, TOEIC 600 or other English Test from Ministry of Education approved institute.
- 8.5 All teachers have Knowledge /and understanding of children of children and teaching and learning management. They must earn 15 units of teaching or 15 units of education training by Ministry of Education approved institute. If he/she has not studied about teaching, he/she will be allowed to take a course during one year. They may have teacher certification or they may have teaching experience not less than 3 years certified by their former office.
- 8.6 Foreign teachers have to be trained on Thai curricula, Language and culture at least 15 hrs.
- 8.7 School / institute must provide a chance for all teachers both Thai and English teachers to exchange and learn from each other for the benefits of the students.
- 8.8 All teachers have a chance to develop / improve themselves by attending the training and study visit in Thailand or abroad at least once per 3 years.

### 9. Student Admission

- 9.1 Admit both Thai and foreign Students.
- 9.2 School / institute can set up their own criteria to select the student by approving of Authority office.
- 9.3 School / institute select students according to their criteria to learn without paying more. The number of selected students is 3% of students in the project.
  - 9.4 Number of students per classroom should be :
    - 1) Pre primary level not more than 25 students,
    - 2) Primary and Secondary levels not more than 30 students,
    - 3) Vocational level not more than 30 students,
    - 4) Higher Vocational level not more than 30 students.

### 10. Fee and budget allocation

- 10.1 Authority office has the right to set up the appropriate fee and other payment.
- 10.2 School / institute and its board have to allocate some budget to support students who are not in the program but have ability to participate in the program at least 3% of students in the program. The budget will also be supported to other learning activities of all students.

### 11. Resource Management and School Activity

- 11.1 School / institute providing teaching and Learning in Thai and English have to manage personnel material laboratory room and other resources equally the public school.
- 11.2 School / institute that provides both teaching and learning in Thai and English must provide activity for all students, for examples: learner development activity, school / community especially activity that emphasizes on Thai, Ethics.

### **Teaching and Learning Management**

- 1. School / institute must manage teaching and learning according to MOE curricula, policy and National Education Act (B.E, 2542)
- 2. Teaching and learning should manage in Thai and international content with emphasizing on the pride of local, nation and being Thai.
- 3. School / institute have to provide all subject and teach them with ethnics and values which will enable learner to use language in communication.
- 4. Teaching and Learning in English for pre primary level, school must aware of students' Thai basic, readiness and interest in learning English. School should provide easy activity in order to make students happy and ready to learn such as songs, fables, role plays and games.

### Material

- 1. School / institute has to provide MOE curriculum both in Thai and English for all teachers.
- 2. School / institute provides Thai text book according to MOE curriculum at least 10 sets in the library.
- 3. If school / institute produces its own text book and students have to buy a school text book. School must have a permission from MOE.
- 4. School / institute have to provide resource documents, exercise book, or additional book in English for all subject in appropriate number and curriculum oriented. The school must have the list of those Thai and English books.
- 5. School / institute have to provide material, teaching and learning media in variety and modern forms which suites with the learning content. Students can fully benefit from those materials provide.

### **Laboratory Room and Building**

School / institute have to provide classroom, laboratory room for students according to the standard of its Authority office.

### **Education Measurement and Assessment**

- 1. Education measurement and assessment will be done according to Ministry of Education's rules. School/institute will provide transcript in English and student have to take TOEFL, IELTSs or TOEIC as preferred by their school/institute for their English subject achievement.
- 2. School / institute must pay attention on Ethics and good characteristics' assessment. School assesses students in order to develop / improve students in all dimensions.

### **Project Follow up and Assessment**

- 1. Ministry of Education and Education Service Area / Authority office have to set up the follow up and assessment of project. Project will be assessed in readiness of school preparation, management, implementation and students' quality.
- 2. Ministry of Education has to support / enhance the research about quality of management of teaching and learning in English in order to develop project implement. The scope will be about students' achievement, price decreasing, teachers' quality and effective management.
- 3. Ministry of Education has to support / enhance the research for solving problems and learning in English more effectively.

**Remark** Teaching and learning in English at higher vocational level will follow this policy and principles until it transfers to higher education level.



## GOOD MANAGEMENT IN THE CONTEXT OF A BILINGUAL SCHOOL

(AUTHOR'S INTERPRETATION)

## Good Academic Management in the context of a bilingual school refers to the following areas:

- 1. The school sets out its philosophy, purpose, and goals clearly and in detail.
- 2. The curriculum of your school is in accord with the needs of parents and the local community.
- 3. The school has a variety of curricula and the students can choose what they want to study according to their potential, ability and interests.
- 4. The teaching in the school follows the curriculum.
- 5. The teaching and learning activities of the school are primarily for the benefit of the students (as opposed to that of parents, teachers or staff)
- 6. The school has a variety of activities to help the students develop in English language
- 7. The school encourages the students to study by themselves, both inside and outside the classroom.
- 8. The school measures the student's progress before, during, and after studies, each semester.
- 9. The school has a variety of methods for measuring and evaluating students' progress.
- 10. The school tries to provide the textbooks and teaching media necessary for the student's requirements.
- 11. The school provides modern information and technology for efficient teaching and learning.
- 12. The school uses the internet (for example, e-library, e-book and e-learning) to improve the education of its students.
- 1. The school continually tries to improve the teaching and learning process.

### Good employee Management in the context of a bilingual school refers to the following areas:

- 1. The school has a committee (school staff, community members, and people from other organizations) for assisting with employee management.
- 2. The school has efficient and knowledgeable executives, supervisors and committee members for employee management.
- 3. The ability of teachers is suitable for teaching at a bilingual school.
- 4. The school uses modern technology and information for planning within the employee management division.
- 5. The school has sufficient employees for each division.
- 6. The school liaises with other organizations concerning the recruitment of foreign teachers.
- 7. The school tries to fit the right job to the right person.
- 8. The school tries to improve the standard of teaching ability of its teachers by having meetings and seminars for this purpose.
- 9. The executive committee and school principal provides employees with extra fringe benefits (for example, medical aid) in addition to the fringe benefits provided by the government.
- The school encourages efficiency by praising and rewarding efficient employees.
- The school has suitable punishment for employees who do something wrong.
- 12. The school continually tries to improve the standard of each employee's work.

## Good budget/building management in the context of a bilingual school refers to the following areas:

- 1. The school sets out, clearly and in detail, its annual budget (planning, strategy and purpose).
- 2. The planning of the budget, the strategies to be used to achieve the plans, and the purpose of each plan are listed step-by-step, in logical sequence, so that the progress of each plan is easy to check.
- 3. The school has enough money to use for the budget.
- 4. The school uses the budget money efficiently.
- 5. The tuition fee and other expenses are reasonable and not excessive.
- 6. The school executive committee and school principal try to support and help the people who administer the budget.
- 7. The school has suitable methods for raising money for the budget from school staff, community, and people in other organizations.
- 8. The school has facilities for the students which support the aims of a bilingual school, for example: a sound laboratory, an English library, a special room where student may practice reading, writing, and speaking English.
- The school has sufficient classrooms and buildings for teaching and learning.
- 10. The school asks the opinion of staff, students, parents and the local community regarding the maintenance and further development of the school buildings.
- The school has, and sets down, its plans for maintaining developing and improving the school buildings.
- 12. The school uses the classrooms and buildings efficiently.
- 13. The school has sufficient buildings and sufficient facilities, for example: toilets, sports grounds, playgrounds, canteens.

## Good students activities management in the context of a bilingual school refers to the following areas:

- 1. The school sets out its plans for student development, clearly and in detail, for example: essay contests, debating society.
- 2. The school encourages student activities outside the classroom, for example: scouts, music, sport.
- 3. The school gives equal emphasis to Thai and English important days, for example: observing, both the King's birthday and Christmas.
- 4. The school encourages creative student activities for example, choosing their project on "Science Day."
- 5. The school is run in a democratic manner. It has a student committee (elected by students) which participates in the school management.
- 6. The school supports the maintenance and use of both Thai and English cultural activity.
- 7. The school gives equal importance to Thai and English cultural activity.
- 8. The school cares for the students and tries to help them when they have problems. For example, gambling, addiction.
- 9. The school provides financial support (scholarships) for students who show exceptional ability but whose families cannot afford the school fees.
- 10. The school tries to develop the student's potential in many aspects. For example, music, sport, career promotion.
- 11. The school continually tries to improve its management of student activities.

## Good community relations management in the context of a bilingual school refers to the following areas:

- 1. Employees at the school have a good relationship with parents and community.
- 2. The school sets out its plan for community relations management clearly and in detail.
- 3. The school gives the local community the opportunity to take part in the school's management.
- 4. The school has a representative who takes part in the affairs of the community.
- The school use the local community and other organizations for supplying a variety of information for the students.
- 6. The school, where possible, tries to be of service to the local community for example, gathering information (say through Internet) and providing this information in a form which is easily understood.
- 7. The school takes part as much as possible in community events, for example: providing a school band for a festival.
- 8. The school has a good relationship with the local community.



### GENERAL INFORMATION OF THE PARTICIPANTS

The general information of the executives and teachers

General Info	ormation	Amount	Percentage
1. Gender			
	1.1 Male	25	55.56
	1.2 Female	20	44.44
	Total	45	100.00
2. Age	8		
	2.1 21-30 years old	9	20.00
	2.2 31-40 years old	8	17.78
	2.3 41-50 years old	20	44.44
	2.4 51-60 years old	8	17.78
	Total	45	100.00
3. Education (	Qualifications	n	
	3.1 Bachelors Degree	28	62.20
	3.2 Master Degree	17	37.80
	Total	මී 45	100.00
4. Position		LM	
	4.1 Principal Assistant	1	2.22
	4.2 Head of Department	12	26.67
	4.3 Supervisor	3	6.67
	4.4 Teacher Assistant	2	4.44
	4.5 Teacher and Education	4	8.89
	officer (Salary level 1)		
	4.6 Teacher and Education	23	51.11
	Officer (Salary level 2)		
	Total	45	100.00

### The general information of the executives and teachers

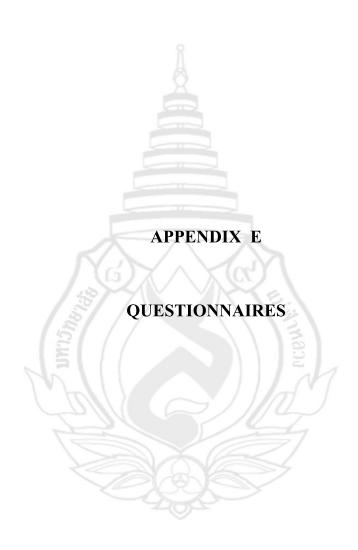
General Informati	ion	Amount	Percentage
5. Working Experier	nce		
	5.1 less than 10 years	12	26.70
	5.2 11-20 years	7	15.60
	5.3 21-30 years	16	35.60
	5.4 more than 30 years	10	22.20
	Total	45	100.00
6. Subject that curre	ently teach		
	6.1 Thai Language	4	8.90
	6.2 Sociology Religion and	4	8.90
	Culture		
	6.3 English Language	11	24.44
	6.4 Mathematics	9	20.00
	6.5 Science and Technology	9	20.00
	6.6 Hygine and Physical	3 2	4.44
N	Education	M	
	6.7 Art, Music and Thai	2	4.44
	Classical Dance		
	6.8 Working and Career	4	8.90
	Foundation		
	Total	45	100.00

The general information of the students

General Information	n	Amount	Percentage
1. Gender			
1.	1 Male	192	36.36
1.	2 Female	336	63.64
	Total	528	100.00
2. Age	Š		
2.	1 less than 12 years old	7	1.33
2.	2 12-15 years old	491	92.99
2.	3 16-18 years old	30	5.68
	Total	528	100.00
3. Education Qualific	ations		
3.	1 Grade 7	162	30.68
3.	2 Grade 8	163	30.87
3.	3 Grade 9	173	32.77
3.	4 Grade 10	30	5.68
	Total	528	100.00

### The general information of the parents

General Information	Amount	Percentage
1. Gender		
1.1 Male	172	32.58
1.2 Female	356	67.42
Total	528	100.00
2. Nationality		
2.1 Thai	523	99.05
2.2 Other	5	0.95
Total	528	100.0



### Questionnaire

**Set 1** For executives and teachers

**Title** Management of the Bilingual Schools Program (Grade 7- Grade 12) in the upper Northern Region of Thailand.

This questionnaire is designed to obtain data concerning the Management of the Bilingual School Program (Grade 7-Grade 12) in the Upper Northern Region of Thailand, as part of the research required for a Masters degree at Mae Fah Luang University in Chiang Rai, Thailand. All data so obtained will be kept strictly confidential. The respondents will themselves read the questions and write down their answers.

KRITTIYA PANTHONG AUTHOR

### Part 1 General information

	Please	indicate	with a	tick (	) the	column	which	shows	general
information									
1. Gender									
1	( ) male								
2	( ) fema	ale							
2. Age									
1	() less	than 21 y	vears old						
2	( ) 21 –	30 years	old						
3	( ) 31 –	40 years	old						
4	( ) 41 –	50 years	old						
3. Education	Qualifica	itions							
1	( ) less	than Back	nelors De	gree					
2	( ) Bach	nelors Deg	gree						
3	( ) Mast	ters Degre	e			3			
4	( ) Othe	er				Sec			
4. Position	W					14			
(	) Executi	ive							
	1 ()	Principal							
	2 ()	Assistant	Principal						
	3 ( )	Head of		De	epartmen	nt			
	4 ( )	Superviso	r						
	) Teacher								
	1 ()	Assistant	Teacher						
	2 ()	Teacher a	and Educa	ation Off	icer (Sal	ary Level	1)		
	3 ( )	Teacher a	and Educa	ation Off	icer (Sal	ary Level	2)		
	4 ( )	Teacher a	and Educa	ation Off	icer (Sal	ary Level	3)		
	5 ()	Teacher a	and Educa	ation Off	icer (Sal	ary Level	4)		
	6 ()	Teacher a	and Educa	ation Off	icer (Sal	ary Level	5)		

5.	Working Experience as teacher
	1 () less than 10 years
	2 ( ) 11 – 20 years
	3 ( ) 21 – 30 years
	4 ( ) more than 30 years
6.	Subjects that you currently teach
	1 ( ) Thai language
	2 ( ) Sociology, Religion and Culture
	3 ( ) English language
	4 ( ) Mathematics
	5 ( ) Science and Technology
	6 ( ) Hygiene and Physical Education
	7 ( ) Art, music and Thai Classical Dance
	8 ( ) Working and career Foundation
	Service Control of the Control of th

## Part 2 Respondent's opinion of the Management of this Bilingual School Program (Grade 7- Grade 12) in the Upper Northern Region of Thailand.

Please indicate with a tick ( $\checkmark$ ) the column which shows how the school's performance meets with your level of agreement.

Level of Respondent's agreement:

4 means: highest level of agreement

3 means: high level of agreement

2 means: moderate level of agreement

1 means: lesser level of agreement

0 means: no agreement

N		L	evel	of agr	eemen	t
No.	Description	4	3	2	1	0
	Academic Management					
1	Your school sets out its philosophy, purpose and goals					
	clearly and in detail.	4				
2	The curriculum of your school is in accord with the need					
	of parents and the local community.					
3	The curriculum is planned and evaluated as an on-going					
	process, and improved where necessary.					
4	Your school has a variety of curricula and the students					
	can choose what they want to study according to their					
	potential, ability and interests.					
5	The school will ensure that the teaching material is					
	fully in accord with the teaching objectives.					
6	The teaching and learning activities of the school are					
	primarily for the benefit of the students (as opposed to					
	that of parents, teachers or staff)					

N.T.	Description	I	evel	of agr	eemen	ıt
No.		4	3	2	1	0
7	Your school has a variety of activities to help the					
	students develop in English language					
8	Your school encourages the students to study by					
	themselves, both inside and outside the classroom.					
9	Your school measures the student's progress before,					
	during, and after studies, each semester.					I
10	Your school has a variety of methods for measuring					
	and evaluating students' progress.					I
11	Your school tries to provide the textbooks and teaching					
	media necessary for the student's requirements.					I
12	Your school provides modern information and					
	technology for efficient teaching and learning.					
13	Your school always plans, and supervises, the teaching					
	and learning processes.					I
14	Your school continually tries to improve the teaching					
	and learning process.	1				<u> </u>
	Employee Management					I
15	Your school has a committee (school staff, community					I
	members, and people from other organizations) for					I
	assisting with employee management.					
16	Your school has efficient and knowledgeable executives,					
	supervisors and committee members for employee					I
	management.					L
17	Your school has a good system of analysis, collection of					
	data, planning, for administration of the employee					1
	management division.					1

3.7	Description	L	Level of agreement						
No.		4	3	2	1	0			
18	Your school uses modern technology and information								
	for planning within the employee management division.								
19	Your school has sufficient employees for each division.								
20	Your school has a good working relationship with								
	other organizations concerning the recruitment of								
	teachers and other staff.								
21	Your school gives employees the opportunity to take								
	part in the school's administration and management.								
22	Your school tries to fit the right job to the right								
	person.								
23	Your school provides each employee with a job								
	description.								
24	Your school encourages each employee to develop								
	further in order to advance in his or her career.								
25	Your school tries to improve the standard of teaching	1							
	ability of its teachers by having meetings and seminars								
	for this purpose.								
26	Your executive committee and school principal provides								
	employees with extra fringe benefits (for example,								
	medical aid) in addition to the fringe benefits provided								
	by the government.								
27	Your school encourages efficiency by praising and								
	rewarding efficient employees.								
28	Your school has suitable punishment for employees who								
	do something wrong.								
29	Your school regularly measures and evaluates the								
	standard of each employee's work.								

NT.	Description		evel	Level of agreement						
No.			3	2	1	0				
30	Your school continually tries to improve the standard of									
	each employee's work.									
	Budget/Building Management									
31	Your school sets out, clearly and in detail, its annual									
	budget (planning, strategy and purpose).									
32	The planning of the budget, the strategies to be used to									
	achieve the plans, and the purpose of each plan are									
	listed step-by-step, in logical sequence, so that the									
	progress of each plan is easy to check.									
33	Your school has enough money to use for the budget.									
34	Your school uses the budget money efficiently.									
35	Your school's system for administering the budget, and									
	for making payments from the budget, is set out clearly									
	and in detail.	4								
36	The method by which money from the budget may be									
	obtained, is laid out clearly by the committee so that									
	withdrawals rapid and efficient.									
37	The school executive committee and school principal try									
	to support and help the people who administer the									
	budget.									
38	Your school has suitable methods for raising money for									
	the budget from school staff, community, and people in									
	other organizations.									
39	Your school sets out its objectives clearly and in detail									
	concerning the construction of new buildings.									

NT -	Description		evel	of agi	eemen	ıt
No.			3	2	1	0
40	Your school has facilities for the students which					
	support the aims of a bilingual school for example, a					
	sound laboratory, an English library, a special room					
	where student may practice reading, writing, and					
	speaking English.					
41	Your school has sufficient classrooms and buildings for					
	teaching and learning.					
42	Your school asks the opinion of staff, students, parents					
	and the local community regarding the maintenance and					
	further development of the school buildings.					
43	Your school has, and sets down, its plans for					
	maintaining developing and improving the school					
	buildings.	1				
44	Your school uses the classrooms and buildings	4				
	efficiently.					
45	Your school has sufficient buildings and sufficient					
	facilities, for example: toilets, sports grounds, playgrounds,					
	canteens.					
46	You school continually tries to improve the management					
	of the buildings.					
	Students Activities Management					_ <del></del>
47	Your school sets out its plans for student development,					
	clearly and in detail, for example: essay contests,					
	debating society.					

<b>3</b> 7	Donatic		Level of agreement						
No.	Description	4	3	2	1	0			
48	Your school encourages student activities outside the								
	classroom, for example: scouts, music, sport.								
49	Your school gives equal emphasis to Thai and English								
	important days, for example: observing, both the King's								
	birthday and Christmas.								
50	Your school encourages creative student activities, for								
	example: choosing their project on "Science Day."								
51	Your school is run in a democratic manner. It has a								
	student committee (elected by students) which								
	participates in the school management.								
52	Your school supports the maintenance and use of both								
	Thai and English cultural activity.								
53	Your school gives equal importance to Thai and								
	English cultural activity.								
54	Your school cares for the students and tries to help	)							
	them when they have problems. For example, gambling,	4							
	addiction.								
55	Your school provides financial support (scholarships) for								
	students who show exceptional ability but whose								
	families cannot afford the school fees.								
56	Your school tries to develop the student's potential in								
	many aspects. For example, music, sport, career								
	promotion.				L				
57	Your school continually tries to improve its management of								
	student activities.								

<b>N</b> 7 -	Description		Level of agreement					
No.	Description	4	3	2	1	0		
	Community Relations Management							
58	Your school sets out its plan for community relations							
	management clearly and in detail.							
59	Your school has a good system for following, evaluating							
	and participating in community relations management.							
60	Your school gives the local community the opportunity							
	to take part in the school's management.							
61	Your school has a representative who takes part in the							
	affairs of the community.							
62	Your school use the local community and other							
	organizations for supplying a variety of information for							
	the students.							
63	Your school, where possible, tries to be of service to the							
	local community, for example: gathering information (say							
	through Internet) and providing this information in a	)						
	form which is easily understood.	4						
64	Your school takes part as much as possible in							
	community events, for example: providing a school band							
	for a festival.							
65	Your school has a good relationship with the local							
	community.							

### Part 3 Respondent's opinion of the Problems involved in the Management

of this Bilingual School Program (Grade 7 – Grade 12) in the Upper Northern Region of Thailand, and Suggestions to solve these problems.

Please write down your answers.

What problems do you experience in the following areas and how do you suggest Solving the problem:

1. Academic Management	
Problem:	
No	
100	7/ \\ \\ E.\
Suggestions:	
(E)	( and )
WI	
2. Employee Management	
Problem:	
Suggestions:	
-	

3.	Budget / Building Management
	Problem:
	Suggestions:
	<u> </u>
	<u> </u>
4.	Student Activities Management
	Problem:
	Suggestions:
	[5]
	Community Relation Management
٦.	
	Problem:
	202
	Suggestions:

### Questionnaire

Set 2 For students

Title Management of the Bilingual Schools Program (Grade 7- Grade 12) in the upper Northern Region of Thailand.

This questionnaire is designed to obtain data concerning the Management of the Bilingual School Program (Grade 7-Grade 12) in the Upper Northern Region of Thailand, as part of the research required for a Masters degree at Mae Fah Luang University in Chiang Rai, Thailand. All data so obtained will be kept strictly confidential. The respondents will themselves read the questions and write down their answers.

KRITTIYA PANTHONG
AUTHOR

### Part 1 General information

Please indicate with a tick (  $\checkmark$  ) the column which shows general information

- 1. Gender
- 1. ( ) male
- 2. ( ) female
- 2. Age
- 1. ( ) less than 12 years old
- 2. ( ) 12-15 years old
- 3. ( ) 16-18 years old
- 4. ( ) 18-21 years old
- 3. Education Qualifications
  - 1 () grade 7
  - 2 ( ) grade 8
  - 3 () grade 9
  - 4 ( ) grade 10
  - 5 ( ) grade 11
  - 6 () grade 12

# Part 2 Respondent's opinion of the Administration and Management of this Bilingual School Program (Grade 7-Grade 12) in the Upper Northern Region of Thailand.

Please indicate with a tick (  $\checkmark$  ) the column which shows how the school's performance meets with your level of agreement.

Level of Respondent's agreement:

4 means: highest level of agreement

3 means: high level of agreement

2 means: moderate level of agreement

1 means: lesser level of agreement

0 means: no agreement

NI.	130 T. S.	L	eemen	ıt		
No.	Description	4	3	2	1	0
	Academic Management					
1	The school sets out its philosophy purpose and goals	7				
	clearly and in detail.	/				
2	The curriculum of your school is in accord with the need					
	of parents and the local community.					
3	The school has a variety of curricula and the students					
	can choose what they want to study according to their					
	potential, ability and interests.					
4	The teaching in the school follows the curriculum.					
5	The teaching and learning activities of the school are					
	primarily for the benefit of the students (as opposed to					
	that of parents, teachers or staff)					

<b>3</b> .7		I	Level (	of agr	eemer	ıt
No.	Description	4	3	2	1	0
6	The school has a variety of activities to help the					
	students develop in English language					
7	The school encourages the students to study by					
	themselves, both inside and outside the classroom.					
8	The school measures the student's progress before,					
	during, and after studies, each semester.					
9	The school has a variety of methods for measuring and					
	evaluating students' progress.					
10	The school tries to provide the textbooks and teaching					
	media necessary for the student's requirements.					
11	The school provides modern information and technology					
	for efficient teaching and learning.					
12	The school uses the internet (for example, e-library, e-					
	book and e-learning) to improve the education of its					
	students.					
13	The school continually tries to improve the teaching	4				
	and learning process.					
		ı	ı	ı	1	
	Employee Management					
14	The school has a committee (school staff, community					
	members, and people from other organizations) for					
	assisting with employee management.					
15	The school has efficient and knowledgeable executives,					
	supervisors and committee members for employee					
	management.					
16	The ability of teachers is suitable for teaching at					
	a bilingual school.					

<b>.</b>		Level of agreen				ıt
No.	Description		3	2	1	0
17	The school uses modern technology and information for					
	planning within the employee management division.					
18	The school has sufficient employees for each division.					
19	The school liaises with other organizations concerning					
	the recruitment of foreign teachers.					
20	The school tries to fit the right job to the right person.					
21	The school tries to improve the standard of teaching					
	ability of its teachers by having meetings and seminars					
	for this purpose.					
22	The executive committee and school principal provides					
	employees with extra fringe benefits					
	(for example, medical aid) in addition to the fringe					
	benefits provided by the government.					
23	The school encourages efficiency by praising and					
	rewarding efficient employees.					
24	The school has suitable punishment for employees who	4				
	do something wrong.					
25	The school continually tries to improve the standard of					
	each employee's work.					
			_			
	Budget/Building Management					
26	The school sets out, clearly and in detail, its annual					
	budget (planning, strategy and purpose).					
27	The planning of the budget, the strategies to be used to					
	achieve the plans, and the purpose of each plan are					
	listed step-by-step, in logical sequence, so that the					
	progress of each plan is easy to check.					
28	The school has enough money to use for the budget.					

NT -		L	evel	of agi	reemer	nt
No.	Description	4	3	2	1	0
29	The school uses the budget money efficiently.					
30	The tuition fee and other expenses are reasonable and					
	not excessive.					
31	The school executive committee and school principal try					
	to support and help the people who administer the					
	budget.					
32	The school has suitable methods for raising money for					
	the budget from school staff, community, and people in					
	other organizations.					
33	The school has facilities for the students which support					
	the aims of a bilingual school, for example: a sound					
	laboratory, an English library, a special room where					
	student may practice reading, writing, and speaking					
	English.					
34	The school has sufficient classrooms and buildings for					
	teaching and learning.	4				
35	The school asks the opinion of staff, students, parents					
	and the local community regarding the maintenance and					
	further development of the school buildings.					
36	The school has, and sets down, its plans for					
	maintaining developing and improving the school					
	buildings.					
37	The school uses the classrooms and buildings					
	efficiently.					
38	The school has sufficient buildings and sufficient					
	facilities, for example: toilets, sports grounds, playgrounds,					
	canteens.					

N		L	evel	of agi	of agreement				
No.	Description	4	3	2	1	0			
	Students Activities Management								
39	The school sets out its plans for student development,								
	clearly and in detail, for example: essay contests,								
	debating society.								
40	The school encourages student activities outside the								
	classroom, for example: scouts, music, sport.								
41	The school gives equal emphasis to Thai and English								
	important days, for example: observing, both the King's								
	birthday and Christmas.								
42	The school encourages creative student activities, for								
	example: choosing their project on "Science Day."								
43	The school is run in a democratic manner. It has a								
	student committee (elected by students) which								
	participates in the school management.								
44	The school supports the maintenance and use of both	)							
	Thai and English cultural activity.	4							
45	The school gives equal importance to Thai and English								
	cultural activity.								
46	The school cares for the students and tries to help								
	them when they have problems.								
	For example, gambling, addiction.								
47	The school provides financial support (scholarships) for								
	students who show exceptional ability but whose								
	families cannot afford the school fees.								
48	The school tries to develop the student's potential in								
	many aspects. For example, music, sport, career								
	promotion.								

<b>N</b> T		L	evel	of agr	agreement		
No.	Description	4	3	2	1	0	
49	The school continually tries to improve its management of						
	student activities.						
	Community Relations Management						
50	Employees at the school have a good relationship with						
	parents and community.						
51	The school sets out its plan for community relations						
	management clearly and in detail.						
52	The school gives the local community the opportunity						
	to take part in the school's management.						
53	The school has a representative who takes part in the						
	affairs of the community.						
54	The school use the local community and other						
	organizations for supplying a variety of information for						
	the students.						
55	The school, where possible, tries to be of service to the	4					
	local community, for example: gathering information (say						
	through Internet) and providing this information in a						
	form which is easily understood.						
56	The school takes part as much as possible in						
	community events, for example: providing a school band						
	for a festival.						
57	The school has a good relationship with the local						
	community.						

## Part 3 Respondent's opinion of the Management of this Bilingual School Program (Grade 7 – Grade 12).

Please write down your answers.	
	•
	•
	•
<u> </u>	
	•

### Questionnaire

Set 3 For parents

**Title** Management of the Bilingual Schools Program (Grade 7- Grade 12) in the upper Northern Region of Thailand.

This questionnaire is designed to obtain data concerning the Management of the Bilingual School Program (Grade 7-Grade 12) in the Upper Northern Region of Thailand, as part of the research required for a Masters degree at Mae Fah Luang University in Chiang Rai, Thailand. All data so obtained will be kept strictly confidential. The respondents will themselves read the questions and write down their answers.

KRITTIYA PANTHONG
AUTHOR

### Part 1 General information

	Please	indicate	with	a ti	ick ( 🗸 )	the	column	which	shows	general
information										
1. Gender										
1	1 ( ) ma	le								
2	2 ( ) fem	ale								
2. Nationalit	ty									
	( ) Thai			()	American					
	() Fren	ch		( )	Australian	1				
	( ) Engl	ish		()	German					
	( ) Kore	ea		( )	Chinese					
	( ) Japa	n								
	( ) Othe	er		۸						
	No.	WHISTING! AS					CENTRI			

### Part 2 Respondent's opinion of the Administration and Management of this

### Bilingual School Program (Grade 7-Grade 12) in the Upper Northern Region of Thailand.

Please indicate with a tick ( $\checkmark$ ) the column which shows how the school's performance meets with your level of agreement.

Level of Respondent's agreement:

4 means: highest level of agreement

3 means: high level of agreement

2 means: moderate level of agreement

1 means: lesser level of agreement

0 means: no agreement

NI.		Lev	Level of agreement					
No.	Description	4	3	2	1	0		
	Academic Management							
1	The school sets out its philosophy purpose and goals							
	clearly and in detail.							
2	The curriculum of your school is in accord with the need							
	of parents and the local community.							
3	The school has a variety of curricula and the students							
	can choose what they want to study according to their							
	potential, ability and interests.							
4	The teaching in the school follows the curriculum.							
5	The teaching and learning activities of the school are							
	primarily for the benefit of the students							
	(as opposed to that of parents, teachers or staff)							

•		I	Level of agreement					
No.	Description	4	3	2	1	0		
6	The school has a variety of activities to help the							
	students develop in English language							
7	The school encourages the students to study by							
	themselves, both inside and outside the classroom.							
8	The school measures the student's progress before,							
	during, and after studies, each semester.							
9	The school has a variety of methods for measuring and							
	evaluating students' progress.							
10	The school tries to provide the textbooks and teaching							
	media necessary for the student's requirements.							
11	The school provides modern information and technology							
	for efficient teaching and learning.							
12	The school continually tries to improve the teaching							
	and learning process.							
	Se V Se							
	Employee Management	4						
13	The school has a committee (school staff, community							
	members, and people from other organizations) for							
	assisting with employee management.							
14	The school has efficient and knowledgeable executives,							
	supervisors and committee members for employee							
	management.							
15	The ability of teachers is suitable for teaching at a							
	bilingual school.							
16	The school uses modern technology and information for							
	planning within the employee management division.							
17	The school has sufficient employees for each division.							

		L	evel	of agr	eemer	ıt
No.	Description	4	3	2	1	0
18	The school liaises with other organizations concerning					
	the recruitment of foreign teachers.					
19	The school tries to fit the right job to the right person.					
20	The school tries to improve the standard of teaching					
	ability of its teachers by having meetings and seminars					
	for this purpose.					
21	The executive committee and school principal provides					
	employees with extra fringe benefits					
	(for example, medical aid) in addition to the fringe					
	benefits provided by the government.					
22	The school encourages efficiency by praising and					
	rewarding efficient employees.					
23	The school has suitable punishment for employees who					
	do something wrong.					
24	The school continually tries to improve the standard of					
	each employee's work.	4				
	Budget/Building Management					
25	The school sets out, clearly and in detail, its annual					
	budget (planning, strategy and purpose).					
26	The planning of the budget, the strategies to be used to					
	achieve the plans, and the purpose of each plan are					
	listed step-by-step, in logical sequence, so that the					
	progress of each plan is easy to check.					
27	The school has enough money to use for the budget.					
28	The school uses the budget money efficiently.					
29	The tuition fee and other expenses are reasonable and					
	not excessive.					

NT -	Daniel de		Level of agreement				
No.	Description	4	3	2	1	0	
30	The school executive committee and school principal try						
	to support and help the people who administer the budget.						
31	The school has suitable methods for raising money for						
	the budget from school staff, community, and people in						
	other organizations.						
32	The school has facilities for the students which support						
	the aims of a bilingual school, for example: a sound						
	laboratory, an English library, a special room where						
	student may practice reading, writing, and speaking						
	English.						
33	The school has sufficient classrooms and buildings for						
	teaching and learning.						
34	The school asks the opinion of staff, students, parents						
	and the local community regarding the maintenance and						
	further development of the school buildings.						
35	The school has, and sets down, its plans for	1					
	maintaining developing and improving the school						
	buildings.						
36	The school uses the classrooms and buildings						
	efficiently.						
37	The school has sufficient buildings and sufficient						
	facilities, for example: toilets, sports grounds, playgrounds,						
	canteens.						

N.	D	Level of agreement					
No.	Description	4	3	2	1	0	
	Students Activities Management						
38	The school sets out its plans for student development,						
	clearly and in detail, for example: essay contests, debating						
	society.						
39	The school encourages student activities outside the						
	classroom, for example: scouts, music, sport.						
40	The school gives equal emphasis to Thai and English						
	important days, for example: observing, both the King's						
	birthday and Christmas.						
41	The school encourages creative student activities, for						
	example: choosing their project on "Science Day."						
42	The school is run in a democratic manner. It has a						
	student committee (elected by students) which						
	participates in the school management.						
43	The school supports the maintenance and use of both						
	Thai and English cultural activity.	4					
44	The school gives equal importance to Thai and English						
	cultural activity.						
45	The school cares for the students and tries to help						
	them when they have problems.						
	For example, gambling, addiction.						
46	The school provides financial support (scholarships) for						
	students who show exceptional ability but whose						
	families cannot afford the school fees.						
47	The school tries to develop the student's potential in						
	many aspects. For example, music, sport, career						
	promotion.						

Na	Decarintian		Level of agreement				
No.	Description	4	3	2	1	0	
48	The school continually tries to improve its management						
	of student activities.						
	Community Relations Management						
49	Employees at the school have a good relationship with						
	parents and community.						
50	The school sets out its plan for community relations						
	management clearly and in detail.						
51	The school gives the local community the opportunity						
	to take part in the school's management.						
52	The school has a representative who takes part in the						
	affairs of the community.						
53	The school use the local community and other						
	organizations for supplying a variety of information for						
	the students.						
54	The school, where possible, tries to be of service to the	4					
	local community, for example: gathering information (say	/					
	through Internet) and providing this information in a						
	form which is easily understood.						
55	The school takes part as much as possible in						
	community events, for example: providing a school band						
	for a festival.						
56	The school has a good relationship with the local						
	community.						

### Part 3 Respondent's opinion of the Administration and Management of this Bilingual School Program (Grade 7 – Grade 12).

Please write down your answers.
<u>§</u>



### RESULTS OF RELIABILITY TEST FOR THE QUESTIONNAIRES

### Reliability (questionnaire for executive and teacher)

\*\*\*\*\*\* Method 1 (space saver) will be used for this analysis\*\*\*\*\*\*\*

### RELIABILITY ANALYSIS SCALE (ALPHA)

#### **Item-total Statistics**

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
SCHOOL	255.4663	455.1584	.1380	.9310
GENDER	256.2219	461.1986	.1281	.9294
AGE	254.6219	464.5373	.0492	.9311
EDUCATION	255.6663	460.5649	.1269	.9295
ADMISTRATOR	253.7108	474.6336	.2905	.9334
TEACHER	253.7997	442.7018	.1821	.9359
EXPERINCE	255.5108	468.6648	.1329	.9331
SUBJECT	253.9552	439.7894	.2489	.9334
A1	254.3552	454.5372	.4367	.9283
A2	254.4886	449.4017	.5952	.9275
A3	254.6663	453.5087	.4657	.9282
A4	255.3108	468.0242	.1337	.9322
A5	254.5330	443.4738	.7437	.9266
A6	254.6219	450.1901	.5228	.9278
A7	254.5108	454.5677	.4022	.9284
A8	254.6886	452.2714	.4183	.9282
A9	255.0663	461.7208	.0469	.9301
A10	255.0219	455.4759	.4613	.9284
A11	254.3330	453.1572	.5180	.9281

### RELIABILITY ANALYSIS SCALE (ALPHA)

#### **Item-total Statistics**

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
A12	254.3552	451.9596	.5675	.9278
A13	254.6886	448.4804	.5671	.9275
A14	254.7108	449.2887	.5407	.9277
B1	254.8886	442.6806	.7186	.9266
B2	254.7775	453.9111	.4035	.9284
В3	254.9330	451.8230	.4649	.9281
B4	254.6219	443.5933	.7031	.9267
B5	255.0219	453.4166	.3442	.9286
В6	254.7330	456.2811	.2685	.9290
В7	254.6886	444.9515	.5731	.9273
В8	254.6886	443.7423	.6409	.9269
В9	254.7775	445.9407	.5597	.9274
B10	254.6886	445.9345	.6677	.9270
B11	254.9997	458.3449	.1318	.9300
B12	255.0441	451.7339	.4764	.9280
B13	254.8886	450.8137	.4274	.9282
B14	254.7330	444.4841	.6962	.9268
B15	254.7552	447.7402	.6178	.9273
B16	254.6441	443.8402	.7395	.9267
C1	254.6886	447.9257	.5246	.9276
C2	254.6441	443.6773	.7459	.9266
C3	254.7330	445.3995	.7041	.9269
C4	254.6886	448.1814	.6199	.9274

### RELIABILITY ANALYSIS SCALE (ALPHA)

#### **Item-total Statistics**

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
C5	254.6219	444.8283	.6575	.9270
C6	254.7330	442.9918	.6771	.9267
C7	254.6219	448.5242	.5912	.9275
C8	254.6886	448.3978	.5703	.9275
С9	254.7552	446.4059	.5649	.9274
C10	254.6886	446.6867	.5685	.9274
C11	254.7108	451.1457	.3938	.9283
C12	254.8219	445.4849	.5891	.9272
C13	254.8219	451.3267	.4634	.9280
C14	254.6663	450.8090	.4715	.9280
C15	254.8219	457.6701	.2126	.9292
C16	254.7997	452.9848	.4187	.9283
D1	254.6886	455.3746	.3464	.9286
D2	254.6663	452.9605	.4156	.9283
D3	254.6219	459.5499	.1559	.9294
D4	254.5330	459.0741	.1914	.9293
D5	254.3775	457.5115	.2547	.9290
D6	254.4219	461.2195	.0957	.9296
D7	254.4219	459.6331	.1713	.9293
D8	254.3997	460.3894	0.1373	.9294
D9	254.6441	462.0614	.0240	.9306
D10	254.5552	462.5980	.0286	.9299

#### **Item-total Statistics**

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
D11	254.7330	456.2060	.3187	.9287
E1	254.7997	450.4185	.4616	.9280
E2	255.0441	456.4393	.3342	.9287
E3	254.9330	453.7195	.3862	.9284
E4	255.0219	447.0864	.5746	.9274
E5	254.8886	447.8390	.5333	.9276
E6	254.9330	448.0074	.5161	.9277
E7	254.7108	444.1237	.6325	.9270
E8	254.6886	445.9221	.5415	.9275

Reliability Coefficients

No. of Cases = 45.0 No. of Items = 78

Alpha = 0.9293

# Reliability (questionnaire for student)

\*\*\*\*\*\* Method 1 (space saver) will be used for this analysis\*\*\*\*\*\*\*

# RELIABILITY ANALYSIS SCALE (ALPHA)

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
SCHOOL	200.6364	1015.0925	.2688	.9748
GENDER	201.7216	1033.0671	.0467	.9746
AGE	201.2803	1034.9495	.0150	.9746
EDUCATION	200.9262	1051.1692	.2747	.9760
A1	200.2860	1007.9200	.5960	.9739
A2	200.4186	1003.4560	.6471	.9738
A3	200.5720	1002.3778	.5961	.9739
A4	200.3580	1006.3507	.6337	.9738
A5	200.3163	1005.0808	.6410	.9738
A6	200.2500	1003.0878	.6540	.9738
A7	200.4091	1005.1057	.5786	.9739
A8	200.3239	1008.6361	.5316	.9740
A9	200.5076	1007.4793	.6087	.9739
A10	200.2993	1004.2138	.6028	.9739
A11	200.2387	1003.9351	.5790	.9739
A12	200.6194	1001.8978	.5977	.9739
A13	200.4205	1000.2963	.7290	.9736
B1	200.4356	1001.1302	.7175	.9737
B2	200.2349	1007.1146	.5847	.9739

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
В3	200.2425	998.3273	.7519	.9736
B4	200.3087	1001.3833	.6205	.9738
B5	200.3694	1004.7855	.6210	.9738
В6	200.3087	1002.0925	.6139	.9738
B7	200.3182	1001.4491	.6759	.9737
B8	200.2993	998.2439	.7009	.9737
В9	200.5266	1001.1722	.6558	.9738
B10	200.4072	1001.3101	.6255	.9738
B11	200.4622	1002.9531	.6019 .6301	.9739
B12	200.4375	1005.4855	.6301	.9738
C1	200.6364	997.5098	.6610	.9738
C2	200.5322	999.0264	.6950	.9737
C3	200.5891	1001.4722	.6459	.9738
C4	200.5057	997.1496	.7257	.9736
C5	200.5985	1000.5096	.5721	.9740
C6	200.5663	994.5010	.7450	.9736
C7	200.4659	1001.9238	.6244	.9738
C8	200.5360	997.4250	.6887	.9737
C9	200.3201	1001.8171	.6261	.9738
C10	200.4697	1003.2549	.6153	.9738
C11	200.3561	1008.1489	.5193	.9740
C12	200.3125	1001.7296	.6226	.9738
C13	200.6023	1004.9750	.5312	.9740

Item-total Statistics

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
D1	200.4375	999.2864	.7382	.9736
D2	200.2141	1006.6353	.6111	.9739
D3	200.2538	1001.8246	.6580	.9738
D4	200.3731	999.8388	.6725	.9737
D5	200.1591	1002.4305	.6834	.9737
D6	200.2103	1000.8655	.6765	.9737
D7	200.2141	999.9521	.6970	.9737
D8	200.2784	1009.1414	.5688	.9739
D9	200.3353	1003.8773	.6297	.9738
D10	200.3447	1000.3263	.6986	.9737
D11	200.3826	1001.0662	.6699	.9737
E1	200.3769	1000.9465	.6939	.9737
E2	200.4016	999.8853	.7113	.9737
E3	200.3959	1002.9121	.6715	.9737
E4	200.6250	1000.2418	.5989	.9739
E5	200.5625	1000.6541	.6096	.9739
E6	200.5909	999.0906	.6577	.9738
E7	200.5550	1000.2452	.5942	.9739
E8	200.4981	1002.0728	.5699	.9740

Reliability Coefficients

No. of Cases = 528.0 No. of Items = 74

Alpha = 0.9743

# Reliability (questionnaire for parents)

\*\*\*\*\*\* Method 1 (space saver) will be used for this analysis\*\*\*\*\*\*\*

# RELIABILITY ANALYSIS SCALE (ALPHA)

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
SCHOOL	184.7877	1274.5464	.1443	.9842
GENDER	185.8350	1286.3274	.0085	.9837
NATIONAL	186.4240	1291.1352	.0808	.9843
A1	184.3483	1257.6920	.5290	.9833
A2	184.4468	1255.6019	.6368	.9831
A3	184.5301	1250.1232	.5891	.9832
A4	184.4316	1244.3849	.7897	.9829
A5	184.3596	1248.5355	.7263	.9830
A6	184.4203	1248.4930	.7439	.9830
A7	184.4430	1254.9553	.6323	.9831
A8	184.5718	1240.5515	.7607	.9830
A9	184.5869	1239.0009	.8248	.9829
A10	184.4884	1248.0455	.6971	.9831
A11	184.3918	1249.6136	.7727	.9830
A12	184.5623	1241.9423	.7786	.9829
B1	184.6551	1235.2920	.7770	.9829
B2	184.3407	1249.4640	.7202	.9830
В3	184.4184	1247.4608	.7361	.9830
B4	184.4108	1251.5717	.6338	.9831

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
B5	184.4165	1246.4525	.7066	.9830
В6	184.5168	1243.6749	.7574	.9830
В7	184.5358	1243.0156	.7650	.9830
B8	184.6627	1245.4484	.6971	.9831
В9	184.6437	1238.2380	.8128	.9829
B10	184.5471	1246.8944	.6893	.9831
B11	184.5737	1237.0756	.7779	.9829
B12	184.4828	1238.6597	.7676	.9829
C1	184.6721	1234.1388	.7350	.9830
C2	184.7006	1237.9603	.7791	.9829
C3	184.6343	1242.9098	.7422	.9830
C4	184.5434	1242.1508	.7670	.98229
C5	184.5907	1245.4621	.6643	.9831
C9	184.4903	1243.7484	.7296	.9830
C10	184.7460	1227.7967	.7956	.9829
C11	184.5490	1243.6951	.7139	.9830
C12	184.4203	1239.3623	.7985	.9829
C13	184.8218	1259.7264	.4369	.9835
D1	184.4487	1247.3457	.7404	.9830
D2	184.3047	1256.6201	.6221	.9832
D3	184.3331	1265.7744	.3924	.9835
D4	184.4468	1252.5779	.6916	.9831
D5	184.2877	1258.8835	.5087	.9833

#### Item-total Statistics

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
D6	184.3180	1252.0795	.7217	.9830
D7	184.2896	1248.8077	.7325	.9830
D8	184.3975	1238.8787	.8387	.9828
D9	184.6456	1234.8194	.6967	.9831
D10	184.3862	1245.4894	.7491	.9830
D11	184.6021	1241.4808	.8040	.9829
E1	184.4752	1255.7503	.6358	.9831
E2	184.7252	1250.8748	.6318	.9831
E3	184.7119	1247.1288	.6769	.9831
E4	184.7990	1243.4641	.7234	.9830
E5	184.6797	1244.3895	.7094	.9830
E6	184.6362	1240.7614	.7159	.9830
E7	184.6021	1246.4444	.7654	.9830
E8	184.6608	1238.4240	.7088	.9830

Reliability Coefficients

No. of Cases = 528.0

No. of Items = 64

Alpha = 0.9833



# Interview Questions (for executives and teachers)

#### For Independent Study

Management of a Bilingual schools Program (Grade 7 – Grade 12) in the Upper Northern Region of Thailand

This interview model is designed to obtain data concerning Management of a Bilingual School Program (Grade 7 – Grade 12) in the Upper Northern Region of Thailand, as part of the research required for a Masters degree at Mae Fah Luang University in Chiang Rai, Thailand. All data so obtained will be kept strictly confidential. The researcher will ask the questions, and write down the respondent's answers.

#### Part 1 General data and work experience of the respondents:

Directions:	Please	fill in the information about your general details and work
	experie	ence:
	1.	NameSurname
	2.	Ageyears
	3.	Position
		Working Experience in Bilingual Schoolsyears
	4	Education Qualifications Faculty

# Part 2 Respondent's opinion of the Management of this Bilingual Schools Program (Grade 7 – Grade 12) in the Upper Northern Region of Thailand.

**Direction :** Please fill in your opinion concerning the Management of this

Bilingual School Program (Grade 7 – Grade 12) in the Upper Northern

Region of Thailand.

1. Is it necessary to have the Bilingual Schools Program in the Upper Northern Region
of Thailand? What are the advantages and disadvantages of the Program? Does the
Bilingual Schools Program assist Thailand? If so, how?
2. What is your opinion of the current academic management in your bilingual school?
Why?
3. What is your opinion of the current employee management in your bilingual school?
Why?

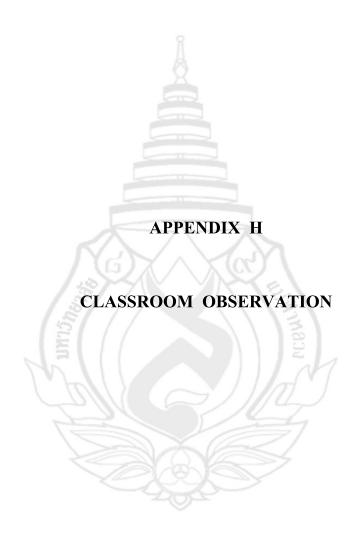
	What		-	opinion	of the	current	budget / b	ouilding	managemen	t in	your	bilingual
			, . 									
								•••••				•••••
	What			opinion	of the	e current	student a	ctivities	managemen	t in	your	bilingual
 6.	 What	is ;	your (		of the		community	relations	manageme	nt in	your	bilingual
	hool?			ſ			76	S				
				5706735								•••••
									ğ //			
7.	What			do you ademic			he followin	g areas:				
		7	7.2 En	nployee N	Manage	nent						
											• • • • • • • •	
•••												

7.3 Budget / Buildin	ng Management
7.4 Student Activiti	ies Management
	<u>1</u>
7.5 Community Rel	lations Management
8 How do you suggest solvin	g the above problems in the following areas:
8.1 Academic Mana	
	į į
8.2 Employee Mana	agement

8.3 Budget / Building Management
8.4 Student Activities Management
Å
8.5 Community Relations Management
9. What problems do you experience in trying to improve teaching and learning in your
bilingual school?
10. How do you suggest solving the problems you experience when you try to improve
teaching and learning in your bilingual school?

your bilingual school?	11. Do you ha	ive any Other sug	ggestions regardir	ng the Administra	tion and Mana	agement of
	your bilingual	school?				
	•••••		• • • • • • • • • • • • • • • • • • • •		••••••	





Classroom Observations concerning the teaching and learning activity of the Bilingual Schools Program (Grade 7 - Grade 12) in four schools in the Upper Northern Region of Thailand.

School:	
Teacher:	
Visit (1 <sup>st</sup> , 2 <sup>nd</sup> ,	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> ) Date Month
Classroom Ob	servations concerning the teaching and learning activity of teacher and
student, and th	ne content of the lesson. The activity was measured on a scale of 0-4. The
grading scale	is as follows:
4	means: a particular activity happened more than 8 times
3	means: a particular activity happened 6-7 times
2	means: a particular activity happened 3-5 times

# The Method of Recording Personal Observations.

1

0

The observer indicated with a tick (  $\checkmark$  ) the column which showed the subject matter grade.

means: a particular activity happened 3-5 times

means: a particular activity happened 1-2 times

means: a particular activity did not happen

# Personal Observation concerning the teaching and learning activity.

Description	4	3	2	1	0
Teacher:					
1. uses Thai language in classroom.					
2. uses English language in classroom.					
3. explains where necessary.					
4. teaches clearly.					
5. teaches step by step.					
6. asks questions during class.					
7. uses suitable examples for the student.					
8. tries to assist students who do not understand.					
9. reacts to student participation.					
10. shows that he/she enjoys teaching the students.					
11. teaches in active and energetic way.					
12. encourages the students with praise.					
13. has appropriate teaching materials.					
Students:	17		ı	•	
1. use Thai language in classroom.					
2. have the opportunity to practice English in the	7				
classroom.					
3. participate in classroom activities.					
4. pay proper attention to their classroom activities.					
5. show initiative in their classroom activities.					
6. enjoy their classroom activities.					
7. volunteer their opinions freely.					
8. answer only when the teacher calls his/her name.					
9. have discipline in the classroom.					

Description	4	3	2	1	0
Content / Substance :					
1. is suitable for the students.					
2. is in accord with the purpose.					
3. method is suitable to the content.					
4. The activity gives the students an opportunity to					
practice English.					
5. is augmented by the foreign teacher's personal					
experience.					
6. emphasizes the listening and speaking skills.					
7. classroom activities are enjoyable.					



#### Classroom observations results

The observations in the classroom concerned the teaching and learning activities of the teachers and students and the lesson content. The activities are shown on page 145.

The results of the observation are shown in table 1 (activities of teachers), table 2 (activities of students) and table 3 (lesson content).

Table 1 Showing the number of times out of 20 observations (expressed as a percentage), in which a particular activity by a teacher took place, while teaching in a classroom

	Grading Scale	0	1	2	3	4
Activity of Teachers	No.of	0	1-2	3-5	6-7	8
80,50	times*1 % of occu	times irrence of	times a particu	times llar activi	times ty by the	times teacher
Ta I	as measur	ed on the g	rading sca	le		
1. uses Thai language in classroom.		40.00	40.00	20.00	-	-
2. uses English language in classroom.				10.00	50.00	40.00
3. explains where necessary.	3/4		<u>-</u>	30.00	40.00	30.00
4. teaches clearly.	20	-	-	25.00	55.00	20.00
5. teaches step by step.		-	-	30.00	30.00	40.00
6. asks questions during class.		-	-	30.00	40.00	30.00
7. uses suitable examples for the student.		-	1	30.00	40.00	30.00
8. tries to assist students who do not understand.		-	-	15.00	65.00	20.00

	Grading Scale	0	1	2	3	4
Activity of Teachers	No.of	0	1-2	3-5	6-7	8
	times*1	times	times	times	times	times
	% of occ	urrence of	a particu	ılar activi	ty by the	teacher
	as measur	ed on the g	rading sca	le		
9. does not hide his/her	R			50.00	50.00	
emotions.		-	-	50.00	50.00	-
10. shows that he/she enjoys			25.00	40.00	25.00	
teaching the students.			35.00	40.00	25.00	-
11. teaches in active and	-				50.00	50.00
energetic way.	- 11		-	-	50.00	50.00
12. encourages the students with				20.00	20.00	40.00
praise.		7		30.00	30.00	40.00
13. has appropriate teaching	2X/	Xa		20.00	25.00	25.00
materials.			18:1	30.00	35.00	35.00

#### \*1 No. of times an activity occurred during a classroom lesson

Explanation: (see activity No. 10)

during the 20 observation periods, the teacher being observed showed that he/she was enjoying the teaching session 0% of the time at grading scale 0 (zero times), 35% of the time at grading scale 1 (1 to 2 times), 40% of the time at grading scale 2 (3 to 5 times) and 25% of the time at grading scale 3 (6 to 7 times), and 0% of the time at grading scale 4 (8 times or more).

Comment : most of the activity took place on the right-hand side of the table,

indicating favorable teacher activity. An unfavorable aspect was item No. 10, where the teacher does not show that he/she enjoyed the lesson.

Table 2 Showing the number of times out of 20 observations (expressed as a percentage), in which a particular activity by students took place, while studying in a classroom

	Grading Scale	0	1	2	3	4
Activity of students	No.of times*1	0 times	1-2 times	3-5 times	6-7 times	8 times
		urrence of a p		ctivity by t	he teacher	
use Thai language in classroom.				40.00	35.00	25.00
2. have the opportunity to practice English in the classroom.			an Hall	25.00	30.00	45.00
3. participate in classroom activities.				50.00	50.00	-
4. pay proper attention to their classroom activities.			7	40.00	35.00	25.00
5. show initiative in their classroom activities.			-	50.00	50.00	-
6. enjoy their classroom activities.		-	-	1	55.00	45.00
7. volunteer their opinions freely.		-	-	25.00	45.00	30.00
8. answer only when the teacher calls his/her name.		-	-	25.00	35.00	40.00
9. have discipline in the classroom.		-	-	45.00	55.00	-

\*1 No. of times an activity occurred during a classroom lesson

Explanation: (see activity No. 2)

during the 20 observation periods, the students being observed showed that they had the opportunity to practice English in a classroom session 25% of the time at grading scale 2 (3 to 5 times), 30% of the time at grading scale 3 (6 to 7 times) and 45% of the time at grading scale 4 (more than 8 times)

Comment: Table 2 shows mainly favorable activity. An exception is item No. 8, which indicates a lack of self-confidence on the part of the student.

Table 3 Showing the number of times out of 20 observations (expressed as a percentage), in which a particular activity lesson content took place in a classroom

19th	Grading Scale	0	1	2	3	4
lesson content	No. of times*1	0 times	1-2 times	3-5 times	6-7 times	8 times
12/	% of occur			activity by	the teac	her
1. is suitable for the students.			2/	15.00	50.00	35.00
2. is in accord with the purpose of lesson.			<u></u>	35.00	65.00	-
3. Suits the method of explanation.		-	-	25.00	35.00	40.00
4. gives the student an opportunity to practice English.		-	-	45.00	55.00	-
5. is augmented by the foreign teacher's personal experience.		-	-	50.00	50.00	-

	Grading Scale	0	1	2	3	4			
lesson content	No. of	0	1-2	3-5	6-7	8			
	times*1	times	times	times	times	times			
	% of occu	rrence of	a particul	ar activity	by the t	eacher			
	as measure	as measured on the grading scale							
6. emphasizes the student's	3	2							
listening and speaking		- 5	-	25.00	30.00	45.00			
skills.									
7. of classroom activities is enjoyable.			-	50.00	50.00	-			

# \*1 No. of times an activity occurred during a classroom lesson

Explanation: (see activity No. 1)

during the 20 observation periods, the lesson content being observed showed that it is the suitable for the students 15% of the time at grading scale (3 to 5 times), 50% of the time at grading scale 2 (3 to 5 times), 50% of the time at grading scale 3 (6 to 7 times) and 35% of the time at grading scale 4 (more than 8 times).

Comment : all of the criteria are on the right-hand side of the table indicating favorable activity.

#### **Conclusions**

In general, the activities listed are favorable activities. Therefore, the more frequently the activity took place (the more the activity occurred on the right-hand side of the table), the better.

From tables 1, 2 and 3, it may be concluded that, in general, the teacher and student activities observed, and the lesson content observed, made a favorable impression on the observer.



#### **BIOGRAPHY**

Name Miss Krittiya Panthong

**Date of birth** 17 November 1971

**Education background** 

Bachelor degree Bachelor of Business Administration,

Assumption University, 1997

Work experience 1998 – present Atchariyabundit Tutorial School

(Home Center)

1996 - 1998 Ekarat Transformer Public Co., Ltd.

**English Tutor** 

1993 – 1996 Marketing Coordinator, Creative Train Co., Ltd.

Marketing Coordinator