

Chapter V

Development of a Set of Criteria for Selection and Promotion of Administrators in Primary School in Thailand

Introduction

One of the main objectives of this investigation is to set criteria for selection and promotion of administrators at primary school level in Thailand. For this purpose an attempt is made to systematically examine the relevance of possible constituents of the criteria, determine their relative weightage, and provide measuring devices for their application. This has meant carrying out empirically a scientific study, specific details about which are given in this chapter.

Selection of the Constituents of Criteria

For the selection of the constituents the study included two phases. first phase pertains to listing of all possible constituents of criteria. And second phase included the process of selecting the constituents and determining relative weightage to the selected constituents.

For preparing the list of constituents two sources were utilised. One of them is the relationships among different variables as reported in Chapter 4. And, the second source is the

existing criteria for selection of administrators in primary schools in Thailand. As stated earlier the following variable (personal attributes and other variables) were found to be significantly related to administrative competencies :

- (i) teaching experience
- (ii) administrative experience
- (iii) administrative training
- (v) honour conferred
- (vi) school size

Therefore these variables were considered as one pool of constituents for the selection criteria.

In order to make the list comprehensive, the existing selection criteria as used by the ONPEC for selection of Administrators in Primary Schools in Thailand was considered as another pool of constituents. Then both the pools were combined to identify relevant constituents for inclusion in the list. The relevant constituents identified were nine as given below :

- (i) present administrative position
- (ii) administrative experience
- (iii) teaching experience
- (iv) educational qualification
- (v) experience before achieving position
- (vi) honour conferred
- (vii) special recognition achieved

- (viii) educational development achieved (school size)
- (ix) administrative training

It may be noted here that first eight constituents in this list are common to the list developed on the basis of the study of relationships as mentioned above. The last one is, however, additional one. The variables were further examined by carrying out an empirical study for their comprehensiveness and study to assign their relative weights. The details of the study are given in the next paragraph.

Scrutiny of Constituents and Determining Their Weightage

In order to determine weights for different constituents empirical support was sought from experts. For this purpose the list of constituents was prepared, and the relative weights as given in the existing criteria were provided in the Tabular Form. Also given in the same Table were the findings about the relationships between competencies and personal attributes and other variables. The experts were to examine the components findings of research regarding relationships and their weightage. They were then to give their considered opinion in terms of assigning relative weightage in numerical form to different components. The full form of the list alongwith instruction to the experts for giving their judicious weights is given in the Appendix F.

Expert for Criteria Development

Sixteen directors of the Office of Provincial Primary Education in the northern part of Thailand were selected to be the experts. Eight experts from education region 7 and the other eight from education region 8. All of them had been primary school administrators and had a lot of administrative experience. At present, they are Chairmen of the Provincial Primary Education Committee who have to appraise the candidates for primary school administrators. The researcher sent the letter and the list to these experts. They were asked to weigh the constituents in the list, and they could also add any other constituents if they considered necessary. Fourteen respondents returned the lists duly filled in. Two respondents did not return the lists. However on follow up by the researcher the message was received that the respondents had gone abroad. So, the final experts' opinion rate was 87.5 percentage. These data were collected during September, 1992. After the discussion with the guide, the researcher decided to work with the returned respondents because the problem of the non-response from 2 respondents was unsolvable.

Analysis of Experts' Ratings and Ranking of Constituents

The experts' ratings were consolidated by totaling them for each constituent and computing percentages. On the basis of the percentages ranks were assigned to different constituents. While

analysing the experts' comments their suggestions for inclusion of additional constituents were also considered, and the ranks assigned to them as well. The data thus analysed and ranks assigned are given in table 177.

No.	Constituents	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Total	%	Rank
1	Present administrative position	5	10	15	20	5	5	20	10	0	10	0.5	15	10	13	154.5	11.04	4
2	Administrative experience	5	10	15	10	5	5	10	10	0	12.5	10	15	10	5	130.5	9.32	6
3	Teaching experience	5	10	10	5	-	5	5	10	10	10	10	10	5	0	103.0	7.36	9
4	Educational qualification	5	10	15	10	25	30	10	10	0	10	11.5	10	15	0	177.5	12.68	2
5	Experience before achieving position	10	10	15	10	25	10	5	10	10	12.5	13	10	15	10	165.5	11.82	3
6	Honour Conferred	20	10	5	10	5	10	10	10	0	10	0.5	5	5	10	126.5	9.04	7
7	Special recognition achieved	10	10	5	5	-	5	10	10	0	10	10	10	10	0	111.0	7.93	8
8	Educational development achieved (School Size)	20	15	10	20	10	10	20	20	15	12.5	10	15	15	10	202.5	14.46	1
9	Administrative training	10	15	10	10	5	20	10	10	15	12.5	10	10	5	0	150.5	10.75	5
10	Social behaviours	-	-	-	-	10	-	-	-	-	-	0.5	-	-	10	28.5	2.04	10
11	Personality	-	-	-	-	10	-	-	-	-	-	-	-	-	-	10.0	0.71	11
12	Administrative attitude	-	-	-	-	-	-	-	-	10	-	-	-	-	-	10.0	0.71	11
13	Economic background	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5.0	0.36	15
14	Community leadership	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5.0	0.36	15
15	Satisfaction of teachers and school board	10	-	-	-	-	-	-	-	-	-	-	-	-	-	10.0	0.71	11
16	Discipline, merit and moral	-	-	-	-	-	-	-	-	-	-	-	-	10	-	10.0	0.71	11
Total		100	100	100	100	100	100	100	100	100	100	100	100	100	100	1,400	100	

A: Phitsanulok, B: Kamphaengphet, C: Nakhonsawan, D: Phichit, E: Phetchabun, F: Sukhothai, G: Uttaradit,
 H: Chiangmai, I: Chiangrai, J: Nan, K: Phayao, L: Mae Hongson, M: Lampang, N: Lumphun

Final Selection of Constituents

It may be observed from the data presented in Table 177 that there is agreement in research findings and the experts' opinion regarding the inclusion of constituents in the selection criteria. This agreement can easily be seen if the research findings (as expressed in terms of significant relationship) and experts' opinions (as expressed in percentages) are considered by inspecting columns 4 and 5 of Table 177. All the five relationships found significant are included in first nine constituents which are adjudged more relevant and assigned higher ranks by experts. In all ten constituents are considered relevant on the basis of rankings assigned to them and the overall judgement formed about their relevance and appropriateness. The remaining six constituents appearing at nos. from 11 to 16 in Table 177 were considered not so relevant on the basis of poor percentages of experts opinions and ranks assigned . They were, therefore, discarded.

Weightage Consideration for Finally Selected Constituents

The ten constituents which were considered more relevant for inclusion in the criteria, were further examined for assigning relative weightages to them. For this purpose the weightages assigned in the present criteria, the basic human inputs required for attaining higher score on these constituents and overall judgement about their relevance was formed by the investigator in

consultation with the guide and other two experts. On the basis of the overall judgement thus arrived at relative weightages were assigned to these constituents. These are given in column 6 of Table 178.

Table 178: Comparison Table Showing Criteria for the Selection and Promotion the Primary School Administrators under OUPEC, Research Findings, Experts Opinion and Developed Criteria.

No.	Components	Criteria	Research Findings	Experts' Opinions	Developed Criteria	Notice
1	Present administrative position	20	Not sig.	11.04	10	Weight is changed from 20 to 10.
2	Administrative experience	10	Sig.at .00	9.32	10	Weight is the same.
3	Teaching experience	10	Sig.at .01	7.36	10	Weight is the same.
4	Educational qualification	10	Not sig.	12.68	10	Weight is the same.
5	Experience Before Achieving Position	10	Not sig.	11.02	10	Weight is the same.
6	Honour Conferred	10	Sig.at .05	9.04	10	Weight is the same.
7	Special recognition achieved	10	Not sig.	7.93	10	Weight is the same.
8	Educational development achieved (School Size)	20	Sig at .01	14.40	15	Weight is changed from 20 to 15.
9	Administrative training	-	Sig.at .02	10.75	10	Component is added up for 10.
10	Social behaviour	-	-	2.04	5	Component is added up for 5.
11	Personality	-	-	0.71	-	
12	Administrative attitude	-	-	0.71	-	
13	Economic background	-	-	0.36	-	
14	Community leadership	-	-	0.36	-	
15	Satisfaction of teachers and school board	-	-	0.71	-	
16	Discipline, merit and moral	-	-	0.71	-	
Total		100	-	-	100	

Significant at less than 0.01 level

It may be noted here that in respect of two constituents the weightages have got changed when compared with those used in the existing criteria of ONPEC whereas for 6 constituents they are the same. The remaining two constituents, viz, administrative training and social behaviour, however are new ones; they were not included in the selection and promotion criteria of ONPEC. They have got included in the 'developed criteria' with weightages of 10 and 5 respectively.

It may be remarked here that the weightages assigned to these ten constituents are relative and not absolute. The total weightage for this set of constituents in the criteria may have to be seen in terms of what other constituents are included in the criteria about which there will be a discussion a little later. However, if this set of constituents is to be considered in relation to the existing criteria of the ONPEC, it seems to resemble with the component Work and Experience Appraisal which is assigned a weightage of 100 out of 500 for the total set of criteria.

Other Sub-Sets of the Set of Criteria

It may be relevant to point out here that the constituents included in the set of criteria mentioned above was considered appropriate basically in terms of the relationships most of these constituents had with administrative competencies. This in other words means that administrative competencies are basic constituent

and have to be included in the developed criteria. The competencies have already been identified and reliable and valid tests developed for measuring them as reported in Chapter 3. These two tests for measuring competencies in terms of administrative abilities and administrative behaviours appear to be quite relevant for inclusion in the 'selection criteria'. This view has been developed by the investigator through the exercise of developing criteria and discussion with the guide and other experts on the matter. If the weightage of this sub-set of criteria is to be considered it appears to be more appropriate to assign them 50-50 weightages. With regard to relative weightages, however, they may have to be seen vis-a-vis what appears as 'written test' in the existing criteria of ONPEC. On the basis of pooled judgement and overall perception formed about a comprehensive criteria the investigator has arrived to a conclusion that these two tests for administrative abilities and administrative behaviours alongwith a test on regulation laid down by the ONPEC could be equivalent to the weightage given to written examination in its existing criteria. However, their relative weightages seem to be more appropriate if they are assigned as equal to all the three constituents.

The question of the weightages for this sub-set of criteria would appear to be appropriate if it is 300 marks. It may, however, be stated here that test of administrative abilities and administrative behaviours is developed systematically and its psychometric properties like reliability and validity established.

These two components, viz., administrative abilities and administrative behaviours together make a measure of administrative competencies. However, the test on regulations laid down by the ONPEC has not been developed under the present investigation as the same was not included in its objectives. In the study only the question of relevance of this as a constituent in the selection criteria is examined. When the criteria are to be used, it may have to be systematically developed as a valid measure of regulations their knowledge and applications in educational situations.

Thus, the set of criteria for the selection and promotion of administrators for primary school in Thailand as identified and developed under this investigation has two major sets. One includes the variables related to personal attributes of candidates and other variables. These alongwith their relative weightages are given here under:

(i) present administrative position	10
(ii) administrative experience	10
(iii) teaching experience	10
(iv) educational qualification	10
(v) experience before achieving position	10
(vi) honour conferred	10
(vii) special recognition achieved	10
(viii) educational development achieved (school size)	15

(ix) administrative training	10
(x) social behaviour	5

The other sub-set includes three main constituents, viz;, administrative abilities, administrative behaviours and knowledge of regulations and their application in educational situations. Each constituent in this sub-set was assigned equal weightage. This sub-set was assigned a weightage of 300 out of 500 for the complete set of selection Criteria.

The above sub-sets which have been identified and utilized for development of a set of selection criteria were further examined for their comprehensiveness by the investigator. For this purpose, the existing set of criteria of ONPEC was referred. It included short course training in it which was given substantial weightage i.e., 150 out of 500. The investigator also considered the point that each and every primary school administrator compulsorily goes through a short course training. Therefore, investigator thought it appropriate to include short course training in the set of selection criteria. It was discussed with the guide and two other experts who unanimously agreed for the same. With respect to its weightage, the unanimous decision was to give it a weightage of 100 out of 500. This was third sub-set in the set of selection criteria.

The Set of Criteria for Selection and Promotion of Administrators in Primary Schools in Thailand.

The set of selection eriteria developed through this investigation consists of 3 sub-sets. First sub-set includes 10 constituents and is assigned a weightage of 100 out of 500. Second sub-set includes 3 basis constituents and is assigned a weightage of 300 out of 500. The third sub-set is short course training assigned a weightage of 100 out of 500.

Having described the methodological details and the research tasks involved in developing the criteria, there may be a need to see their educational implications and further research work. These have been discussed in the next chapter after presenting the summary of whole investigation and the outcomes of it has led to.