

PARENTS' EXPECTATIONS OF INTERNATIONAL PRE-SCHOOL MANAGEMENT:  
A CASE STUDY OF MULBERRY HOUSE INTERNATIONAL PRE-SCHOOL

MASTER'S PROJECT  
BY  
PANADDA PRATOOMRAT

Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in Business English for International Communication  
at Srinakharinwirot University

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AN ABSTRACT  
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The number of international schools has been increasing in Thailand because of high demand from parents who expect schools to provide children with a well-rounded education. The purposes of this study were to examine and to rank the expectations of parents at Mulberry House International Pre-school management in four aspects: academic, student activities, personnel, and general management. A questionnaire was employed as the research instrument for collecting data. The respondents were fifty-four parents at Mulberry House International Pre-school. The result showed that parents' expectations of Mulberry House International Pre-school management were at a high level in all four aspects. Academic management was the most important aspect followed by general, personnel, and student activities management. In terms of academic management, parents placed the priority on a small class size and a school curriculum which emphasized English communication. In general school management, good school environment, regarding cleanliness and spacious classroom for learning activities was at the highest level. With respect to personnel management, the school provides native English teachers at the highest level. Regarding student activities, extra school activities to develop further learning skills and parents participation in schools on the national holidays were at a high level.

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กรณีศึกษาโรงเรียนอนุบาลนานาชาติมัลเบอร์รี่เฮาส์

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
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ปัจจุบันโรงเรียนนานาชาติในประเทศไทยมีจำนวนเพิ่มขึ้นอย่างรวดเร็วตามความต้องการของผู้ปกครองที่ต้องการส่งบุตรหลานเข้าเรียนในโรงเรียนนานาชาติ ด้วยความคาดหวังต่อระบบการศึกษาที่ดีของโรงเรียน วัตถุประสงค์ของงานวิจัยในครั้งนี้เพื่อศึกษาถึงระดับความคาดหวังของผู้ปกครองและการจัดลำดับความคาดหวังของผู้ปกครองต่อการบริหารจัดการของโรงเรียนอนุบาลนานาชาติมัลเบอร์รี่เฮาส์ โดยมีปัจจัยในการบริหารงานสี่ด้าน ได้แก่ ด้านการบริหารงานวิชาการ ด้านงานกิจกรรมเด็ก ด้านงานบุคคล และด้านงานบริหารทั่วไป เครื่องมือที่ใช้ในการศึกษาค้นคว้าครั้งนี้คือแบบสอบถาม กลุ่มตัวอย่างคือ ผู้ปกครองโรงเรียนอนุบาลนานาชาติมัลเบอร์รี่เฮาส์จำนวนห้าสิบสี่คน ผลการศึกษาพบว่า ความคาดหวังของผู้ปกครองต่อการบริหารจัดการของโรงเรียนอนุบาลนานาชาติมัลเบอร์รี่เฮาส์ทั้ง 4 ด้าน อยู่ในระดับสูง การศึกษาในครั้งนี้ยังพบว่าการบริหารจัดการโรงเรียนที่ผู้ปกครองให้ความสำคัญมากที่สุดคือ ด้านการบริหารงานวิชาการ รองลงมาคือ ด้านงานบุคคล ด้านงานบริหารทั่วไป และด้านงานกิจกรรมเด็ก ตามลำดับ เมื่อพิจารณาเป็นรายด้านพบว่า ผู้ปกครองคาดหวังในด้านการบริหารงานวิชาการอยู่ในระดับสูงที่สุดซึ่งจำนวนเด็กนักเรียนที่เหมาะสมกับขนาดของห้องเรียนและหลักสูตรของโรงเรียนที่เน้นการสื่อสารภาษาอังกฤษ ด้านงานบริหารทั่วไปอยู่ในระดับสูงที่สุดได้แก่การจัดสภาพสิ่งแวดล้อมภายในโรงเรียน เช่น ด้านความสะอาดและการจัดพื้นที่สำหรับกิจกรรมการเรียน ด้านงานบุคคลอยู่ในระดับสูงที่สุดได้แก่โรงเรียนจัดครูผู้สอนเป็นชาวต่างชาติและด้านงานกิจกรรมเด็กในอยู่ระดับสูงได้แก่กิจกรรมเสริมพิเศษเพื่อเพิ่มทักษะการเรียนรู้ของเด็กนักเรียนและการเข้าร่วมงานโรงเรียนตามวันหยุดสำคัญต่างๆ

The Master's Project Advisor, Chair of Business English for International Communication Program and Oral Defense Committee have approved this master's project Parents' Expectations of International Pre-school Management: A Case Study of Mulberry House International Pre-school by " Panadda Pratoomrat " as partial fulfillment of the requirements for the Master of Arts degree in Business English for International Communication of Srinakharinwirot University.

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# TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Significance of the Study.....	4
1.3 Objectives of the Study.....	5
1.4 Research Questions.....	5
1.5 Scope of the Study.....	5
1.6 Definition of Terms.....	6
2. LITERATURE REVIEW	
2.1 Background of International School in Thailand.....	7
2.1.1 The Definition of International School.....	7
2.1.2 The Establishment of International School in Thailand.....	8
2.2 Mulberry House International Pre-school Management .....	8
2.2.1 Mulberry House International Pre-school .....	9
2.2.2 School Management of Mulberry House.....	11
2.2.2.1 Academic Management.....	12
2.2.2.2 Student activities Management.....	14
2.2.2.3 Personnel Management.....	14
2.2.2.4 General Management.....	16
2.3 Expectations towards School Management.....	17
2.3.1 The Nature of International School's Parents.....	17
2.3.2 Expectancy Theory.....	19
2.3.3 Parents' Expectations towards School Management.....	20
2.4 Previous Research.....	21
3. METHODOLOGY	
3.1 Subjects of the Study.....	24
3.2 Instruments of the Study.....	24

## TABLE OF CONTENTS (continued)

Chapter	Page
3. (continued)	
3.3 Procedure of the Study.....	27
3.4 Data Analysis.....	28
4. FINDINGS AND DISCUSSIONS	
4.1 Personal Data of Respondents.....	30
4.2 The Levels of Parents' Expectations towards Mulberry House	
International Pre-school Management .....	31
4.2.1 Academic Management.....	32
4.2.2 Student Activities Management.....	35
4.2.3 Personnel Management.....	37
4.2.4 General Management.....	39
4.3 The Importance of Parents' Expectations of Mulberry House International	
Pre-school Management.....	42
5. CONCLUSION	
5.1 Conclusion.....	46
5.2 Recommendations for Further Studies.....	49
5.3 Limitations of the Study.....	51
BIBLIOGRAPHY.....	52
APPENDICES.....	60
Appendix I Cover of Questionnaire .....	61
Appendix II Questionnaire .....	62
Appendix III Interview Questions.....	65
Appendix IV The Foundation State-Safety Education in the Curriculum	
From Three to Five.....	66

## TABLE OF CONTENTS (continued)

Chapter	Page
APPENDICES (continued)	
Appendix V Application of Maslow's Theory to Education.....	70
Appendix VI International Schools Establishment Requirements and Condition.....	75
VITAE.....	82

## LIST OF TABLES

Table	Page
1. Personal data of Respondents.....	31
2. Mean of Parents' Expectations towards Academic Management.....	33
3. Mean of Parents' Expectations towards Student activities Management.....	35
4. Mean of Parents' Expectations towards Personnel Management.....	37
5. Mean of Parents' Expectations towards General Management.....	40
6. The Levels of Parents' Expectations of Mulberry House International Pre-school Management in Four Aspects.....	42

## LIST OF FIGURE

Figure	Page
1. Parents' Expectations towards Mulberry House International Pre-school Management.....	43

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

International schools have been sprouting up all over Thailand because the number of expatriate families continues to grow and these families need to find schools for their children. Most of these parents, including many Thai parents prefer sending their children to international schools because they feel that their children will receive a more well-rounded education and will experience different cultures and languages. This has created a high demand for international education in Thailand. Although the tuition fees at international schools are much higher than those of Thai schools, many parents are willing to pay for it. This is because they expect that their children will receive much more attention and more effective educational system. To serve the demand of these parents, schools' management needs to pay attention to parents' expectations for their children. By understanding parents' expectations, the school will then be able to improve their services to directly serve the need of their clients.

From the year 1991 to 2005, the number of international schools in Thailand grew from 5 to 91 (Purnariksha. 2005). There are currently more than 93 international schools, serving more than 26,000 students and employing over 2,500 teachers today (Sangthongkam. 2007). This rapid growth has led to a highly competitive business between

international schools and, as a result, schools need to listen to parents' voice and rely on strategic management to remain in the market.

Many researchers on school management pay much attention to understand parents' expectations which is related to effective school service. Ackerman and Barnett (2006) suggested that the school management helps to increase the educational effectiveness for high quality school service. The school management can improve instructional programs and produce higher levels of students' learning (Briggs; & Wohlstetter. 1999). A good school management can build up parents' retention, enhances parents' confidence, and maximizes parents' satisfaction. Nevertheless, Blodgett, Granbois, and Walters (1993) stated that the poor quality of school management involve in parents' expectations. This can cause a great loss for school businesses. Failure to achieve what people expect may lead to clients' dissatisfaction, negative image, unreliable and increasing costs. As a result, school management is considered as the heart of parents' expectations.

Since parents expect their children to gain the best education, it is necessary to find out their expectations towards school management. The awareness of parents' expectations will assist the school in developing its management and increasing its enrollment. Gill and Reynolds (1996) suggested that high expectations of parents enhance high standard for educational management. This is because high parent expectations are related to high levels of student achievement and low parent expectations are related to low levels of student achievement (Seginer. 1983: cited in Dimmler). Mexican American research (Goldenberg; & colleagues. 2001: cited in Dimmler) showed that parents with low expectations for their children indicate schools have low performance. African American parents (Alexander, et al, 1994: cited in Dimmler) have high expectations for their children

even though schools have low performance. This means that parents are expecting the schools to enhance their performance as to provide high quality educational management. Therefore, the school should know the expectations of parents. It is essential for the researcher to explore the parents' expectations of Mulberry House International Pre-school Management (Mulberry House), as inefficient school management be able to generate an negative image of the international schools business.

Mulberry House is an international school in Thailand. It provides a quality English based education for children ages 2 to 6 years old. When the school first opened, there were only 9 students enrolled. The following year, there were 45 students enrolled at the school, and in the year 2005 the enrollment was 53. It is noticed that by the end of the year 2006 student enrollment decreased from 53 to 42. This decline in enrollment could be an indication of ineffective school management.

To improve the best result in international school management, Mulberry House needs to know the parents' expectations on the academic, student activities, personnel, and general management. Numerous researches have studied on parents' expectations towards school management. Traisingpatak; (2002) and Ganjuk; (2004) suggested that school management includes four aspects: human resources, budget, instruction materials, and general management are chosen to be the indicator to respond parents' expectations. The benefit of these indicators can lead to relate school business to develop their strategies and services.

Accordingly, the researcher is a teacher assistant at Mulberry House interested in studying Mulberry House school management emphasizing on the parents' expectations of four aspects which are academic, student activities, personnel, and general management.

These four aspects are suitable ways to measure school service since parents usually give feedback of their expectations to inform school achievement. The school can improve its service to meet parents' need. Thus, school would effectively deliver its service, respond to parents' requests, and handle the management.

## **1.2 Significance of the Study**

The purpose of this study is to gather information on parents' expectations of international school management. The four aspects on school management (academic, student activities, personnel, and general management) can be useful information for administrators, directors, owners and investors of international schools in Thailand and abroad. This information can then be used to help improve the schools' polices, curriculum, and facilities and will result in an increase in revenues, profits, and student enrollment. It can also be helpful to plan effective school management.

The results of this study would be useful to enhance Mulberry House to know about what are parents' expectations and the importance of four aspects (academic, student activities, personnel, and general management) that need to be improved. The levels of parents' expectations at Mulberry House school management can be a guideline for the school to provide services to meet the parents' needs and expectations in the future.

### **1.3 Objectives of the Study**

This study covers two objectives:

1. To explore parents' expectations of Mulberry House International Pre-school management.
2. To rank the importance of parents' expectations of Mulberry House International Pre-school management.

### **1.4 Research Questions**

This study aims to answer the following research questions:

1. What are the expectations of Mulberry House parents' on four aspects of educational management: academic, student activities, personnel, and general management?
2. Which aspects of parents' expectations towards Mulberry House concerning academic, student activities, personnel, and general management are important?

### **1.5 Scope of the Study**

This study attempts to explore parents' expectations towards four aspects of Mulberry House school management: academic, student activities, personnel, and general management. The respondents of this study are parents of students at Mulberry House.

## 1.6 Definition of Terms

The following is an explanation of terms in this research.

**International Schools** An educational institution which is responsible for providing the education for students without any restriction or limitation on nationality, religion or from government. It adopts an international curriculum and media to which students from various countries can come. English is to be used as the medium of instruction. Mulberry House International Pre-school is an international school.

**Parents' Expectations** Beliefs of parents' need to receive from the school services.

**School Management** The action that is going on in Mulberry House. The school management can be divided into four aspects: Academic management (curriculum, teacher planning, teaching method, and IT service). Student activities management (activity inside and outside school; special events and after school activities). Personnel management (hiring staff, personnel management, and personnel development). General management (administrator, tuition fee, contact with parents, security and safety, parking area, health check, food, and environment).

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter reviews literature related to this study including: Background of International School in Thailand, Mulberry House International Pre-school Management, Parents' Expectations towards School Management, and Previous Research.

#### **2.1 Background of International School in Thailand**

This section presents general background of international school in Thailand which includes the definition and the establishment of international school in Thailand.

##### **2.1.1 The Definition of International School**

The Thai Ministry of Education (2003) defines 'international school' as an educational institution providing an international curriculum. A foreign language is used as the medium of teaching and learning. Students are enrolled without restriction, limitation on nationality, religion or government regime. They are not against the morality or stability of Thailand. Cabrera (2003) stated that international schools have students from different nations and they use foreign curricula. International schools are private schools for the children who are not nationals of the host country, often the children of the staff of international businesses, international organizations, embassies, missions, or missionary programs. They are also often popular with local students who wish to improve their language skills (Thompson. 2003). As international school use curricula based on those of countries like the United Kingdom or the United States or an international curriculum such

as the International Baccalaureate (IB) Diploma Programme. Most schools use English as the main language of instruction but schools using French, Russian (Interdom) and other languages exist as well.

### **2.1.2 The Establishment of International School in Thailand**

According to Pliansupap (2003) said, the first international school in Thailand established in 1957 to provide an education for foreign children who lived in Thailand. In 1963, the government granted permission for Thai children who had resided overseas for more than three years, to enroll in international schools. In 1991, international schools required for both foreigners and Thai nations. Therefore, the Ministry of Education granted permission for Thai students into all international schools programs in 1995. However, each international school must not have the ratio of Thai student exceed 50% of foreign student population (Thomson. 2003).

In brief, according to the Thai Ministry of Education and Cabrera, international schools in Thailand are private schools which provide international curriculum and serve the needs of Thai and foreign students.

## **2.2 Mulberry House International Pre-school Management**

Mulberry House is an international school in Thailand which provides early year education. This section presents Mulberry House International Pre-school and School Management.

### **2.2.1 Mulberry House International Pre-school**

Mulberry House is an international pre-school in Thailand. It is located in Soi Tonson in the heart of Bangkok's central businesses district (2004). In 2007, it is served 62 students: 40% Thai and 60% international. Five native English speaking teachers, 6 Thai teacher assistants and 2 nannies are employed. The classrooms are divided into 2 nurseries, 2 kindergartens and 1 reception. Mulberry House surrounded by foreign companies, embassies, government sections, and private companies where are working people and parents there. The first kindergarten was found in Thailand in 1940. There is a growing demand for school places at the pre-school level because the change in family structure from an extended one to a nuclear one and the present socioeconomic condition whereby both parents have to work to earn adequate incomes for the entire family. To be successful, the school should focus on school management to delivery the clients' expectations.

Pre-school education encourages the harmonious physical, emotional, intellectual and social development of 3-5 years old children to prepare for primary education (Barnett; & Yarosz. 2004). Children during the age of 2 to 3 are continue to develop their skills in making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy. Children's language is developing rapidly and many are beginning to put sentences together. Joining in conversations with children is an important way for children to learn new things and to begin to think about past, present and future. Developing physical skills mean that children can now usually walk, climb, run, and join in

active play with other children. This is an important time for learning about dangers and safe limits.

Children age of 3 years up to 4 are interest in joint play such as make-believe, construction and games helps children to learn the important social skills of sharing and cooperating. Children still need the comfort and security of special people. Close, warm relationships with care givers form the basis for much learning, such as encouraging children to make healthy choices in food and exercise. Literacy and numeracy can develop rapidly with the support of a wide range of interesting materials and activities. Children's language is now much more complex, as many become adept at using longer sentences. Conversations with adults become a more important source of information, guidance and reassurance.

During the age of 4 to 5 years up, children are now building a stronger sense of their own identity and their place in a wider world. Children are learning to recognize the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behavior. Learning and playing in small groups helps to foster the development of social skills. Children now become better able to plan and undertake more challenging activities with a wider range of materials for making and doing. Children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop. Children's developing understanding of cause and effect is encouraged by the introduction of a wider variety of equipment, media and technologies.

### **2.2.2 School Management of Mulberry House**

Regarding the educational management system, school management refers to all activities in a particular school are under the responsibility of the head of the institution or the school manager itself (Lamsaard. 1984). Pardejpong (1998: cited in Warutbangkul. 1997) indicated that school management means various activities which are operated by many persons in order to provide educational services for children and the community to meet the development of knowledge, ability, attitude, norms, behavior, and general values. As a direct result of this, children will become responsible, disciplined members of the nation.

Limsala (2003: cited in Campbell; & others. 1980) classified school management into six aspects curriculum and methodology, personnel management, student activities, building, community relation and budgeting and business affairs. Ingchaichote (1984) divided the school management into five aspects: general management, academic management, school and community relations management, building and site management, and student activities management. Bunprasert; and Jansupat (2001) divided school management into four aspects: general management, academic and student service management, personnel management, and budgeting.

To sum up, the school management is the work according to the job description or the organization structure by the head of schools. Mulberry House is a small school which divided school management into four aspects: academic management, student activities management, personnel management, and general management. This is appropriate for the instruction of school which is described as follows.

### **2.2.2.1 Academic Management**

Academic management is the heart of any kind of school management. It is generally accepted that academic management is the most important task of educational administration (Sinlaratana. 1999). Sathorn (2003) classified academic into four areas: curriculum, teacher planning, teaching method and IT service.

The curriculum refers to courses or contents offered to students with basic knowledge and skills. International pre-school curriculum focuses on the language skills: listening, speaking, reading, and writing in English. Hodge (2000) divided the curriculum framework on the following six areas personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development and movement (see Appendix IV). The applicant for a school establishment license must propose a curriculum to the Ministry of Education for its consideration and approval. An international curriculum with modifications or a curriculum established by the school itself. The teaching of Thai language and Thai culture must be provided at every level. That is, non-Thai students are imposed to learn Thai language and Thai culture as a one karb compulsory subject. For Thai students, they must take the subject at least 5 karb per week. One karb is equivalent to 50 minutes. This shall be as imposed in the regulations of the Ministry of Education (2003).

A lesson plan is a framework for a lesson. It shows when the teacher start, finish, and the route to take to get there. Essentially the lesson plan sets out what the teachers hope to achieve over the course of the lesson (Parmelee. 2006). According to Bosah (1997) discussed of improving school plant provision in Nigerian schools, the

adequacy of classroom space should be established against the number of students and teachers using the classroom. Bosah also mentioned the quality of teaching and learning processes, which includes the learner as a responsible subject of their learning with the teacher as a guide and organizer of the learning processes. Berry (2002) suggested that classes should be designed to accommodate students so that the number of students does not exceed 20. A lower density of students per classroom will increase teacher and student interaction and communication.

Littlejohn and Windeatt (1989) found that materials have a hidden curriculum that materials are appropriate for a particular class need to have an underlying instructional philosophy, approach, method and technique which suits the students and their needs. The teachers and students should be able to understand what is expected in each lesson and for each activity.

Technology is at the center of the modern educational process, especially for mathematical and analytical skills. Computers in classrooms are very important. Tools, such as the Internet, allow the smooth exchange of information between student and machine, but must be positioned and used in environments that do not cause distraction (Berry. 2002). The equipment and technology in schools should be adequate to the need of the school, and their maintenance is obviously an important issue (Idu. 1997). IT introduces for students' learning skills and builds confidence in working on the computers. It is the leader's responsibility to ensure that the functionality of the resources is maintained and that they are used economically and flexibly. In other words, a school's facility and equipment must be well-maintained.

### **2.2.2.2 Student Activities Management**

Student activities refer to the activity inside and outside classroom. It is the vital one in educational management because student is the most important one of school. The school should pay attention and care of student activities by giving quality of service. Students able to enjoy the activity as follows: special event and after school activity because children can spend up time in school, it becomes essential to take into consideration the developmental outcomes emerging from the quality of those services and their impact on school success and emotional well being (Young, 1994: cited in Jantarashuksawat, 2003).

### **2.2.2.3 Personnel Management**

Personnel management is to place the person into the right job, encourage the school personnel to work suitably to their abilities, support all personnel to behave properly according to the order, discipline and good deeds in their minds. Flippom (1971) divided personnel resource into 3 areas: hiring, personnel management, and personnel development.

The recruitment, selection and retention of the right ability of staff needed for the successful operation of the school system necessitate attention (Idu, 1997). The importance of personnel management of a school ensure that it has the right number of persons and the right kind of people at the right place at the right time, doing things for which they are economically most useful. This is because the staff working in a school determines the effectiveness of that school.

Bolam (1991) calls 'management support' as distinct from management education and training. This includes job descriptions (to provide jobs that are manageable

and stimulating), job enhancement and rotation, promotion and career development, and on-the-job assistance and coaching.

In general, teacher assistants (TAs) help classroom teacher, allowing teachers more time for lesson planning and teaching. According to the U.S. Department of Labour (2005), Teacher assistants provide instructional and clerical support.

Instructional support, teacher assistants tutor and assist children in the classroom and provide students with individualized attention. Some assistants help students in using computers. At the secondary level, the TAs often specialize in certain subject, such as math and science.

Clerical support, they supervise students in the cafeteria, schoolyard, and hallways, or on field trips. They record grades, set up equipment, and help prepare materials for instruction. They also stock supplies, operate audiovisual equipment, and keep classroom equipment in order.

Manpower in education itself is the accumulation of skills and aptitudes resulting from education and training that equip teaching staffs with the capacity to plan, organize and carry out education processes. In addition, the school must ensure that the professional skills of the staff are maintained, for example, through training. The school administrator must also make the staff recognize the valuable special resources of the school and encourage use of them.

#### **2.2.2.4 General Management**

General management including school administrators: schools have good administrators in terms of ethics as well as knowledge and capabilities. Manage the financial document, security and safety measurement, food, health care, and school environment (Bunprasert; & Jansupat. 2001).

Tuition fees means the charges collected from parents and/or students by the school for the initial enrollment, tuition, library fee, sport fee, medicine charge, activities or material charges, educational equipment and special English course fees (ESL/EFL/EAL) (Thai Ministry of Education. 2003). Manage security measurement for students in both internal and external areas and to provide measures against disease and accidents as well as to protect and provide first aid to students (Pangnga. 2002). Many children these days have allergies to contain foods. Some food allergies can be dangerous, so it is important to pay attention to what the children eats (Parmelee. 2006). A school environment should be one in which every student feels safe (Berry. 2002). The presence of security officers often gives students a sense of safety and security. The cleanliness of schools is also an important aspect of school environments. Cleanliness of schools not only lower than the threat of the spread of illness, but also convey a caring message to the students and teachers. Cleaning and maintenance of schools is vitally important and is often underemphasized and underperformed. Students feel better going to clean classes and sitting in clean desks and surroundings. Sanitation in schools is important because young children face unique health hazards, especially respiratory infections, asthma attacks, skin disease, and diarrhea outbreaks

Regarding school management schools should be stimulated to be effective Scheerens and Creemers (1989). The school should be encouraged to learn, to reorganize itself, to change its internal conditions and to become better at the process of management development. Scheerens and Creemers further suggested that school improvement should always be combined with the careful collection and the evaluation of data with the standard of enhancing the outcomes of education in terms of the growth of the knowledge and skills of students. In this way, school improvement and its evaluation processes can contribute to the enlargement of student knowledge base on the action of school management. Therefore, Mulberry House needs to consider school management improvement consists of academic management, student activities management, personnel management, and general management.

### **2.3 Expectations towards School Management**

School is a service business relying on an effective management in order to achieve. It is vital to have a better understanding about the nature of parent of how to retain the parents and how to handle to the parents' expectations of the school management. The following is a brief explanation of the nature of parents expectancy theory and parents' expectations are considered useful in this research.

#### **2.3.1 The Nature of International School's Parents**

Mulberry House is an international school in Thailand provides educational service for early year children. It is essential to understand the parents' expectations of the school management. By understanding the nature of parents and their expectations, the school will

know the point that Mulberry House should be more careful in giving their service and they can improving their service to meet the need of each specific group.

Parents are the prime movers in the process of school improvement. It is in this way that parents' expectations in school management are enhanced. To identify groups of parents, the school can be designed and brought to the service to their need. In knowing a general data of the parents, the school can know or predict the parents' expectations and the level of service that they must provide.

Personal data divides the parent respondents into household income, the most factor that influenced parents to choose Mulberry House, primary language use at home, and other language that parents use to communicate to children at home.

Wong-Fillmore (1991) explained what occurs in homes where parents are not strong in the using language (for example, English) to communicate with their children. Parents are less able to elaborate and extend the language and thinking of their children. They may not be able to communicate complex ideas. Their relatively weaker ability to speak in English may cause them to speak less to their children. Some may avoid interaction entirely. Consequently, children will go to school with inadequate development in both their first language and English.

Ramirez et al (1991) stated that students who are provided with substantial amounts of primary language instruction are also able to learn and improve their skills in other content areas fast, in contrast to students who are transitioned quickly into English-only instruction. In this case, the school should know the primary language and other languages that parents use to communicate to their children because the school can assist the children to improve their English.

In brief, when evaluating the utilities of nature of parents, we should consider the following factors: household income, the factor that influenced parents to choose Mulberry House, primary language use at home, and other languages that parents use to communicate to children at home.

### **2.3.2 Expectancy Theory**

The concept of expectation theory had been widely used in different ways. It is necessary to find out about needs, wants, demands and what the expectations are. The expectancy theory will help the researcher understand how individuals make decisions regarding various behavioral alternatives.

The expectancy theory of Vroom (2006) is based on the following three beliefs which he calls Valence, Expectancy and Instrumentality. Valence is the importance that the individual places upon the expected outcome of a situation. Expectancy is the belief that output from the individual and the success of the situation are linked. Instrumentality is the belief that the success of the situation is linked to the expected outcome of the situation.

Maslow's hierarchical needs theory, developed in the field of clinical psychology has become widely influential as the best-known general theory of motivation and has been applied to explain motivation in many social disciplines, and areas such as business, marketing, tourism and education. This theory has great impact on educational structure (see Appendix V). In order to maximize on the effectiveness of school-wide and individual classroom teaching programs, administrators and teachers must consider students (parents) needs and their hierarchical order. In the levels of the five basic needs, the person does not

feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

Maslow (cited in Pisankosakul 2006) describes the outcomes of people whether they will act based upon their experience and expectations. Maslow's Hierarchical Model of Human Needs can be identified the factor affecting of individuals' expectations. The Maslow's Theory of Motivation and Expected state that individuals experience a hierarchy of needs, from lower to higher level psychological need (Bentham. 2002). According to Maslow (2005), there are five types of needs (physiological needs, safety needs, social needs, esteem needs, and self-actualization needs) that must be satisfied before a person can act unselfishly. Expectation is a basic need of receive product that is pleases and avoid need to thing that make dissatisfaction.

According to Vroom and Maslow, expectation indicates the intention of individual's beliefs in the outcome of the situation. Parents have different expectations, some parents have high expectations on the school program, and others have low expectations. Then, schools need to learn in the area of parents have high and low expectation to find what their expectations are. So, the school can enhance a higher performance of educational management.

### **2.3.3 Parents' Expectations towards School Management**

In order to create the parents' loyalty, Mulberry House should consider mainly in creating parents' expectations, as expectation resulting in parents' loyalty. Mulberry House will be successful in building parents loyalty only if the service they provide can satisfy those parents. The following are details about parents' expectations in this research.

Parents are expected with a product or service that meets their needs and wants.

There are levels of specific expectation that define the basic quality. The three levels of parents' expectations about quality are as follows: level 1, expectations are very simple and take the form of assumptions, must have, or take it for granted present. Level 2, expectations are a step higher than that of level 1 and they require some form of satisfaction through meeting the requirements and/or specifications. Level 3 requires some kind of delightfulness or service that is so good that it attracts me to it. Level 3, expectations are much higher than for level 1 and 2. Parents' expectations on school management are that the service in which school provide. Parents with high versus low expected competence and control interpret failures in a different way. Those with high perceived control make better use of information which is relevant to improve their services (Phares 1980; Lefcourt 1976; & Ryckman 1980). Then, schools should provide a good quality of service to serve parents' expectations.

In conclusion, expectation creates parents communication with the school to provide services that meet or excess the parents' expectations, the school can build customer satisfaction, which leads to parent loyalty.

## **2.4 Previous Research**

Many previous researchers have studied school management and parents' expectations. The following literature reviews are the studies with used the same model as this study.

Odo (1987) mentioned most parents want their children to succeed in the English-speaking global community as well as in their own language and home culture. Some parents believe that the more children are exposed to English, the better and quicker they will acquire the language. Parents may speak to their children in English rather than in their own language. These parents may believe that using their own language will result in “insufficient exposure” to English.

Bruce (1972) studied the principal’s expectation in school community. He found that principal expected parents to participate in student activities or the program of the school. Bruce suggested that parents will get a chance to see the change of children how they play and join activities with friends.

Penn (1986) studied non-Catholic parents who enroll their children in Catholic secondary schools. He found that parents send their children to Catholic school because they were dissatisfied to government schools. There were too many children in class of government schools. Native speaker teachers were discipline and they assist special need children. These caused parents dissatisfied to government schools, so non-Catholic parents tend to send their children to Catholic schools.

Yeman (1978) studied parent attitude related to selected variables in selected elementary schools. It was found that most parents expected school to have nice classroom environment. Children were happy and enthusiastic in coming to school. They gained experiences from new environment.

Callard (1979) studied the effects of increasing parental expectation for student academic success. She found that the administrator which needs to increase student accomplishment must understand parents’ expectation towards student academic success.

This is because parents' expectations towards student's success are increased students' motivation.

Chamchoi (1976: cited in Pardejpong. 1998) examined the primary school educational administration under the Department of General Education, Ministry of Education. The sample groups were from the southern part of Thailand. He found that personnel administration was at a high level.

Jantarashuksawat (2003) studied parent's expectation towards pre-primary education. She found that parents expected high levels of student activities. This means the expectations of parents help the school to provide student activities to enhance students' in creative process and solving problem process.

Limsala (2003) studied parents' expectation towards school management of Udomwittayanukul. He found that parents had high levels of expectation in general management. The expectations of parents make the school increase community relationship and increase parents' confidence.

In summary, it is important for schools to have an effective management. It shows that the schools are taking on responsibility in solving problems. This is the simple way to enhance parents' satisfaction, resulting in parents' loyalty. As expectation is used to find out about what the parents want to receive from school services. This means that the school must be ensured that its services meet parents' expectations.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter covers four sections: subjects, instruments, procedures, and data analysis. The details are presented as follows.

#### **3.1 Subjects of the Study**

To explore parents' expectations, the researcher conducted a questionnaire survey. The parents who enroll their children at Mulberry House International Pre-school were recruited as the respondents. Sixty-two parents were selected as a sample group to participate in the study; however, at the end of the survey, a number of fifty-four questionnaires were returned. This was due to the fact that some parents returned to their country and some moved their children to another school.

#### **3.2 Instruments of the Study**

A questionnaire was employed as the research instrument for collecting data because the researcher was able to collect relevant information concerning Mulberry House school management from the subjects as well as their expectations of the services of Mulberry House. The questionnaire was in English because English is the medium of communication at Mulberry House. The questionnaire (see Appendix I) consisted of two parts, which had closed questions and opened questions. The respondents were asked to

express their expectations for school management. In the first part, the parents were asked to provide their personal information. The second part asks the parents to select the appropriate answer according to their expectations. Twenty-seven questions with a five-point Likert type scales from the highest (5), high (4), average (3), low (2), to the lowest expectations (1) were designed to rate levels of parents' expectations. The criteria and meaning of the rating scale is presented in the following:

Number 5 means the highest levels of parents' expectations.

Number 4 means high levels of parents' expectations.

Number 3 means average levels of parents' expectations.

Number 2 means low levels of parents' expectations.

Number 1 means the lowest levels of parents' expectations.

Analysis of the scaled responses showed the level of parents' expectations have for each area of management. In this study, the researcher applied the mean of the standard ranking scale responses of Best (1981) who studied the ranking scale to use in education to measure the levels of parents' expectations of Mulberry House. The criteria and meaning of the ranking scale is presented in the following:

Rating of 4.50 - 5.00: Reflect the highest levels of parents' expectations.

Rating of 3.50 - 4.49: Reflect high levels of parents' expectations.

Rating of 2.50 - 3.49: Reflect average levels of parents' expectations.

Rating of 1.50 - 2.49: Reflect low levels of parents' expectations.

Rating of 1.00 - 1.49: Reflect the lowest levels of parents' expectations.

The questionnaire consists of two parts: personal data and parents' expectations.

### **Part 1: Personal Data**

The first part of the questionnaire asked for the personal background of the respondents which included income, primary languages used, languages used at home and the reason they chose Mulberry House International Pre-school for their children. This part helps to identify parents.

### **Part 2: Parents' Expectations of Mulberry House International Pre-school**

#### **Management**

The second part of the questionnaire includes twenty-seven questions concerning parents' expectations of Mulberry House International Pre-school management based on four aspects. The respondents were to rate their level of expectations.

#### **1. Academic Management**

The questions focused on the parents' expectations on curriculum, teacher planning, teaching methods and IT service. Mulberry House should be able to ensure the academic management was suitable for children of ages between 2-5 years and satisfactory to parents.

#### **2. Student Activities Management**

The questions focused on the parents' expectations for special events and after school activities. Mulberry House should be able to provide appropriate activities and special events for children to meet the parents' expectations.

### **3. Personnel Management**

The questions focused on the parents' expectations of staff, personnel management, and personnel development at Mulberry House. These questions were intended to reveal the expectations of parents when looking for teachers or assistant teachers who will teach and take care of their children. Mulberry House should put the right person in the right position and recruit qualified people in appropriate subject.

### **4. General Management**

The questions focused on the parents' expectations of administrator, tuition fee, contact with parents, security and safety, parking area, health care, food, and environment at Mulberry House. This was to understand the parents' expectations when they were looking for a school for their children.

## **3.3 Procedures of the Study**

The procedure of the study consists of pilot study and questionnaire conduction.

### **3.3.1 Pilot Study**

The researcher conducted a pilot study from January 10 to 12, 2007 as a guideline to design the questions in the questionnaire (see Appendix III).

The purpose of this pilot study was to examine the parents understanding of international school management on four aspects: academic, student activities, personnel, and general management and their opinion. The researcher interviewed five respondents who were willing to response questions relating to the school management at Mulberry House. These interviews were conducted in the morning and afternoon while they were

dropping off and picking up their children. All information acquired, as well as the observation and experience of the researcher as a teacher assistant at Mulberry House was used as a guideline to design the questionnaire.

The questionnaire was tested and modified before data collection by five native speakers who were working related to education. The researcher removed unclear items which were irrelevant to the topic, and revised some questions to reduce misinterpretation by the respondents. The questions were also rearranged to highlight important items when completing the questionnaire.

### **3.3.2 Questionnaire Conduction**

The sixty-two sets of questionnaires were distributed to parents with a school weekly newsletter. The questionnaires were attached with a cover letter stating the purposes of the study and asking for cooperation. It took two weeks to collect the questionnaires. After that, the questionnaires were categorized and then analyzed.

At the end of the survey, a number of fifty-four parents of Mulberry House completed questionnaires and returned them which was equivalent to a response rate of 53.6%. This ratio was considered high especially for a survey like this and therefore the data reliably represents the population of Mulberry House.

## **3.4 Data Analysis**

After receiving completed questionnaires, the researcher gathered information in categorized and analyzed in each part. The frequencies and percentages were used to calculate and analyze the personal data in part 1.

Means were used to analyze the levels of parents' expectations towards school management in four aspects: academic, student activities, general and personnel management in part 2. The data mining were analyzed using SPSS version 12 statistical software package (Statistical Package for the Social Sciences). This was to extract information from the data sets. The results were discussed and summarized with some suggestions and recommendations for further studies.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSIONS**

In this chapter, findings and discussions of parents' expectations of Mulberry House International Pre-school management are presented. In accordance with the questionnaire, the results presentation is divided into two parts: personal data of respondents and parents' expectations of the Mulberry House International Pre-school management.

#### **4.1 Personal Data of Respondents**

Personal data of parents includes the number of respondents, monthly household income, primary language, other languages for communicating with their children at home, and most influential variable of parents decision-making on Mulberry House for their children (see Table 1). The findings show that most parents at Mulberry House (44.4%) have an income of 100,001-300,000 baht a month. 48.1% of parents communicate with their children at home in Thai, and 13.0% of parents use other languages such as Italian, Japanese or Spanish. Parents enroll their children to Mulberry House because it is near their home (50.0%).

TABLE 1 PERSONAL DATA OF RESPONDENTS

<b>Item</b>	<b>Frequency</b>	<b>%</b>
<b>Monthly Income</b>		
Below 100,000 baht	5	9.3
100,001 - 300,000 baht	24	44.4
300,001 - 500,000 baht	16	29.6
Above 500,001 baht	9	16.7
Total	54	100.0
<b>Primary Language</b>		
Thai	26	48.1
Chinese	2	3.7
English	19	35.2
Other	7	13.0
Total	54	100.0
<b>Influential Variables</b>		
School near their home	27	50.0
Well-equipped school facilities	21	38.9
Tuition fee	2	3.7
Friends' suggestion	4	7.4
Total	54	100.0

## **4.2 The Levels of Parents' Expectations towards Mulberry House**

### **International Pre-school Management**

This section presents parents' expectations in four aspects of Mulberry House International Pre-school: academics, student activities, personnel, and general management. Parents' expectations of Mulberry House International Pre-school management are measured by a five-point Likert type scale (see section 3.2.2).

#### **4.2.1 Academic Management**

This section presents parents' expectations of Mulberry House in academic management: class size, school curriculum, suitable school curriculum, teaching materials, teacher plan, student mastering of alphabetical and mathematical skills, and basic computer skills (see Table 2).

The results show that parents expect a small class size which the number of students do not exceed 15 at the highest level (4.59). Parents expect teachers to take good care of their children. When classes are small, teachers are able to engage children in more stimulating, responsive, and supportive interactions, and they are also able to provide more individualized attention. The finding supports the study undertaken by Bosah (1997), who discussed the improvement of school plant provision in Nigeria. He suggested that the effectiveness of classroom size can be judged by the number of students and teachers using the classroom. In this study, parents expect a small class size not exceeding 15 students. Berry (2002) suggested that classes should be designed to accommodate at most 20 students. He suggested that classes with greater than 20 students are less effective in teaching. A lower density of students per classroom will increase teacher and student interaction and communication. This assumes that parents need the school to look after their children closely and enhance their children's knowledge in order to help them achieve the highest quality of education.

TABLE 2 MEANS OF PARENTS' EXPECTATIONS TOWARDS ACADEMIC  
MANAGEMENT

<b>Academic Management</b>	<b>Mean</b>	<b>Level</b>
1. School curriculum (e.g. subject content, learning activities) is appropriate to develop student learning.	4.48	High
2. School curriculum emphasizes English communication.	4.52	Highest
3. Students achieve basic skills requirements. (e.g. Nursery: counting the number from 1 to 20, Kindergarten1: reciting the alphabet A-Z, Reception: spelling their name)	4.22	High
4. Students are able to use basic computer skills. (e.g. turning on-off, clicking mouse, controlling cursor)	3.22	Average
5. Teachers use various teaching methods. (e.g. games, CDs, tapes)	4.31	High
6. Teachers prepare teaching materials well. (e.g. pictures, cards, charts)	4.41	High
7. Teachers prepare well in a weekly plan.	4.37	High
8. Classroom size is not over than 15 students.	4.59	Highest
<b>Total</b>	<b>4.27</b>	<b>High</b>

The findings show that the parents' expectation at Mulberry House for a school curriculum which emphasizes English communication is at the highest level (4.52). Parents expect their children to improve their English speaking skills at school and expect teachers to encourage students to be more confident in their use of English. This result supports Odo's claim (1987) that most parents expect their children to succeed in the English-speaking global community, as well as in their mother tongues. According to Vroom's Expectation theory (2006), valence is the importance that the individual places upon the expected outcome of a situation; therefore, Mulberry House parents placed the highest

priority on proficiency in the English languages both oral and written, which they expect will result from a school curriculum which emphasizes English communication, to increase academic performance in the area of communication language and literacy.

The parents' expectations for a suitable school curriculum (e.g. subject content, learning activities) for children are at a high level (4.48). Furthermore, the parents' expectation for teachers to prepare well a variety of suitable teaching materials such as pictures, cards, charts is at a high level (4.41). This is because a variety of teaching materials attract students to participate in activities. This findings support Turanli; & Yildirim (1999) study of students' expectations of teachers' classroom management behaviors in ELT Classes. They suggested that teachers are expected to use various teaching materials in order to decrease monotony in class. Parents also expect teachers to prepare well with weekly plan at a high level (4.37). Teachers are expected to plan the instructional time carefully. Both greater learning and increased student motivation can be achieved when the activities are carefully planned. Teachers' use of various teaching methods such as games, CDs, tapes is expected at a high level (4.31). Similarly, parents strongly expect students to achieve basic skills requirements, e.g. Nursery: counting from 1 to 20, Kindergarten1: reciting the alphabet A-Z, Reception: spelling their name, at a high level (4.22) (see Appendix IV).

The parents' expectations of their children's ability in basic computer skills (e.g. turning on-off, clicking mouse, controlling cursor) are at an average level (3.22). This finding may result from the parents' higher expectations for their children's development of physical skills. Since the children's age is between 2-5 years, their more immediate needs are to learn holding pencils, spoons or cups steady, rather than controlling the cursor or clicking

on an icon. This can refer to the Foundation Stage (see Appendix IV), children at 3-5 years old are expected to be able to hold a pencil correctly and use a knife, fork and spoon.

#### 4.2.2 Student Activities Management

This section presents the parents' expectation of Mulberry House for student activities management: extra school activities, parents' participation in school events, organizing field trips, students' participation in an end of semester show, and availability of foreign language instruction. Table 3 presents the level of parents' expectations in student activities management.

TABLE 3 MEANS OF PARENTS' EXPECTATIONS TOWARDS STUDENT ACTIVITIES MANAGEMENT

Student Activities Management	Mean	Level
9. Extra activities (e.g. drawing, swimming, cooking) are provided to enhance students' learning skills.	3.93	High
10. Other foreign languages (e.g. Chinese, Japanese, Korean, French) are offered to strengthen students' language skills.	3.35	Average
11. Field trips (e.g. zoo, park, museum) are organized for students to expose them to real experiences.	3.48	Average
12. Parents participation in school events and students' activities on the national holidays. (e.g. Loy Krathong, Halloween, Christmas)	3.74	High
13. Students participate in the show at the end of academic year.	3.40	Average
Total	3.58	High

The parents' expectation for student activities management is at a high level (3.58). Parents highly expect (3.93) extra school activities, e.g. drawing, swimming, cooking that enhance student learning skills. Parents believe that extra school activities will stimulate their children's development by encouraging skills and knowledge that they do not gain in

the classroom. This finding is similar to Limsala's research (2003) focusing on parents' expectations for Udomwittayanukul School management. He found that parents had a high level of expectation in student activities because the focus on a special task or skill enhances a students' overall learning. Hence, Mulberry House should provide a suitable extra activity program for students at the age of 2-5 years. In addition, the parents expect to participate in school events and students activities related to international holidays such as Loy Krathong, Halloween or Christmas at a high level (3.74). This may be because parents need to feel involved in their children's education and to see first hand what they are accomplishing and producing at school. This result is ascertained by a study by Bruce (1972), who studied the principal's expectations in school community. He also found that parents expect to participate in student activities or school programs.

With respect to field trips, the parents' expectations for school to organize field trips (e.g. zoo, park, museum) in order to expose students to real experiences is at an average level (3.48). Parents expect students to get a chance to participate in the show at the end of academic year at a high level (3.40). Parents believe that children can gain new experiences by joining field trips and school shows because children can have a wider view of experiences outside class or the text book.

Parents communicate with their children at home in other languages, e.g. Chinese, Japanese, Korean, French, and their expectation on school to provide other foreign languages to strengthen students' overall language skills is at an average level (3.35). The results show that some parents expect the school to provide instructions in other languages which they use to communicate with their children at home. Ramirez et al (1991) stated that students who are provided with substantial amounts of primary language instruction are

also able to learn and improve their skills in other content areas fast, in contrast to students who are transitioned quickly into English-only instruction. In addition, parents expect Mulberry House to integrate Thai lessons and Thai culture into the school curriculum, rather than scheduling them as after-school activities. This is because students who attend the school for half day can get a chance to learn Thai lessons and Thai culture.

#### 4.2.3 Personnel Management

This section presents parents' expectations of Mulberry House for personnel management: native English speaking teachers, teaching experience, teacher training, providing Thai teaching assistant, experienced foreigner or Thai school director, school director's support to staff, and teaching assistant rotation. Table 4 presents the level of parents' expectations for personnel management.

TABLE 4 MEANS OF PARENTS' EXPECTATIONS TOWARDS PERSONNEL  
MANAGEMENT

<b>Personnel Management</b>	<b>Mean</b>	<b>Level</b>
14. Teachers have at least five years teaching experience.	4.29	High
15. Teachers are trained (e.g. basic first aid, teaching, Thai culture) at least once a year.	3.79	High
16. Teachers are native English speakers. (e.g. British, American, Canadian, Australian)	4.51	Highest
17. Teacher assistants are rotated in order to develop their working experiences each year.	3.12	Average
18. Thai teaching assistants are provided to facilitate in each classroom.	3.77	High
19. School director is an experienced foreigner or Thai.	3.48	Average
20. School director gives full support to staff. (e.g. bonus, promotion)	3.42	Average
Total	3.77	High

The findings show that the parents' expectations for personnel management is at a high level (3.77). The parents' expectations regarding native English speaking teachers e.g. British, American, Canadian, Australian is at the highest level (4.51). This may be because these parents believe that exposure to native English through their teachers enables their children to develop English accents. Moreover, parents believe that native English speakers are more disciplined in managing time and organizing lesson plans. This study supports Penn's study (1986) on non-Catholic parents who enrolled their children in Catholic secondary schools. He found that native speaking teachers were highly disciplined and more able to assist special needs children.

The parents' expectations for teaching experience at least five years is at a high level (4.29) and they expect teachers to be trained in particular aspect such as basic first aid, teaching, and Thai culture at least once a year at a high level (3.79). Generally, parents believe that experienced teachers are able to manage and control children for any situation in class. The parents expect teaching assistant who are Thais to help foreign teachers to provide facility in each classroom such as discuss assigned teaching materials with classroom teachers in order to coordinate instructional efforts at a high level (3.77). It can be assumed that parents believe that Thai teaching assistants enable Thai students to communicate confidently both in Thai and English. Regarding Maslow's theory (1999), love and belonging with regard teacher-student relationships, people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection, and a sense of belonging. Thai teaching assistants can help the students in seeking their preference to serve their learning need such as students with special needs and non-English speaking students by translating English instruction into Thai.

The parents' expectation for an experienced foreign or Thai school director is at an average level (3.48). Parents believe that an experienced foreign or Thai director will be able to manage the school effectively. They expect the school director to give full support to staff in the form of bonuses and promotions at an average level (3.42). Parents expect the school to give bonuses, promotions and welfare to staff in order to increase morale and maintain staff loyalty to the school. Moreover, parents expect teaching assistants to rotate their job in order to develop their experiences and skills at an average level (3.12). Parents might expect to see teaching assistants who have expertise at the specific age of 2-5 years in each classroom. Based on the questionnaire, a respondent recommended that teacher assistants should receive an annual opportunity to further upgrade their skills through teacher in-service, training in cardiopulmonary resuscitation (CPR) and First Aid.

#### **4.2.4 General Management**

This part presents parents' expectations of Mulberry House in the area of general management: school environment, regular contact from school, relationships, reasonable tuition fee, food for individual needs, adequate parking areas, and medical check-ups (see Table 5).

TABLE 5 MEANS OF PARENTS' EXPECTATIONS TOWARDS GENERAL MANAGEMENT

<b>General Management</b>	<b>Mean</b>	<b>Level</b>
21. School director has a good relationship with parents.	4.11	High
22. School administrator has a regular contact with parents.	4.44	High
23. Environment provides for learning activities. (e.g. cleanliness, space)	4.53	Highest
24. Food is offered according to individual needs. (e.g. dietary restrictions due to religion, medical issues)	3.72	High
25. School tuition fee are reasonable. (e.g. 70,000 baht a term)	3.77	High
26. School's parking areas are adequate.	3.20	Average
27. Medical check-ups are provided once a year.	2.81	Average
Total	3.80	High

The results show that the parents' expectation for general management is at a high level (3.80). Parents' expectations for cleanliness and space environment are at the highest level (4.53). According to parents, the school should maintain clean classrooms and a safe learning environment. The cleanliness of the school not only lowers the threat of the spread of illness, but also conveys a caring message to the students and teachers. It is possible that parents believe the school needs to often change board displays to draw attention to children. The children can gain experiences from new environment. This is similar to Yeman's study (1978) who studied parent attitudes related to variables in elementary schools. He found that most parents expected schools to have nice classroom environments because children are happier and more enthusiastic to come to school if classrooms are both welcoming and stimulating.

The parents' expectation for school administrators to have regular contact is at a high level (4.44). Parents expect to receive newsletters to keep contact with the school and to receive school information. The expectation for the school director to have a good

relationship with parents is at a high level (4.11). Parents expect the school director to maintain good communication and to be receptive to parent feedback. They also expect the school to charge a reasonable tuition fee (3.77) e.g. 70,000 baht a term, and to provide meals according to individual dietary restrictions due to religious or medical issues (3.72). The finding indicates that many children have allergies to foods such as nuts, butter or milk which may be dangerous for their body, so it is important for the school to pay attention to what the children eat. Regarding physiological needs of Maslow's theory, basic human needs include oxygen, food, water, and a relatively constant body temperature. These are the strongest needs because if a person is deprived of all needs, the physiological ones would come first in the person's search for satisfaction. Therefore, the school needs to carefully provide drink breaks, snack breaks and a lunch program to satisfy parents' needs.

In addition, the parents' expectations for adequate parking areas (3.20) and medical check-ups (2.81) are at an average level. The results also show that parents have average expectations for the school providing medical check-ups for children once a year (2.81). It is possible that parents prefer to take their children to have medical check-up by themselves because the health care or dental care program that the school provides may not satisfy the parents' expectations.

The level of parents' expectations of Mulberry House International Pre-school management in four aspects (academic, student activities, personnel, and general management) is presented in Table 6. The mean scores are used to measure the important aspect of parents' expectations of Mulberry House International Pre-school management from the highest expectation level to the lowest expectation level as follows.

TABLE 6 MEANS OF PARENTS' EXPECTATIONS OF MULBERRY HOUSE  
INTERNATIONAL PRE-SCHOOL MANAGEMENT IN FOUR ASPECTS

<b>School Management</b>	<b>Mean</b>	<b>Level</b>
Academic Management	4.27	High
Student activities Management	3.58	High
Personnel Management	3.77	High
General Management	3.80	High

In sum, the levels of parents' expectation of Mulberry House School management are at a high level in all four aspects. Therefore, Mulberry House should be encouraged to learn, to reorganize itself, to change its internal conditions and to become better at the process of management development. From Table 6, the result is transformed to Figure 1.

### **4.3 The Importance of Parents' Expectations of Mulberry House**

#### **International Pre-school Management**

This section presents the importance of parents' expectation of Mulberry House International Pre-school management in all four aspects: academic, student activities, personnel, and general management (see Figure 1). The findings of four aspects of school management are discussed as follows.

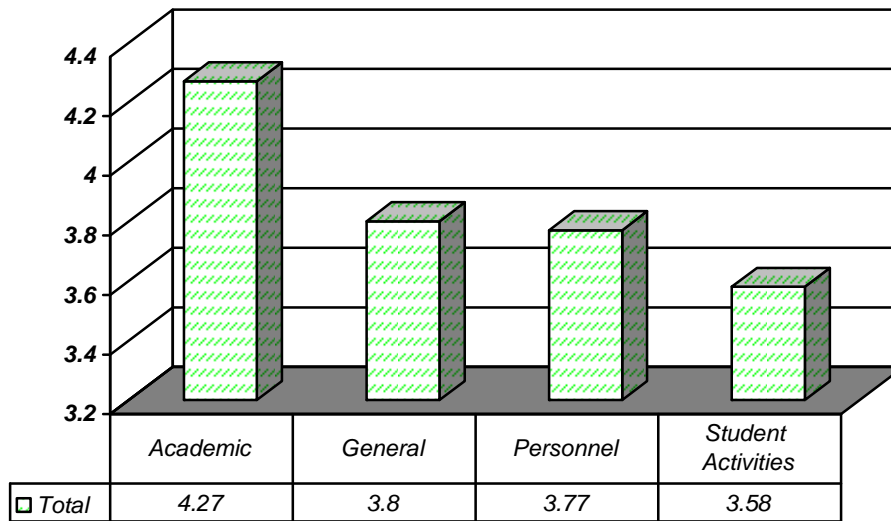


Figure 1 Parents' Expectations towards Mulberry House International Pre-school

#### Management

The findings show that academic management is the most important aspect of school management at Mulberry House. The parents' expectation for academic management is at a high level (4.27). This indicates that high parent expectations can motivate the school to develop academic management in order to enhance their children's academic performance and provide high quality educational management. This finding supports Callard (1979) who studied the effects of increasing parental expectation for student academic success. She found that an administrator who wants to increase student accomplishment needs to understand the parental expectation for student academic success and adjust the curriculum accordingly. Similarly, Vroom's Expectancy theory (2006) states that instrumentality is the success of any situation linked to the expected outcome of

the situation. High parent expectations for student success increase student performance in the area of mathematical development, communication language and literacy.

The second most important aspect to parents is general management. The results show that parents have a high level of expectation for this area (3.80). Parents expect to receive effective management in all areas of general management, which includes administration, tuition fees, contact with parents, security and safety, parking area, health care, food, and school environment. This finding is similar to that of Pardejpong's study (1998: cited in Chamchoi. 1976), which examined primary school educational administration under Thailand Department of General Education. He found that personnel administration was the most important to parents. Maslow (2005), described a basic need of receiving product that is satisfactory and avoids need that makes dissatisfaction. The school needs to consider students' and parents' needs and their hierarchical order. General management is fundamental. It often has a great effect on parent happiness and satisfaction and student happiness and academic success. Fulfilling parents need in this area must be a priority in the development of a schools' general management so that students have the competency to reach their highest level.

The third aspect is personnel management. The findings reveal that the parents' expectation for personnel management is at a high level (3.77). Mulberry House should place employees in appropriate positions - encouraging school personnel to work suitably to their abilities. The findings support Limsala (2003), who studied parents' expectation towards school management at Udomwittayanukul. He found that parents had high levels of expectation in personnel management. The school needs to give morale support to staff

which would result in staff working effectively and increase parent confidence at Mulberry House.

The last aspect of school management is student activities. The findings show that the parents' expectation for student activities management is at a high level (3.58). This explains why Mulberry House is committed to provide quality programs for student activities. The finding is similar to Jantarashuksawat (2003) who studied parent's expectation for pre-primary education. She found that parents expected high levels of student activities. Thus, the expectations of parents motivate the school to provide student activities to enhance student creativity and problem solving abilities.

In summary, the importance of Mulberry House International Pre-school management in four aspects is academic, followed by general, personnel, and student activities respectively. The school should pay attention to each aspect in order to satisfy parents and maintain their loyalty. The high levels of expectations overall shows that Mulberry House has to respond to parents' expectations for school management because increasing parent satisfaction will lead in increasing enrollment and growth of the school.

## **CHAPTER 5**

### **CONCLUSION**

This chapter presents a conclusion, limitations of the study, recommendations for Mulberry House and for further studies.

#### **5.1 Conclusion**

International schools have been growing rapidly because parents expect a well-rounded education for their children. Among these, Mulberry House is an international pre-school in Thailand that provides the early year education for children. Since Mulberry House needs to stay competitive with other international schools, it needs to learn the parents' expectations for the school.

This study focuses on four aspects of school management: academic, student activities, personnel and general management. Data were collected from a questionnaire given in July 2007. The questionnaire aims to provide an answer to the research question: what are the expectations of Mulberry House parents' on four aspects of educational management: academic, student activities, personnel, and general management? The results reveal that parents' expectations of Mulberry House International Pre-school management are at a high level in all four aspects.

Regarding the question, which aspects of parents' expectations towards Mulberry House concerning academic, student activities, personnel, and general management are

important? The results show that academic is the most important aspect followed by general, personnel, and student activities management.

The findings of this study are different from previous studies that high expectations of parents enhance high standard for educational management (Gill; & Reynolds. 1996). Latest research found that the school management helps to increase the educational effectiveness for high quality school service. The school management can improve instructional programs and produce higher levels of students' learning. A good school management can build up parents' retention, enhances parents' confidence, and maximizes parents' satisfaction (Briggs; & Wohlstetter. 1999, Ackerman; & Barnett. 2006). Reasons are explained as follows:

In academic management, parents place the highest priority on a small class size, and a school curriculum which emphasizes on English communication. When classes are small, teachers are able in more stimulating, responsive, and supportive interactions, and provide more individualized attention. Parents placed the highest priority on proficiency in the English languages both oral and written, which they expect will result from a school curriculum which emphasizes English communication, to increase academic performance in the area of communication language and literacy. Thus, high parent expectations can motivate the school to develop academic management in order to enhance their children's academic performance and provide high quality educational management.

In general school management, parents' expectations for a good school environment, regarding cleanliness and classroom space for learning activities are at the highest level. The cleanliness of the school not only lowers the threat of the spread of illness, but also conveys a caring message to the students and teachers. To fulfill parents

expectation in this area must be a priority in the development of a schools' general management so that students have the competency to reach their highest level.

With respect to personnel management, parents' expectations regarding native English speaking teachers e.g. British, American, Canadian, Australian is at the highest level. Parents believe that exposure to native English through their teachers enables their children to develop English accents. Therefore, to increase parent confidence the school needs to give morale support to staff which would result in staff working effectively.

Regarding student activities, parents expect extra school activities to further students' learning skills and parents participation in schools on international holidays such as Loy Krathong, Halloween or Christmas are at a high level. Parents believe that extra school activities will stimulate their children's development and they also expect that involved in their children's education and to see first hand what they are accomplishing and producing at school. Thus, parents' expectations motivate the school to provide student activities to enhance student creativity and problem solving abilities.

In summary, parents' expectations of Mulberry House International Pre-school management are at high levels in all four aspects (academic, student activities, personnel, and general management). The study also found that the most important aspect of parents' expectations for Mulberry House School management is academic, followed by the general, personnel, and student activities management. The school should pay attention to each aspect in order to satisfy parents and maintain their loyalty. The high levels of expectations will help Mulberry House to increase parent satisfaction and lead in increasing enrollment and growth of the school.

## 5.2 Recommendations for Further Studies

The researcher recommends the following points for further studies:

5.2.1 Since parents place academic management as the most important aspect of Mulberry House School management, parental expectations for International Pre-school curriculums should be investigated. A curriculum is an organized plan of education with concurrent steps to build on knowledge given over a set period of time in this case nursery 1, nursery 2, kindergarten 1 and kindergarten 2. The academic performance of a school is directly related to how effectively the curriculum is delivered. The results of this study would benefit teachers, head teachers, and directors by helping them to develop school curriculums that will encourage children to grow and thrive. Thereby, the academic standard of the school will be met.

5.2.2 A study of how class size affects classroom management should be conducted. According to the Thai Ministry of Education (2003), the number of students in a class should not exceed 20 students. However, in this study, the maximum number of students in each class is 15 students, which enables teachers to provide individualized attention. Fewer children in a class also mean that teachers will have more time to make accurate assessments of the children's behavioral and emotional development. The results of this study could aid schools in adapting their classroom management according to the maximize class size in order to maximize learning and development of the children.

5.2.3 Based on this study, Mulberry House needs to look for qualified native English speakers because it can promote parents' confidence and build trust in the school. This study found that parents expect teachers to have 2-3 years of experience. It would also be

interesting to explore parents' expectations for International Pre-school teachers' qualifications because strong backgrounds in teaching will enhance students' progress. This is to find out which is the most useful information for educating students of a particular age. The results would provide helpful information for school recruiters, owners, and directors in hiring of native English teachers for suitable positions. It is also a fundamental issue inherent to policy discussions about which qualities and qualifications to promote in aspiring teachers.

5.2.4 A study on factors influencing parents' decision making for their children to enter International Schools should be conducted. The findings of this study show that parents' expectations for cleanliness and space environment are at the highest level. An investigation of the individual importance of different aspects of school environment would be valuable because the learning environment which is clean and safe provides a good image for the school and strong motivation for parents to enroll their children in the school. This study also found that extra school activities, another strong source of motivation for enrollment are expected at a high level. In addition, this study found that extra school activities are also at a high level. A study on extra school activities should be conducted to determine which activities best serve the needs of international pre-school students and their parents.

### **5.3 Limitations of the Study**

This study has some limitations as follows:

5.3.1 The number of respondents in this study was fifty-four parents, which is quite small. The result may not be completely used as criteria in evaluating of other International Pre-schools' management.

5.3.2 The initial survey given out to all parents at Mulberry House was in an English version. It can be presumed that some Thai speaking parents may not have fully understood the English questionnaire. Therefore, a questionnaire written in Thai with exactly the same questions as the English one may produce more valid responses from Thai parents. A Thai questionnaire version would eliminate any misinterpretation on the part of Thai respondents.

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## **APPENDICES**

**Appendix I**

25 June 2007

Dear Parents of Mulberry House International Pre-school,

To fulfill the requirements of my Graduate Studies Program at Srinakharinwirot University, I am undertaking a master project entitled Parents' Expectations of International Pre-school Management: A Case Study of Mulberry House International Pre-school. I have developed a questionnaire to study the expectations of parents with respect to Mulberry House International Pre-school's management. The information gathered will be analyzed and used to develop an educational management plan which will hopefully be beneficial to you and the administrators of the school. Your responses will remain anonymous.

Please answer all of the questions and return the questionnaire in a sealed envelope by Friday, 29<sup>th</sup> June 2007. You can return the envelope in your child's folder and I will collect them from your child's teacher. Thank you very much for your kind cooperation.

Sincerely yours,

(Ms. Panadda Pratoomrat)

Master's Degree Student

Business English for International Communication

Srinakharinwirot University

(Mr. James Murphy)

Head Teacher

Mulberry House International Pre-school

## Appendix II

### Questionnaire

#### Parents' Expectations of International Pre-school Management: A Case Study of Mulberry House International Pre-school

This questionnaire is designed for a graduate master project in the Business English for International Communication Program at Srinakarinwirot University. Your cooperation in providing useful information is greatly appreciated. The information you provide will be kept strictly confidential.

#### Part I: Personal Data of Respondents

**Direction:** Please check (✓) the appropriate boxes.

1. What is your monthly household income?

- |  |  |
|--|--|
| <input type="checkbox"/> 1) Below 100,000 Baht     | <input type="checkbox"/> 2) 100,001 - 300,000 Baht |
| <input type="checkbox"/> 3) 300,001 - 500,000 Baht | <input type="checkbox"/> 4) Above 500,000 Baht     |

2. What is the primary language to communicate with your child at home?

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> 1) Thai                         | <input type="checkbox"/> 2) Chinese |
| <input type="checkbox"/> 3) English                      |                                     |
| <input type="checkbox"/> 4) Other (please specify) ..... |                                     |

3. What influenced you the most in choosing Mulberry House for your child?

- |   |   |
|---|---|
| <input type="checkbox"/> 1) Near home               | <input type="checkbox"/> 2) Well-equipped school facilities |
| <input type="checkbox"/> 3) Reasonable tuition fees | <input type="checkbox"/> 4) Friend's suggestion             |

**Part II: Questionnaire on Parents' Expectations of Mulberry House International  
Pre-school Management**

**Direction:** Please rate (✓) your level of expectations from the highest (5), high (4), average (3), low (2), to the lowest expectation (1).

Description	Expectations				
	Highest 5	High 4	Average 3	Low 2	Lowest 1
<b>Academic Management</b>					
1. School curriculum (e.g. subject content, learning activities) is appropriate to develop students' learning.					
2. School curriculum emphasizes on students communicative English.					
3. Students achieve basic skills requirements. (e.g. Nursery: counting the number from 1 to 20, Kindergarten1: reciting the alphabet A-Z, Reception: spelling their name)					
4. Students are able to use basic computer skills. (e.g. turning on-off, clicking mouse, controlling cursor)					
5. Teachers use various teaching methods. (e.g. games, CDs, tapes)					
6. Teachers prepare teaching materials well. (e.g. pictures, cards, charts)					
7. Teachers prepare well in weekly plan.					
8. Classroom size is not over than 15 students.					
<b>Student activities Management</b>					
9. Extra activities (e.g. drawing, swimming, cooking) are provided to enhance students' learning skills.					
10. Other foreign languages (e.g. Chinese, Japanese, Korean, French) are offered to strengthen students' language skills.					
11. Field trips are organized for students to expose them to real experiences. (e.g. zoo, park, museum)					

Description	Highest 5	High 4	Average 3	Low 2	Lowest 1
12. Parents participation in school events and students' activities on the national holidays. (e.g. Loy Krathong, Halloween, Christmas)					
13. Students participate in the show at the end of academic year.					
<b>Personnel Management</b>					
14. Teachers have at least five years teaching experience.					
15. Teachers are trained at least once a year. (e.g. basic first aid, teaching, Thai culture)					
16. Teachers are native English speakers. (e.g. British, American, Canadian, Australian)					
17. Teacher assistants are rotated in order to develop their working experiences each year.					
18. Thai assistant teachers are provided to facilitate in each classroom.					
19. School director is an experienced foreign or Thai.					
20. School director gives full support to staff. (e.g. bonus, promotion)					
<b>General Management</b>					
21. School director has a good relationship with parents.					
22. School administrator has a regular contact with parents.					
23. Environment provides for learning activities. (e.g. cleanliness, space)					
24. Food is offered according to individual needs (e.g. dietary restrictions due to religion, medical issues)					
25. School tuition fee are reasonable. (e.g. 70,000 baht a term)					
26. School's parking areas are adequate.					
27. Medical check-ups are provided once a year.					



## Appendix IV

### The Foundation Stage – Safety Education in the Curriculum From Three to Five

#### GENERAL ISSUES

All the areas of learning overlap and are inexorably linked, so much of the 'knowledge, understanding and skills' cover more than one area. Key issues which are repeatedly referred to, either directly or indirectly are:

- **Self Respect**
- **Confidence**
- **Building relationships**

The development and progress of individual children is affected by various influences both within the group and outside it. The general organization and ethos of a group will in turn affect these influences. Each child's experience of the world will be different and will affect their development, it is therefore vital that the adults involved get to know the children as individuals in order to provide appropriate development programmes for each child. This could be achieved through the use of key workers.

The above four key issues can be used as developmental guides when looking at where the children are at three and where we would hope them to be at five years.

#### **Self Respect**

- awareness of own abilities – 'I can'
- position in family
- gender bias
- physical development
- self image – positive/negative

#### **Confident**

- individual valued and encouraged
- individual listened and respected to
- positive praise for trying as well as achieving
- setting achievable tasks
- ability to articulate needs/ideas/views
- body language

#### **Building Relationships**

- individual experience
- individual family and friends – stable/feeling?
- ability to express feelings
- sharing and taking turns
- social v anti-social behaviour – knowing how to behave

#### **Independence**

- experience
- motivation – small steps with achievable goals
- support from adults
- explore, initiate and solve simple problems
- over protection – can't do because not permitted
- involvement in planning

### EXPECTATIONS OF WHAT A CHILD MIGHT KNOW, UNDERSTAND AND BE ABLE TO DO AT THREE

	KNOWLEDGE	UNDERSTANDING	SKILLS	EXAMPLES & ACTIVITIES
<b>PERSONAL AND SOCIAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Own name – parents and siblings</li> <li>• Aunts/Uncles/Grandparents</li> <li>• Friends/neighbours/pets</li> <li>• Basics of self care</li> <li>• Know simple instructions</li> <li>• Know that adults can help</li> <li>• Know own needs (physical)</li> <li>• Know rules they should follow</li> </ul>	<ul style="list-style-type: none"> <li>• Understand who is important to them</li> <li>• Understand that an action gets reaction</li> <li>• Understand they can get help</li> <li>• Understand that they get a reaction when they express feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Calling right person by right name</li> <li>• Wash hands, clean teeth etc.</li> <li>• Able to follow simple instructions</li> <li>• Can ask for help</li> <li>• Can communicate needs – body language, verbal (crying etc.)</li> <li>• Can express feelings – cry, shout, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Miming Games</li> <li>• Hide and Seek</li> <li>• Simon Says</li> <li>• Ring a Roses</li> <li>• Dressing up – getting dressed &amp; undressed</li> <li>• Going to the toilet</li> </ul>
<b>COMMUNICATION LANGUAGE &amp; LITERACY</b>	<ul style="list-style-type: none"> <li>• Know what some pictorial images represent, e.g. houses, animals, trees etc.</li> <li>• Know some safety vocabulary, e.g. accident, hurt, no, stops</li> <li>• Know own needs (physical)</li> <li>• Know how to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that books and words convey meaning</li> <li>• Respond to stories, rhymes and songs</li> <li>• Understand 'NO', 'Stop'</li> </ul>	<ul style="list-style-type: none"> <li>• Can listen and sit with adult for short periods</li> <li>• Can pretend to be someone/thing else</li> <li>• Can handle books</li> <li>• Can express likes/dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• Stop</li> <li>• Stories</li> <li>• Imaginative/pretend play</li> <li>• Symbols</li> <li>• Action rhymes/songs</li> </ul>
<b>MATHEMATICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Know more</li> <li>• Know round</li> <li>• Know some number rhymes</li> <li>• Know some shapes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Understand difference between some shapes</li> <li>• Understand some shapes mean danger</li> </ul>	<ul style="list-style-type: none"> <li>• Can count up to ten (but doesn't necessarily understand)</li> <li>• Can attempt to draw some shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Safety shapes</li> <li>• Imagination-what if?</li> <li>• Posting shapes</li> <li>• Counting rhymes</li> </ul>
<b>CREATIVE DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Know some colours, shapes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some colours mean danger</li> <li>• Begin to understand that two paints mixed together make a different colour</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize shapes and colours associated with risks</li> <li>• Emergence of circle</li> </ul>	<ul style="list-style-type: none"> <li>• Sense shapes</li> <li>• Dance/Movement to music</li> <li>• Simple model making</li> <li>• Mixing paint colours</li> <li>• Play dough</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Know the right tools to use for the job</li> <li>• Is developing small and large equipment control</li> </ul>	<ul style="list-style-type: none"> <li>• Understand under, over, in front of, behind, up, down, near etc. (spatial awareness)</li> </ul>	<ul style="list-style-type: none"> <li>• Can run, jump, climb, stop, pedal, scoot</li> <li>• Can hold pencil correctly</li> <li>• Can use knife, fork and spoon</li> <li>• Can ascend and descend stairs safely</li> <li>• Can go to the toilet, wash hands etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play</li> <li>• Chopsticks/chapati</li> <li>• Dance/Movement to music</li> <li>• Play mobile house</li> <li>• Build bricks/thread beads</li> <li>• Organised games</li> <li>• Ball games</li> <li>• Apparatus</li> </ul>
<b>KNOWLEDGE &amp; UNDERSTANDING OF THE WORLD</b>	<ul style="list-style-type: none"> <li>• Know their own name and those of familiar adults/family/pets</li> <li>• Knows that different places have different purposes-home, rooms, garden, indoor/outdoor</li> <li>• Know acceptable/unacceptable Behaviour</li> <li>• Know that some tools are not for them to use</li> </ul>	<ul style="list-style-type: none"> <li>• Understand simple rules</li> <li>• Understand some colours mean danger and influence others</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about different places they know</li> <li>• Can talk about recent experiences and things that will happen in the future</li> <li>• Senses</li> <li>• Can care for people, pets and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• My home</li> <li>• Timelines</li> <li>• When we went to...we did...</li> <li>• When we go to...we will...</li> </ul>

## EXPECTATIONS OF WHAT A CHILD MAY KNOW, UNDERSTAND AND BE ABLE TO DO AT FIVE

	KNOWLEDGE	UNDERSTANDING	SKILLS	EXAMPLES & ACTIVITIES
<b>PERSONAL AND SOCIAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Know good &amp; bad feelings, safe &amp; unsafe</li> <li>Know they can ask for help and who to ask</li> <li>Know that a telephone can get help in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Understand consequences of asking for help-being safer</li> <li>Beings to understand trust-why people help us</li> <li>Understand a telephone uses numbers</li> <li>Understand it is OK to have both good and bad feelings</li> <li>Understand it is not right to feel unsafe</li> <li>Have personal understanding of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Can ask adult for help using appropriate language</li> <li>Can manage feelings and talk about them</li> <li>Is able to press the correct numbers on the telephone</li> <li>Can express why they think something is right or wrong</li> </ul>	<ul style="list-style-type: none"> <li>Show happy/sad/anger/fear etc.</li> <li>Practice using telephone</li> <li>Role play/drama</li> <li>Timelines-people in my life</li> <li>Card games</li> <li>Circle time</li> <li>Making rules</li> </ul>
<b>COMMUNICATION LANGUAGE &amp; LITERACY</b>	<ul style="list-style-type: none"> <li>Recognize familiar written safety words e.g. Danger</li> <li>Know some stories/books are About safety</li> </ul>	<ul style="list-style-type: none"> <li>Understand and relates to own experiences</li> <li>Understand 'what would happen i...?'</li> </ul>	<ul style="list-style-type: none"> <li>Can articulate experiences</li> <li>Can recognize safety vocabulary</li> <li>Can describe pictures, listen &amp; retell stories</li> <li>Can make simple assessments of the immediate future</li> </ul>	<ul style="list-style-type: none"> <li>Painting/drawing to tell story</li> <li>'Show and Tell'</li> <li>Making up own stories</li> </ul>
<b>MATHEMATICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Recognize shapes used in road signs</li> <li>Knows number of own house</li> </ul>	<ul style="list-style-type: none"> <li>Understand that signs and symbols convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Can identify shapes, signs, and symbols conveying a safety message</li> <li>Can recognize &amp; use number up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Sorting</li> <li>Matching</li> <li>Sequencing</li> <li>Counting rhymes &amp; songs</li> </ul>
<b>CREATIVE DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Know sights/sounds around concept of safe/unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between traffic sounds</li> </ul>	<ul style="list-style-type: none"> <li>Can focus concentration on listening and looking</li> </ul>	<ul style="list-style-type: none"> <li>Sound lotto</li> <li>Exploring the senses</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Know some places are safer</li> <li>Know an unsafe place can be safer with an adult present</li> <li>Know some activities are unsafe e.g. running in a confined space</li> </ul>	<ul style="list-style-type: none"> <li>Understand why and what they can do to change it</li> <li>Understand why we brush teeth, wash hands etc.</li> <li>Understand sharp, blunt, hard, soft, rough, smooth</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor skills have developed</li> <li>Can manage physical skills</li> <li>Can demonstrate safe use of simple tools in correct situations</li> </ul>	<ul style="list-style-type: none"> <li>Model making/cutting, sticking etc</li> <li>Large and small apparatus</li> <li>Balancing</li> <li>Ball games</li> </ul>
<b>KNOWLEDGE &amp; UNDERSTANDING OF THE WORLD</b>	<ul style="list-style-type: none"> <li>Know where they are should be</li> <li>Know different places</li> <li>Know what is important to them</li> <li>Know simple safe rules &amp; habits</li> <li>Know name, address &amp; phone number</li> <li>Know alive, dead, never alive</li> <li>Know certain tools are for certain jobs</li> </ul>	<ul style="list-style-type: none"> <li>Understand importance of places</li> <li>Understand rules exist</li> <li>Understand simple rules can keep them safe</li> <li>Understand what can happen if rules are broken</li> <li>Understand choice exists and they can make decision</li> <li>Understand their actions affect</li> </ul>	<ul style="list-style-type: none"> <li>Can say where they should be</li> <li>Can describe possible</li> <li>Consequences of actions</li> <li>Can say why they choose to do something</li> <li>Can play co-operatively</li> <li>Can simply assess situations</li> <li>Can follow simple instructions &amp; take actions to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>Computer games</li> <li>Spot the difference</li> <li>Timelines</li> <li>My home</li> <li>Pets</li> <li>Senses</li> <li>Simple mapping skills</li> </ul>

## PRACTICAL ACTIVITIES TO HELP REACH THE EARLY LEARNING GOALS

### PERSONAL AND SOCIAL DEVELOPMENT

- stories
- rhymes
- matching games
- card games
- songs
- time lines-people in my life
- circle time
- drama/role play-feelings
- buddy system
- caring for others-pets/environment

### COMMUNICATION LANGUAGE & LITERACY

- writing and recognizing own name
- looking at books
- making up stories together
- songs
- rhymes
- holding a pencil-following patterns
- spot the difference puzzles

### CREATIVE DEVELOPMENT

- expressing feeling through a variety of media-clay, play dough, paint etc.
- drama/role play
- movement to music
- action rhymes
- stories
- video/television

### PHYSICAL DEVELOPMENT

- rules to keep safe
- large apparatus
- pedal toys
- ball games-throwing, catching, rolling
- swinging
- balancing
- climbing jumping
- hanging
- fast and slow

### KNOWLEDGE & UNDERSTANDING OF THE WORLD

- Recognition of sounds from tapes
- Telling stories with sound effects
- Using tools-How? What for? Where from?
- Simple mapping skills-where are we? How do we get to...?
- Where is it safe to – Play? Cross the road?
- Senses – taste, smell, touch, see, hear
- Special information – life/interests/birthdays

### MATHEMATICAL DEVELOPMENT

- number recognition 0-9
- positing shapes
- make a telephone pad
- role play-using a telephone

## **Appendix V**

### **Application of Maslow's Theory to Education**

#### **Importance of Maslow's Theory to Education**

The most important educational goal is for students to learn. Another important goal is to make this newly gained knowledge and information purposeful and meaningful to the students so that it may be retained and useful through their lives. An essential factor involved in meeting these goals is motivation. If students are unmotivated in one way or another, it is likely that little learning will take place, or if by chance some learning should take place, it is probable that it will not be retained.

This theory has great impact on educational structure. In order to maximize on the effectiveness of school-wide and individual classroom teaching programs, administrators and teachers must consider student needs and their hierarchical order. This must be a top priority in the development of these programs so that students have the capability of reaching their highest levels of potential.

#### **Suggestions for Application of Maslow's Theory to Education**

##### **Physiological**

- reduced & free lunch programs
- correct room temperatures
- bathroom breaks
- drink breaks

Physiological Needs. These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

## **Safety**

- well planned lessons, carried out in an orderly fashion
- controlled classroom behaviors
- emergency procedures well planned, discussed & practiced
- fair discipline
- consistent expectations
- attitude of teacher: accepting & non judge mental, pleasant, non threatening
- provide praise for correct responses instead of punishment for incorrect responses

Safety Needs. When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

## **Love & Belonging**

### **With regard to teacher-student relationships**

- teacher personality: empathetic, considerate & interested in the individual, patient, fair, able to self-disclose, positive attitude, good listener
- use one-on-one instruction
- use teacher conferencing
- provide positive comments & feedback rather than negative
- get to know students (likes, dislikes, concerns)
- be available for students in need
- listen to students
- be supportive
- have personal helpers on rotating basis
- show that you value students thoughts, opinions & judgments
- show trust of students by providing situation where it is necessary (ex. running errands, classroom leader)

### **With regard to student-student relationships**

- class meetings
- class discussions
- peer tutoring
- provide situations requiring mutual trust
- show & tell, sharing

Needs of Love, Affection and Belongingness. When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

### **Esteem**

#### **Self-esteem**

- develop new knowledge based on background knowledge so as to help ensure success (scaffolding)
- pace instruction to fit individual need
- focus on strengths & assets
- take individual needs & abilities into account when planning lessons and carrying them out
- teach to the multiple modes of learning
- teach & model learning strategies
- base new teaching, strategies & plans on learning outcomes
- be alert to student difficulties & intervene as soon as possible
- be available & approachable so students having difficulties feel comfortable coming for help
- involve all students in class participation & responsibilities
- when necessary to discipline a child, do as privately as possible

Needs for Esteem. When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the

esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

### **Respect from others**

- develop a classroom environment where students are positive & nonjudgmental
- star of the week
- award programs for jobs well done
- providing deserved positions of status
- recognition programs for special effort (ex. helpful citizens of the week)
- develop & carry out a curriculum to encourage children to be empathetic & good listeners
- employ cooperative learning in such a way as to develop trust between group members
- involve students in activities of importance & worthiness (ex. cleaning up the environment, carrying out a food drive for the needy)

### **Knowledge & Understanding**

- allow students time to explore areas of curiosity
- provide lessons that are intellectually challenging
- plan lessons that connect areas of learning & have students compare and contrast to search for relationships
- use a discovery approach to learning whenever possible
- have students approach topics of learning from various angles
- provide opportunities for philosophical thought & discussion
- get students involved in intellectually challenging programs (ex. Odyssey of the Mind)

### **Aesthetic**

- organize classroom materials in a neat & appealing way
- display student art work in an appealing manner

- put up interesting & colorful wall hangings
- replace overly worn classroom materials periodically
- create varied appealing & interesting learning centers
- rooms painted in pleasing colors
- large window areas
- well maintained physical surroundings (ex. keeping walls painted, desks clean & repaired etc.)
- clean rooms
- fresh smelling rooms

### **Self-actualization**

- expect students to do their best
- give students freedom to explore & discover on their own
- make learning meaningful--connect to "real" life
- plan lessons involving meta cognitive activities
- get students involved in self-expressive projects
- allow students to be involved in creative activities & projects

Needs for Self-Actualization. When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

Source: Maslow, Abraham. (1970) *Suggestions for Use in Education* from  
<http://facultyweb.cortland.edu/andersmd/MASLOW/HOME PAGE.HTML>

## Appendix VI

### International Schools Establishment Requirements and Condition

For the operation of international schools to be to a uniform standard and be smoothly administered, the Ministry of Education has established requirements and conditions for an international license as follows.

#### 1. Definition

An international school is an educational institution providing an international curriculum or international curriculum which its subject's detail has been adjusted or a self-organized curriculum, which is not the Ministry of Education's. A foreign language is used as the medium of teaching and learning and students are enrolled without restriction or limitation on nationality or religion or government regime, and are not against the morality or stability of Thailand.

#### 2. Qualifications of Applicants for International School License

The applicant for international school license may be a person or a juristic person with the following qualifications:

2.1 A person must be of Thai nationality by right of birth, with a qualification at least a bachelor degree and with other qualifications according to the Private Education Act B.E. 2525 (1982) and to the order imposed by the Ministry of Education.

2.2 For a juristic person:

- (1) He/She must have education as his/her only purpose
- (2) More than half a number of the shareholders or committee members must be of Thai nationality
- (3) One signing on behalf of a juristic person applying for international school license must be of Thai nationality by right of birth

(4) He/She must have other qualifications according to the Private Education Act B.E. 2525 (1982) and to the order imposed by the Ministry of Education.

### **3. Location**

3.1 Land must be of features and a size appropriate and spacious for relevant educational level as follows:

(1) Pre Primary Level: land of at least 1 rai in 1 plot

(2) Primary (Prathom): land of at least 2 rai in 1 plot

(3) Secondary (Mathayom): land of at least 2 rai in 1 plot

A school providing from kindergarten to secondary level must have at least 5 rai in 1 plot

3.2 Land for school location must be of the ownership of the license. If the land is mortgaged, the mortgage must only be part of the school project

3.3 If the land is lease-hold, it must:

(1) be of the Office of the Bureau of Crown Property, Ratchapatsadu, Religious Property, Buddhist monastery or Government Property or State Enterprises or

(2) be of private sector but with a length of lease contract based upon educational level as follows:

For the Pre Primary Level, its lease contract must be at least 10 year

For the Secondary Level, its lease contract must be at least 15 years

3.4 Land must be located in a good environment with convenient transportation and shall be fenced to provide demarcation of the exact area. The land shall be spacious enough for the school's operation, shall not be a flooded area and shall provide hygienic and sanitary conditions. There shall be neither business operation in the school's area. The school's location shall not be near potentially hazardous industrial factories and

shall not be near other places inappropriate for school business, except with the approval of the government organization concerned.

3.5 At least 1/3 of the land must provide greenery

3.6 At least 1/3 of the area in use must be an indoor or outdoor space for activities that support learning, teaching and the recreation of students.

#### **4. Building and Design**

School buildings must be stable and strong, have sufficient light and be well ventilated. Each room must be suitable for the curriculum at each level as follows:

4.1 Building height: for Pre Primary Level, the height of the building must not exceed 2 storeys and must not have pillar in the middle of the room. For Primary and Secondary Level, if the building exceeds 4 storeys, there must be an elevator, and the width of stairs must be at least 1.50 metres.

4.2 The size of classroom must be at least 48 square metres. The narrowest part of the classroom must be at least 4 metres. The classroom shall have 2 entrances. Each of which must be at least 1.60 metres in width.

4.3 Rules for calculation for classroom capacity based upon the number of students:

(1) Pre Primary Level: not exceeding 20 students per classroom, or 2.5 square metres per one student with a prospect of compromise.

(2) Primary Level: not exceeding 25 students per classroom or 2.0 square metres per one student with a prospect of compromise.

(3) Secondary Level: not exceeding 30 students per classroom or 1.50 square metres per one student with a prospect of compromise and there shall be a sufficient area remaining adequate for activities to be organized.

4.4 The number of separate showers and toilets for male and female students shall be not less than the number specified in the regulations of the Ministry of Education and appropriate for the number of students.

4.5 There must be nurse's room with the provision of appropriate medical supplies. For schools with primary level onwards, nurse's rooms must be gender-specific.

4.6 Other rooms must be included as follows: administration room, library (resource room), canteen, Thai language and culture room and others as appropriate, with sufficient and appropriate teaching and learning materials.

4.7 The school design and drawings must be proposed to the Office of the Private Education Commission for its consideration and approval on the format and must be granted construction permission from other government organizations involved.

## **5. Curriculum**

5.1 The applicant for a school establishment license must propose a curriculum to the Ministry of Education for its consideration and approval. The curriculum proposed may be an international one, an international curriculum with modifications or a curriculum established by the school itself.

5.2 The teaching of Thai language and Thai culture must be provided at every level. That is, non-Thai students are imposed to learn Thai language and Thai culture as a one karb compulsory subject. For Thai students, they must take the subject at least 5 karb per week. One karb is equivalent to 50 minutes. This shall be as imposed in the regulations of the Ministry of Education.

## **6. Qualifications of Manager, Headmaster/mistress and Teachers**

6.1 The applicant for a school manager must have the following qualifications:

(1) Thai nationality by right of birth.

(2) At least a bachelor degree or the equivalence.

(3) Other qualifications imposed in the Private Education Act B.E. 2525 (1982) and as to the regulations of the Ministry of Education.

6.2 The applicant for a headmaster/mistress must have the following qualifications:

(1) Thai nationality by right of birth.

(2) At least a bachelor degree in educational administration or education or the equivalence.

(3) Experience of being a teacher at least for 3 years.

(4) Other qualifications imposed in the Private Education Act B.E. 2525 (1982) and as to the regulations of the Ministry of Education.

6.3 The applicant for being a teacher must have the following qualifications:

(1) Thai nationality.

(2) At least a bachelor degree or the equivalence and evidence of teaching experience of at least 15 credits or teaching credential (certificate) or at least 3-year teaching experience.

(3) Ability to use English language or use other languages provided to teach students in school equivalent to the native speakers do.

(4) For non-Thai teachers applying for being a teacher shall be exempt from the requirement for knowledge of Thai language of Prathom 6 level and the condition for Thai nationality shall be a compromise

(5) Other qualifications shall be as to the impositions in the Private School Teacher Act and the regulations of the Ministry of Education.

## **7. Qualifications of Students**

Students shall be admitted with no restriction on nationality, religion and government regime. Notably, the number of Thai students must not exceed 50 percent of the total number of the students.

## **8. Tuition Fees and Other Fees**

Tuition fees means the charges collected from parents and/or students by the school for the initial enrollment, tuition, library fee, sport fee, medicine charge, activities or material charges, educational equipment and special English course fees (ESL/EFL/EAL).

Other fees means the charges collected from parents and/or students by the school for school's investment budget, supporting the school's business or other service charges apart from tuition fees.

The collection of tuition and other fees shall be according to conditions required by the Cabinet's resolution or the policy of the Ministry of Education together with the permission granted by the Secretary General of the Office of the Private Education Commission and a governor.

## **9. School Quality Assurance**

The school shall apply for membership of an internationally accredited quality assurance organization within 12 months of being granted the school establishment license and becoming operational (except for pre-primary level.)

The school must request quality assurance from the Ministry of Education within 12 months from the date of the school's operation.

The school of every level must be awarded local quality assurance from the Office of the Private Education Commission within 3 years from the date of the school's operation.

Schools of primary and secondary levels must be educationally accredited from an international organization recognized and accepted by the Office of the Private Education Commission within 6 years from the date of the schools' operation. The schools must submit progress on each step to the Office of the Private Education Commission.

Where the school cannot comply with these procedures, they shall appeal for a one-year (only) extension. If the school is unable to complete the process, it shall be closed in 2 years.

The school must report to the Office of the Private Education Commission on students' exam achievement every academic year.

#### **10. School Administration**

Apart from the above regulations, the operation of international school shall be according to the requirements of the Private Education Act, Ministerial Regulations and other relevant orders of the Ministry of Education.

#### **11. Exceptional Case**

The school project which has already been approved prior to the enforcement of this regulation, the school shall proceed its establishment according to the approved project. However, if it has a request for any changes of the operation after the approval, the school shall comply with this regulation.

Translated by International Schools Association of Thailand, 8th May 2003

Source: Ministry of Education. 2003. *International Schools Establishment Requirements and*

*Condition* from [http://www.moe.go.th/English/inter\\_school/index\\_eng.htm](http://www.moe.go.th/English/inter_school/index_eng.htm)

**VITAE**

## VITAE

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