

ABSTRACT

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Key Words: CATHOLIC EDUCATION, SCHOOL MISSION, SCHOOL LEARNING CLIMATE PROGRAM, EDUCATIONAL ADMINISTRATION, HUAHIN VITTHAYALAI SCHOOL, INSTRUCTIONAL LEADERSHIP, MANAGING THE INSTRUCTIONAL PROGRAM, PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE (PIMRS), PROFESSIONAL LEARNING COMMUNITY, TEACHERS' PERCEPTION

Name: SATTAPONG SAWATSUPAPHON

Thesis Title: A COMPARATIVE STUDY OF TEACHERS' PERCEPTION TOWARDS PRINCIPAL INSTRUCTIONAL LEADERSHIP UTILIZING THE PIMRS FRAMEWORK AT HUAHIN VITTHAYALAI SCHOOL, THAILAND.

Thesis Advisor: ASST. PROF. DR. WATANA VINITWATANAKHUN

This study used a quantitative and comparative research methodology in order to compare teachers' perception of principal instructional leadership utilizing the *Principal Instructional Management Rating Scale*, by Hallinger, according to teachers' demographics (age, educational level, gender, monthly income level, nationality, years of work experience with the current principal, and total years of teaching experience) at Huahin Vitthayalai School, Thailand in 2018. While 85 questionnaires were distributed, 76 were useable; achieving an 89.4% response. While the research identified various inter-correlational, and cross-relational, observations between a number of job-functions within the overarching dimensions, for instance, between *Supervise and Evaluate Instruction* and *Promote Professional Development*, as well as *Maintain High Visibility* as supported by previous context-related studies in Thailand, the researcher concluded that there were no significant

differences of teachers' perception towards principal instructional leadership utilizing the principal instructional management rating scale according to demographics at Huahin Vitthayalai School. However, the researcher observed a number of interesting demographic factors that had links to certain job-functions, and proposed a variety of explanations with supporting research for the non-significant differences as well as provided context to any observed relationships. Contrary to previous studies that focused on principal leadership in Southeast Asia, this research found there to be growing interest in managing the instructional program, while the researcher remained mindful of the vastness of the scale and the possible growth-opportunity for Huahin Vitthayalai School. As such, the researcher suggested various recommendations which, if implemented, could support a number of multi-layered initiatives taken by key stakeholders.

