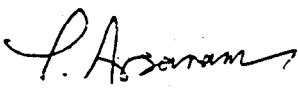


Thesis Title : POLICY DEVELOPMENT OF THE PROVINCIAL PRIMARY EDUCATION
OFFICES IN EDUCATIONAL REGION 11

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ABSTRACT

The purposes of this study were (1) to identify the current practices and problems in carrying on the policy development of the provincial primary education offices in the Educational Region XI (2) to analyze the consistence between the educational policies of all administration levels; and (3) to study opinions of the concerned personnel on the provincial education policy. Two methods were used to collect data:analyzing from the documents and using the questionnaire, the test and the interview in order to collect data from the sample (by using multistage sampling method) that included 75 members of the Provincial Primary Education Commission, 269 members of the District Primary Education Commission, 55 numbers of the policy drafting committee, and 185 numbers concerning primary schools with total of 611 persons. The earned data were analyzed by using the programmed computer for finding \bar{X} , S.D., and percentage.

Findings:

1. Every provincial primary education office appointed ad hoc committee composed of 5-10 members that mostly included supervisors in policy and planning section and the other said committee members got about 50% the basic knowledge in policy development. They faced with many problems, especially inadequate basic data, teamingless, inadequate materials and equipments, and too limited allocating time.

2. The policy of all provincial primary education offices was consistent with the policy of the National Primary Education Commission Office. However, the measures for implementing the policy were not clear. The objectives, activities, and process of the project implementation were also consistent with the directions, measures, and the targets of every project.

3. The provincial primary education commission, the district primary education commission, the policy drafting committee and the concerned personnel concerning primary schools thought that the provincial primary education offices had worked out policy problems, policy alternatives, and policy implementations fairly well, and they received "moderate" outputs and success of the educational policy having been done.