

SAIYON SUWANNAGATE : STATE AND PROBLEMS OF THE BORDER PATROL  
POLICE SCHOOLS IN CHANGWAT PRACHIN BURI. THESIS ADVISOR : ASSOC.  
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The purpose of this study was to explore the state and problems of the Border Patrol Police Schools in Changwat Prachin Buri as well as suggestions concerning the stated problems.

The findings showed that the Border Patrol Division 12, General Headquarters of Border Patrol Police, established their first school in B.E. 2515 with the purposes of providing literacy for the children and youth in the remote areas and help improve their quality of life. At present, Prachin Buri has 12 Border Patrol Police Schools. Most of the schools situated in villages in remote areas in which the population were poor. Terrorists and foreign forces were problems faced by some of the villages.

Regarding the educational state, it was found that the schools followed the educational policy and objectives of the General Headquarters of the Border Patrol Police. The Primary Education Curriculum B.E.2521 was implemented as the guidelines for instruction. Most of the Border Patrol policemen and the teacher aides teaching in these schools lacked sufficient knowledge and teaching skills. The school buildings were mostly temporary built. The schools' main sources of fund were budget from the Headquarters of the Border Patrol Police and donations. However, the allocated budget was not enough for organizing school activities. Most of the expenses were spent on school lunch program. The schools received cooperations from both government and private sectors including the villagers residing in the community.

Locating in remote areas, inconvenient transportation, insufficient number of staff, insufficient teaching skills and knowledge, insufficient fund and lack of materials for organizing school activities were the main problems of the schools. Moreover, the students were frequently absent from schools because of illness and the necessity to help their parents' work. The suggestions concerning the stated problems were enhancing cooperations between the school and the people as well as related agencies in community development, increasing number of school teachers and providing them with training courses in teaching methods. With regards to the students' problems, it was suggested that the schools should seek ways to encourage their parents in recognizing the importance of education.