

พิมพ์ต้นฉบับบทคัดย่อวิทยานิพนธ์ภายในกรอบสี่เหลี่ยมนี้เพียงแผ่นเดียว

C842463 : MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD: CURRICULUM ADMINISTRATION / HIGHER DIPLOMA IN TECHNOLOGY / VOCATIONAL EDUCATION

SUPAWADEE PIROMRAT: STATE AND PROBLEMS OF CURRICULUM ADMINISTRATION OF THE HIGHER DIPLOMA IN TECHNOLOGY IN THE INSTITUTIONS OF THE DEPARTMENT OF VOCATIONAL EDUCATION.

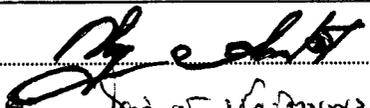
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The purpose of this research was to study the state and problems of the curriculum administration of the Higher Diploma in Technology in the institutions of the Department of Vocational Education. The population comprised 110 institutions administrators and 212 instructors, totaling 320. Research instruments employed were two questionnaires. The data were analyzed by the program SPSS/PC. The percentage, the arithmetic mean and the standard deviation for each topic were computed.

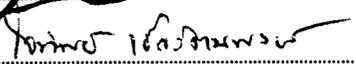
The research results were found in the following aspects: The Institutions studied the current state, the problems, the needs as well as the readiness of the institutions to prepare the planning of the curriculum implementation. The conferences among the planning participants were held. The planning in staff, building spaces, and the planning coordination between the related parties were managed. The majority of instructors had no participation in planning the curriculum implementation. In preparing the staff, the Institutions looked for qualified instructors and surveyed their numbers to be sufficient for impleatation. Instructors were assigned to teach according to their educational backgrounds, aptitudes, abilities and experiences. The part-time teachers to solve the problem of instructors' inadequacy were employed. In the timetable scheduling, there was the subject schedule center. The scheduling of practice subjects was made in various connected periods of the time. The majority of instructors had no participation in timetable scheduling. In the services of curriculum materials and instructional media, The institutions provided the materials for practice, instruments, and teaching media before the semester resumed. The building spaces and the institutional environments were prepared for teaching and learning activities. The budget allocation regarding needs was made. The promotion and the support of the library' services were done to suit the teaching and learning condition. The public relations of the curriculum implementation were done by informing the students. Coordination with the related organizations was performed by visiting other institutions and providing the students to train in other institutions. Besides, there were boosting morale and recognizing the staff performances by praising, complimenting and giving them moral support. Supervision and monitoring of the curriculum implementation were also done by assigning the staff's responsibilities and appointing the internal supervision committee. The instruments used inthe internal supervision were the observation forms and questionnaires. The evaluation of the curriculum implementation after and during the operation was also initiated. The majority of instructors had no participation in supervision, monitoring and evaluation of the curriculum implementation.

Concerning the problems confronted, it was found that most institutions faced the problems of the curriculum implementation in a great extent. There were lack of implementation of problem in planning, insufficient qualified instructors, insufficient budgets in providing instructional media, inappropriate libraries to facilliate bachelor degree students, insufficient allocation for curriculum, lack of public relations, Besides, the administrators paid little attention to boosting morale, and lack of supervision, monitoring and evaluation of the curriculum implementation consistently.

ภาควิชา บริหารการศึกษา.....

ลายมือชื่อนิสิต..... 

สาขาวิชา นิเทศการศึกษาและพัฒนาหลักสูตร.....

ลายมือชื่ออาจารย์ที่ปรึกษา..... 

ปีการศึกษา 2540.....

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม..... -