

C342568 : MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD : ORGANIZING/CAREER SUBJECT/MATHAYOM SUKSA ONE

PIBOONKHWAN KHWANMUANG : STATE AND PROBLEMS OF ORGANIZING CAREER SUBJECTS IN MATHAYOM SUKSA ONE IN PRIMARY SCHOOLS ACCORDING TO THE PILOT PROJECT SCHOOLS FOR EXTENSION OF EDUCATIONAL OPPORTUNITY UNDER THE JURISDICTION OF THE OFFICE OF THE NATIONAL EDUCATION COMMISSION. THESIS ADVISOR : ASST.PROF.BOONMEE NENYOD, Ed.D., 278 PP. ISBN 974-581-446-6

The purposes of this research were to study the state and problems in organizing career subjects in mathayom suksa one according to the Lower Secondary School Curriculum B.E.2521 (Revised Edition B.E.2533) in primary schools according to the pilot project schools for extension of educational opportunity under the jurisdiction of the office of the National Primary Education commission. Four hundred and sixty-eight copies of questionnaire were distributed to school administrators, career subjects teachers and guidance teachers. Data were analyzed into percentage.

Research findings indicated that at preparation stage of career subjects organization, the career subjects learning programme offered was mainly based upon schools' readiness. Teachers were informed concerning curriculum, plan and instructional activities through meetings. Curriculum documents such as teaching plan and lesson plan were provided. Teachers were encouraged to use local resources for instructional activities, teaching materials were also provided. School personnel were assigned for guidance service and evaluation activities, consulting services were also provided for teachers. There were problems of diffeciency in numbers of teachers, teaching materials, shops and budget in producing instructional aids. Insufficient knowledge and understanding in supervision, curriculum documents and teaching aids among teachers were also reported to be problems.

With regards to the organization of career subjects the findings revealed that most schools encouraged teachers to utilize local resources in performing instructional activities and producing instructional aids. Teachers were encouraged to use curriculum documents and developing learning objectives, also guidance as well as using school laboratories and shops were promoted. However, some problmes were indicated as follows; insufficient knowledge and skill among teachers in organizing instructional activities, developing curriculum documents, producing instructional aids and testing and evaluation. Inappropriate amount of guidance teachers, teaching materials, curriculum documents and teaching plan were also problems reported.

Concerning the follow-up and evaluation stage the findings revealed that a follow-up at preparatory and organization stages had been practiced in most schools through a survey and an observation of personnel assigned. Problem reported was lack of evaluation tools.