

KEY WORD: : SUPERVISORY ACTIVITIES/ OPGANIZING/ PRIMARY SCHOOLS

SOMPOP OUNHACHAT : STATE AND PROBLEMS OF ORGANIZING IN-SCHOOL SUPERVISORY ACTIVITIES IN PRIMARY SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF THE NATIONAL PRIMARY EDUCATION COMMISSION, EDUCATIONAL REGION TWELVE. THESIS ADVISOR : ASSO. PROF. VALAIRAT BOONSWASDI, 150 pp. ISBN 974-582-914-5

The research was to study the state and problems of organizing in-school supervisory activities in primary schools under the jurisdiction of the Office of the National Primary Education Commission in Education Region Twelve. Research finding indicated that

Supervisory activities organized in most schools was giving suggestion and the least was an action research. The organizing in-school supervisory activities were as follows :

Preperation stage, administrators and teachers chose supervisory activities that were compatible with their goals and policies. Most schools tried to solve their most important problems. Administrators explained the in-school supervisory activities to the teachers, chose the personnel from each grade level who would work together on the supervisory project, and coordinated with district education officials to get their cooperation and support for the program.

Implementation stage, the administrators held a meeting to explain the project to the teachers. The administrators and academic teachers supervised the teachers who carried out the project and collected and recorded data from the project.

Evaluation stage, the administrators and academic teachers evaluated the teachers who carried out the project. Three steps were evaluated. The first was preparation. The second was implementation. And the third was post-implementation. The administrators and academic teachers interviewed the teachers who carried out the project and recorded the information on an evaluation form.

The final step, school personnel discussed the project together and brain stormed in order to solve problems and use the data they collected to improve the next supervisory activities project.

Common problems with in-school supervisory activities were a lack of personnel ; personnel who were uncooperative because they were overworked and had insufficient time, money and equipment and because workshops were scheduled at inconvenient times ; poor planning as a result of administrators' and teachers' lack of ability ; lack of continued assesment and follow-up ; lack of quality evaluation equipment ; and a lack of knowledge about new methods of organizing supervisory activities.