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KEY WORD : MIXED-AGE PRESCHOOLERS/ INSTRUCTIONAL ORGANIZING

PATTANA PUANGMALEE: STATE AND PROBLEMS OF INSTRUCTIONAL ORGANIZING FOR MIXED-AGE

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The objective of this study was to investigate the state and problems of instructional organizing for mixed-age preschoolers and behavior of the preschoolers in the schools under the jurisdiction of the Office of the National Primary Education Commission, the schools under the jurisdiction of the Office Private of Education Commission, the child development centers under the Community Development Department and the pre-school child care centers in temples under the jurisdiction of the Department of Religious Affairs in the provincial area of the central region. According to the sample, all the schools and centers were divided into 4 groups regarding their departments. Then in each group, one administrator and one teacher were selected, and 6 children in the teacher's classroom were selected to be 2 three-four year old, 2 four-five year old and 2 five-six year old. Parents of all the children in the teacher's classroom were also studied. The sample were the total in 4 administrators, 4 teachers, 24 children and 143 parents. Data collection methods were interview, using questionnaires and observation. The results of the research were as follows:

1. Concerning the schools under the jurisdiction of the Office of the National Primary Education Commission there was no instructional organizing policy for mixed-age preschoolers. The administrator arranged the environment for the mixed-age preschoolers separated from the primary school children. The instructional materials were insufficient. The classroom teachers were not trained for teaching mixed-age preschoolers and the children's behavior seen was quarrel between the older and younger children.

2. Concerning the schools under the jurisdiction of the Office of Private Education Commission there was an instructional organizing policy for mixed-age preschoolers. The administrator arranged the environment, which was favorable for children's learning. The classroom teachers were trained for teaching mixed-age preschoolers and the children's behavior seen was helping of each other between the older and younger children.

3. Concerning the child development centers under the Community Development Department there was no instructional organizing policy for mixed-age preschoolers. The classrooms were crowded and space for playing areas. The instructional materials were insufficient. The classroom teachers were not trained for teaching mixed-age preschoolers and the children's behavior seen was quarrel between the older and younger children.

4. Concerning the pre-school child care centers in temples under the jurisdiction of the Department of Religious Affairs there was no instructional policy for mixed-age preschoolers. The classrooms were crowded and space for playing areas. The instructional materials are insufficient. The classroom teachers were not trained for teaching mixed-age preschoolers and the children's behavior seen was quarrel between the older and younger children and the younger children also often disturbed the older children while of the teacher was teaching.

ภาควิชา ประถมศึกษา.....
สาขาวิชา การศึกษาปฐมวัย.....
ปีการศึกษา 2542.....

ลายมือชื่อนิสิต... พัทธพา..... พวงมาลี.....
ลายมืออาจารย์ที่ปรึกษา... ชาญ..... อนุชิต.....
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