

C342584 : MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD : STATE AND PROBLEMS/ACADEMIC/SECONDARY SCHOOL CLUSTERS

PRASERT KOSAWITITKUL : STATE AND PROBLEMS OF ACADEMIC OPERATION OF THE ADMINISTRATIVE COMMITTEE OF SECONDARY SCHOOL CLUSTERS UNDER THE JURISDICTION OF THE DEPARTMENT OF GENERAL EDUCATION, EDUCATIONAL REGION NINE. THESIS ADVISOR : JAITHIP CHUHRTANAPHONG, Ph.D., 289 PP. ISBN 974-581-451-2

The purposes of this research were to study the state and problems of academic operation of the administrative committees of secondary school clusters under the Department of General Education, educational region nine. Sixty-five cluster committee members were interviewed. The instruments used for data collection were interview and document analysis forms. The data were analyzed by using percentage.

The results of the study were found as follow:

1. Educational Quality Promotion and Educational Standard Maintenance : In the curriculum development area, cluster committees held meetings to make school principals and teachers understand the curriculum; modified curriculum to suit the local needs; monitored and evaluated the curriculum implementation. In the teaching-learning promotion area, cluster committees held meetings for school principals; assigned staff to help teacher-shortage schools; provided school buildings for activities; organized service center for lending instructional materials and equipment; and encouraged supporting teachers to study the work assigned. In the educational supervision and staff development areas, cluster committees organized training programs on educational supervision for schools; provided knowledge on regulations and rules; organized seminars for assistant principals; and invited resource persons to upgrade supporting teachers. In the area of student knowledge and competence development, extra curricular activities were organized. In the area of educational and career guidance, seminars and competition were arranged. Moreover, meetings were held to clarify the measurement and evaluation criteria of each subject. The criteria for measurement and evaluation procedure were also formulated.

2. Counseling and Cooperation : Resource persons were invited to upgrade teachers on teaching-learning materials production and utilization, as well as educational technology utilization. Cluster committees organized teaching-learning material centers and educational technology centers. They also organized workshops and invited resource persons to upgrade teachers on how to do the instructional plan. Furthermore, cluster committees arranged the meeting for school principals on cluster policies and conducted all-year-round operation plan of the clusters.

Problems were found as follows : insufficient knowledge of teachers in curriculum development, measurement and evaluation; lack of budgets in teaching-learning promotion, in the development of students' knowledge and competence, in teaching-learning material production and utilization, and in educational technology utilization; and work behind schedule.