

C340857 : MAJOR ELEMENTARY EDUCATION

KEY WORD: STATE OF THE INSTRUCTIONAL MANAGEMENT/THE PROJECT OF OPPORTUNITY
EXPANSION/THE SOUTHERN REGION

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UNDER THE PROJECT OF OPPORTUNITY EXPANSION FOR BASIC EDUCATION IN
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The purposes of this research were to study: 1) the state of the instructional management in schools under the project of opportunity expansion for basic education in the Southern region, 2) the morale of administrators and teachers in their work.

The findings revealed by the administrators and teachers, in the planning and cooperating aspect, that the project provided 1-3 months in preparation. There was personnel management by assigning teachers according to their majors, experiences and interest. The local experts were invited to be the resource persons and the schools also provided in-service training for the teachers, and the problem was the cooperation with the related organization.

In the academic aspect: there was mutual cooperation with the schools under the jurisdiction of the Department of General Education. The instructional management was still conventional. The resources allocation came from the Office of the National Primary Education Commission which was insufficient and in much delay. The schools allocated the budget mostly in academic task.

In the personnel management aspect: the schools under the project were lacking teachers majoring in Science, Mathematics, English, and Vocational subjects.

In the resource management aspect: the instructional media such as science instruments, vocational subjects equipment, textbooks, curricular documents, were insufficient. The teachers' knowledge and skills were not efficient. They had inadequate time to produce teaching materials. The buildings, the classrooms and student desks were not convenient, most of the materials had been used in the primary classes, and some of them were not suitable to the schools' conditions.

In the public relation and motivation aspect: there were parents meeting, fee-exemption, providing books and learning materials, and distributions of school uniforms for poor students. Most of the parents still wanted their children to work instead of continuing their study and they did not understand the policy of opportunity expansion for basic education in the primary schools.

In the morale aspect: both the administrators and teachers who taught at Mathayom Suksa I, had similar morale at the high level namely the security and safety of the work, responsibility in instructional organization, relationship with colleagues and supervisors. The morale at the moderate level were namely satisfaction in conditions of work in instructional aspect, recognition and achievement, relationship with community and related units, and career promotion. The morale which revealed at the low level were salary and benefits that the teachers had gained.