

## **ABSTRACT**

**Thesis Title** : Current Trends and Problems About Learning  
Experiences in Early Childhood Education of  
Bangkok Metropolitan Authority Schools  
: Chaophraya Group

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**Degree Sought** : Master of Education

**Major** : Educational Administration

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**Advisory Committee:**

1. Professor Dr.Pavida Tharasrisuthi Chairperson
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The purpose of this research were to study and compare the opinions and problems, concerning the arrangement of learning experiences in early childhood education of Chaophraya group under Bangkok Metropolitan Authority in 55 items.

The samples used in the study included 43 administrators, 138 teachers and 138 assistant teachers in Chaophraya group under Bangkok Metropolitan Authority. The total of 319 questionnaires were sent out, each of them composed of three parts : the first part was in the checklist type and the others were in the rating scale type. The data were statistically analyzed in terms of percentage, mean, standard deviation, one-way analysis of variance and Scheffe's post hoc comparison.

### **Research Results :**

1. Administrators, teachers and assistant teachers expensed their overall opinions concerning in current trends of the arrangement in learning experiences at the middle degree.

2. Administrators, teachers and assistant teachers who differed in education, experience and position had the opinions concerning in current trends of the arrangement in learning experiences were significantly differences at 0.05 level. But for the opinions of administrations, teachers and assistant teachers, who differed in sex, were significantly differences at 0.05 level.

3. Administrators, teachers and assistant teachers expensed their overall opinions concerning in problems of the arrangement in learning experiences at the middle degree.

4. Administrators, teachers and assistant teachers who differed in , education, experience and position had the opinions concerning in problems of the arrangement in learning experiences were significantly difference at 0.05 level. But for the problems of administrators, teachers and assistant teachers, who differed in sex, were no significantly differences at 0.05 level.