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KEY WORD:

STATE AND PROBLEMS / IMPLEMENTATION / MATHEMATICS CURRICULUM

PHIPHAT PHOOPHEEYO : A STUDY OF THE IMPLEMENTATION OF THE MATHEMATICS CURRICULUM AT THE LOWER SECONDARY EDUCATION LEVEL IN SCHOOLS UNDER THE EXPANSION OF BASIC EDUCATION OPPORTUNITY PROJECT UNDER THE JURISDICTION OF THE OFFICE OF PHICHIT PROVINCIAL PRIMARY EDUCATION

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The purpose of this research was to study the state and problems of mathematics curriculum implementation at the lower secondary education level in schools under the expansion of basic education opportunity project under the Jurisdiction of the Office of Phichit Provincial Primary Education. Sample group consists of school administrators and mathematics teachers. Tools used in The research were semi-structure interview study form and documentary form. Analysis of data by content analysis, frequency and percentage.

For result of research, it was found that

1. Regarding curriculum administration, most schools did not prepare written plan on using of the mathematics curriculum; preparation of personnel by handing over documentary curriculum materials to teachers to study; arrangement of teachers for teaching by considering from persons who have knowledge and capability on mathematics; arrangement of timetable in the morning, 1 st or 2 nd period; arrangement of study plans by readiness of personnel; support of curriculum materials and teaching and learning media by the teachers' demand; arrangement of the building, facilities and atmosphere of using curriculum by arrangement of exhibition board at various places and using teaching and learning equipment and media; publicity on using of curriculum by holding meetings of students' guardians; talking with guardians; supervision and follow up on the results of using curriculum by teaching observation. Teachers require supervision and follow up on producing modern teaching and learning media. The problems founded were shortage of budget; lack of aids from authority unit; lack of personnel who majoring in teaching mathematics; arrangement of teaching period not in harmony with the teachers' time and demand; lack of equipment and teaching and learning media; students' weakness of basic knowledge, capability and interest in mathematics; classrooms are not sufficient and teachers have a lot of special duties; receiving little cooperation from community; school's administrator has no time to supervise and supervision is not steady

2. About the teachers' teaching and learning arrangement. Teachers made preparation of teaching by self-studies, making understanding on the contents and exercises. Most teachers did not work out teaching schedule and teaching plan, for this, in the part of making, the teachers carried out lesson plans by themself and arranged activities of teaching and learning by emphasizing students as the center. Teachers arranged extra curriculum activities namely, competition in mathematics; there was media production such as geometric shape models; using the method of teaching by explanation and reasoning; using teaching techniques by assigning students to do exercises from various textbooks; encouragement of attention by bring the questions from various sources for training the skill; arrangement of tuition by allowing students to do additional exercises during the recess of day-time; measurement and evaluation by using of both objective and subjective tests. The problems founded were, lack of equipment and teaching media; to prepare teaching plan without consideration of the actual condition and situation; the time in arrangement of activities and teaching is not sufficient; students lack of readiness and attention to join activities; teachers have a lot of special duties; teachers lack of knowledge and skill in production of teaching media; there is a lack of knowledge and skill in using new technique and method of teaching; students are not interested in follow-up and remedial teaching; teachers lack of knowledge and skill in making tools in measurement and evaluation.

ภาควิชา บริหารการศึกษา.....
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