

The purpose of this research was to study the state and problems of academic administration at the early childhood education level in provincial kindergarten school under the jurisdiction of the office of the national primary education commission, educational region twelve. Samples were 8 provincial kindergarten school administrators, 8 heads of early childhood division, and 39 early childhood teachers. Research instruments were structured interview, observation and documentary analysis. Data were analysed by frequency and percentage.

Research findings were as follows:

1. According to Curriculum and Curriculum Implementation, content and activities of the curriculum were modified and developed in congruence with the school and community before the implementation.
2. According to the instruction, activities were emphasized in relation with child development and child centre. Teachers were assigned in relation with their major and minor areas. Teaching activities were follow - up and evaluated by classroom - visit and examined of lesson plan.
3. According to supplementary materials and instructional media, teachers' needs were surveyed. Materials were mostly collected in the classrooms. The implementations of instruction medias were follow - up by observation. Blocks, educational games and books were mostly used as instructional medias.
4. According to measurement and evaluation, documents, teachers' hand - books, materials and instruments for student development were provided. The evaluation method which was used mostly was the observation of teachers' instruction behavior.
5. According to the libraries, they were mostly organized independently. There were corners of books at the classrooms in every schools. Toys libraries were provided in some schools.
6. According to supervision, activities ,such as , meetings and classroom - visit were mostly organized. Most teachers needed to be supervised about instructional technique.
7. According to academic training, teachers were mostly trained by their own under jurisdistic offices and were evaluated by way of discussion.

Problems founded were, over numbers of students in the class, and lack of school buildings and classrooms. Some schools were also lack of play - ground and play materials.

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