

THESIS TITLE : STATE OF EDUCATIONAL MANAGEMENT FOR MAINSTREAMING
MENTALLY RETARDED STUDENTS UNDER THE JURISDICTION
OF THE OFFICE OF THE NATIONAL PRIMARY EDUCATION
COMMISSION IN THE EDUCATIONAL REGION 9.

AUTHOR : MISS CHULABHORN MOENKUL

THESIS ADVISORY COMMITTEE :

U. Sanrattana

..... Chairman

(Assistant Professor Dr. Unchalee Sanrattana)

P. Chongnimitaporn

..... Member

(Assistant Professor Petcharatana Chongnimitsathaporn)

ABSTRACT

The purposes of this research were (1) to study state and problems of educational management for mainstreaming mentally retarded students under the Jurisdiction of the Office of the National Primary Education Commission in the Educational Region 9 (2) to study the opinions of the teachers and normal students toward mentally retarded students and (3) to study the needs of mentally retarded students' parents to the provision of teaching and learning activities, the vocational co-curriculum activities and guidance services for mentally retarded students. The populations consisted of 5 school administrators, 16 Teachers who taught the mentally retarded

students, 223 normal students in the mainstreamed classroom and 22 mentally retarded students' parents. The data were collected in 2 provinces of region 9 is Udonrthani and Nongbualamphoo. The instruments were (1) The questionnaires about the state of educational management for mainstreaming mentally retarded students and the needs of parents. (2) The rating scale questionnaires about the opinion of the teachers and normal students. Data analysis was done through percentage, mean and standard deviation. Presented in table combined with essay type.

The result of the research shown that the Jurisdiction of the Office of the National Primary Education Commission has been provided guideline for mainstreaming mentally retarded students. Generally, the courses were not fixed in its content but adaptable upon teachers' recommendation. In addition, co-curriculum activities were essential to improve capability of the students ; boy scout, red-cross student. Full-time mainstreaming class was selected to use. Teaching methods were normally focused on general and when each class over, special revision of the chapter would be stressed and re-clarified. However, mathematic and Thai subjects quite needed more time to make the students' achieve the chapter. Observation and supervision by province supervisors and elementary school administrator would be once per a academic term. Medias and equipments supported by the Jurisdiction of Office of the National Primary Education Commission were not sufficient in order to accomplish quality for students. So mostly of the equipments contributed by Foundations and many private sectors.

Measurement and evaluation were upon the same standard with normal students but adaptable. A problem was that there was no specific tests and evaluation standard tests for the mentally retarded students. To have an assertive atmosphere for the class totally, teachers would clarify and explain on what matter of mentally retarded students were. Aside from hands of normal students, class-mate assistant acted as motivator and facilitator for the students. To improve the courses, special well-trained personnels assigned to serve in each school ; 1 per school. Nevertheless, it was not fluently for the workers to make the objectives come true. Many problems still waited for its solution ; wages, limit of knowledge and teaching skills. Another outstanding problem was building and physical environment. As for teacher's opinions and normal student's opinions, the normal students had good opinions but the teachers had bad opinions with mentally retarded students. Meanwhile, parents of the mentally retarded students needed their child to have full-time mainstreaming class with other normally and moreover to have special additional course with itinerant teachers. They also desired teacher who take care closely with their child, and to have school provide co-curriculum course in vocational for education grade 5-6 students', including employment opportunity when thier child finish from school.