

C842379 : MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD : ACADEMIC SUPERVISORY ROLES / SUBJECT DIVISION HEADS / PERCEIVED BY THEMSELVES AND TEACHER / SECONDARY SCHOOL / EASTERN SEABOARD AREA

PHANNEE SOOKSUPEE : ACADEMIC SUPERVISORY ROLES OF SUBJECT DIVISION HEADS AS PERCEIVED BY THEMSELVES AND TEACHERS IN SECONDARY SCHOOLS UNDER THE JURISDICTION OF THE DEPARTMENT OF GENERAL EDUCATION, EASTERN SEABOARD AREA. THESIS ADVISOR : ASSO. PROF. VALAIRAT BOONSWASDI, 151 PP. ISBN 974-636-073-6

The purpose of this research was to study and compare the academic supervisory roles of subject division heads as perceived by themselves and teachers in secondary schools under the jurisdiction of the Department of General Education in the eastern seaboard area. 477 and 392 questionnaires, 687 or 82.18 % of which was sent back, were sent to the subject division heads and the teachers respectively. The data were analysed by the percentages, means, and standard deviation. The hypothesis was tested by the t-test and the F-test, and the findings were presented in an essay form and tables.

The results showed that the subject division heads' perception on academic supervisory roles was at a high level while the teachers' perception on academic supervisory roles of the subject division heads was at a moderate one.

The academic supervisory roles of the subject division heads were compared in all 5 roles : curriculum role, instruction role, teaching materials role, instructional evaluation role, and personnel development role. The result of the comparison between the perception of the subject division heads and that of the teachers revealed the statistically significant difference at 0.05 level in all roles.

It was also found that there was a significant difference of the perception at 0.05 level between the medium-sized and large-sized schools when a comparison regarding the sizes of the schools was made. There was no difference of perception in the small-sized schools.

As for the comparison of the academic supervisory roles of the subject division heads as perceived by themselves among the schools of different sizes, there was a statistically significant difference at 0.05 level in all roles except the instructional role between only a pair of the school of large size and those of medium size. In addition, a significant difference of perception in personnel development role at 0.05 level was achieved between a pair of the schools of large size and small size.

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