

##C 842414

: MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEYWORD STATE/PROBLEMS/ CURRICULUM DEVELOPMENT/ UNDER THE EXPANSTION OF BASIC EDUCATION OPPORTUNITY PROJECT /NAKHON SI-THAMMARAT RANEE THUBTEING : A STUDY OF THE IMPLEMENTATION OF THE LOWER SECONDARY SCHOOL CURRICULUM B.E. 2521 (REVISED EDITION B.E.2533) IN SCHOOLS UNDER THE EXPANSTION OF BASIC EDUCATION OPPORTUNITY PROJECT UNDER THE JURISDICTION OF NAKHON SI THAMMARAT PROVINCIAL PRIMARY EDUCATION OFFICE.
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The purposes of research this were to study the state and problems of the implementation of the lower secondary curriculum secondary B.E.2521(revised edition B.E. 2533) in schools the Expansion of Basic Education Opportunity Project under the Jurisdiction of Nakorn-Si Thammarat Provincial Primary Education Office. The sample were school administrators and heads of subject areas. The research instrument were questionnaires. The collected data were analyzed by means, frequency distribution and percentage.

The research findings were as follows:

1. At the preparation stage, most schools prepared their basic data for instructional plan, instructional improvement was used in school curriculum development, public relations service was organized through parent's meeting. Coordination activity was held among the related units, classrooms and instructional medias, were and prepared by teachers, teachers were assigned according to their competencies and students programs of study were also prepared, supervisory activities were prepared by internal supervisory committee, a meeting was held to evaluate at this stage. Problems occurred were insufficient time used, insufficient knowledge regarding curriculum development and test analysis among teachers, inappropriate academic background among teachers, and insufficient amount of teachers. Supervisory plans were lacked and inadequate budget were also reported to be problems.
2. At the operational stage, learning objectives and criteria were informed to students during instructional activities in most schools, lecture type was used in teaching also as appropriate instructional medias. Students guidance service was also organized in most schools so as to remedial teaching. Evaluation was used mainly for judging students' achievement, and classroom visiting was used in supervisory activity. Problems reported were inappropriate courses offered, insufficient budget for instructional medias providing, inappropriate academic background among guidance teachers and supervisory staff, and insufficient time for remedial teaching.
3. At the evaluate stage, most schools monitored their plans and the results were used for instructional improvement. Problems reported were lack of evaluation tools and non-seriously implemented.

ภาควิชา บริหารการศึกษา

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ลายมือชื่อนิติ.....

ลายมือชื่ออาจารย์ที่ปรึกษา.....

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....