

**Thesis Title:** Instructional Activities for Hill-Tribe Students  
in Primary Schools under the Office of Pang Ma  
Branch District Primary Education, Mae Hong S  
Province

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### Abstract

This research aimed to investigate instructional activities for hill-tribe students in primary schools under the Office of Pang Ma Branch District Primary Education, and to study the opinion of administrators, teachers on instructional activities provided for those students.

Six school administrators, thirteen teachers selected for samples of this study were interviewed and their teaching activities were scheduled for observing. Three sessions of classroom activities of each teacher were observed leaving 1-2 week(s) apart between each observation. The content of observations and interviews involved teaching methods, teaching materials, students evaluation, classroom atmosphere, supplementary activities, and remedial teaching practices.

The collected data were then analyzed by classification, relating ideas and description.

The findings were as follows :

1. Teaching and Learning organization for hill-tribe students.

Teachers planned their teaching lessons by studying curriculum syllabus and teachers' manuals. They spent fairly much time in introducing the lessons by inciting the interest of students were revised former lesson, asked problems, sang the songs and played games. They made the lessons clear with comprehensible and polite language. Most teachers displayed self-centered and used few teaching materials. While teaching, they were quite cheerful and become informal with students, respected their ideas, and applied reinforcements. Their classrooms were found less decorated.

At the end of each lesson, teachers made conclusion and evaluated students' learning by referring to the objectives as nth criteria. Various instruments and methods were applied in evaluation. When students failed to meet the objective criteria, they provided them with remedial teaching-explaining to them from textbooks. Supplementary curriculum activities provided by every school included school health service, school lunch program, democracy promotion, and sport and games activities.

2. School administrators and teachers' opinions on learning teaching activities provided for hill-tribe students.

Situations found to be problems in organizing learning/teaching activities included : communication between teachers and

students, students' frequent absence, students' low learning achievement, fewer teachers, no planning of lessons, infrequent use of teaching materials, shortage of teaching materials, curriculum not fully covered, and the classroom less decorated causing less conducive for learning.

In measurement and evaluation, teachers employed various techniques continually following the Ministry of Education's Prescription respecting to the measurement and evaluation in primary schools B.E.2521, B.E.2524. Students with learning problems were provided with remedial teaching but not carried on everyday and without formal lesson plans. All schools offered supplementary activities which the most successful one turned out to be the school lunch program. Support for these activities of administrators and teachers were encouragement for students and seeking assistance from communities.