

WANPEN GINGMALI : A STUDY OF SUPERVISORY ACTIVITIES ORGANIZED BY THE SECONDARY SCHOOLS PARTICIPATING AND NON-PARTICIPATING IN THE ACADEMIC SUPERVISION PROJECT UNDER THE JURISDICTION OF THE DEPARTMENT OF GENERAL EDUCATION, BANGKOK METROPOLIS.
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The purpose of this research was to study the organization and problems of the supervisory activities organized by the secondary schools participating and non-participating in the Academic Supervision Project under the jurisdiction of the Department of General Education, Bangkok Metropolis. The researcher sent 406 sets of questionnaire to the population, 29 secondary schools participating in the Academic Supervision Project, and 325 sets to the sample, calculated by Taro Yamane formula, which were 66 secondary schools non-participating in the Academic Supervision Project. The total was 731 sets and 646 sets counted for 88.37 Percent, were completed and returned. The data were analyzed by means of frequency distribution and percentage.

Findings:

The findings were most of the schools participating in the Academic Supervision Project, both large size and very large size, organized the same supervisory activities. The supervisory activities used most were group conference, lecturing and small group discussion. The problems confronted most were lack of personnel capable in planning to join the team, inadequacy of cooperation from some teachers, and teachers having too many duties to have enough time to join the supervisory activities.

Concerning the schools non-participating in the Academic Supervision Project, most of them, both large size and very large size, organized the same supervisory activities, and the same as the schools participating in the project. The supervisory activities used most were lecturing conference, lecturing with media and small group discussion. The activities organized least, by both schools participating and non-participating in the project, were role-playing and structured interviewing. The problems confronted most were lack of personnel capable in planning to join the team, teachers having too many duties to have enough time to join the supervisory activities, and lack of lecturers to provide knowledge in curriculum, new teaching methods and techniques, and instructional measurement and evaluation.