

The purpose of this research was to study the academic administration of elementary schools with high learning achievement students under the jurisdiction of the Office of Nakhon Ratchasima Provincial Primary Education.

It was found that the academic administration conditions in each area concluded from the interview data specified with highest frequencies were as follows : 1) Curriculum and Curriculum Implementation. Most schools had curriculum document provided by the Office of National Primary Education Commission (ONPEC). For the implementation, schools supplied sufficient materials and instructional media for teachers to study by themselves and evaluated their understanding by observing the utilization and evaluation of student achievement and desired characteristics. Lesson plans of work-oriented experience were modified to serve the community. 2) Instruction schedules were planned mostly by administrators and teachers. Teachers were assigned to teach according to their competence and experience but pupils were mixed in ability. Administrators promoted teaching improvement through regular supervision; encouraging teachers to write lesson plans and evaluating the instruction from student achievement. Remedial teaching was arranged in sub-groups. 3) Supplementary Materials and Instructional Media. Most schools purchased them by using government budget and encouraged the utilization by examining lesson plans and emphasizing its importance in school meeting. 4) Measurement and Evaluation. Most schools prepared teachers by sending them to be trained by other organizations, providing suggestions, facilities and instruments including testings and promoted utilization of the results. 5) School Libraries. Most schools surveyed teachers' needs and encouraged students' usage by requesting them to report news. A teacher was appointed to be a librarian and students took turn to share the responsibility. Libraries were also open at midday. Books were partly provided by ONPEC and library usage was recorded. 6) Supervision. Most schools studied teachers' needs through consulting with them, provided supervision through counselling, constructing supervisory media, having teachers supervise each other and using feedback to improve the instruction. 7) Planning and Management. In most schools, academic policies were formulated by administrators and teachers and projects were launched to support the policies. Budget was usually allocated according to the plan. All teachers were encouraged to participate in setting objectives. Meetings were used to monitor and evaluate the plans. 8) Teaching Support. Most schools organised supporting activities according to what specified by ONPEC and school readiness. Teachers were trained, assigned to work according to their competence and experience and provided with opportunity to share opinions. Administrators evaluated the activities by observing teacher and student participation and student achievement. 9) Technical Training. Most schools surveyed teachers' needs before formulating the projects and cooperating with school clusters in project implementation. In terms of follow-ups and evaluation, trained teachers were requested to transfer knowledge to other teachers.

Problems specified with highest frequencies in each area were

- 1) Teachers did not understand the curriculum.
- 2) Inadequate teachers.
- 3) Inadequate instructional media.
- 4) Tests were below standard and did not cover the content.
- 5) Lack of books in the library.
- 6) Inadequate supervision.
- 7) Some projects were not implemented.
- 8) Some teachers did not pay attention to organising supporting activities.
- 9) Some teachers did not want to be trained.

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