

LADDASRI USUMSANSEWEE : A STUDY OF THE IMPLEMENTATION OF THE
TEACHERS COLLEGE CURRICULUM IN EDUCATION AREA, ELEMENTARY EDUCATION
PROGRAM, B.E. 2530 IN ISAAN-NYA UNITED COLLEGES AND ISAAN-TAI UNITED
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The purposes of this research were to investigate the state and problems of the teachers college curriculum implementation in education area, Elementary Education Program, B.E. 2530 in Isaan-nya United Colleges and Isaan-tai United Colleges. 458 questionnaires were distributed to administrators, instructors and elementary major students in Isaan-nya United Colleges and Isaan-tai United Colleges. 422 copies were returned, accounted for 92.14 percent. Data were analyzed in terms of percentage.

Research findings revealed as follow : The special type of the curriculum structure was managed experiences and activities which stressed on practices and theories. A survey of instructors' readiness was conducted prior to the student receiving. The administrators in both United Colleges supported the instructors to hold seminar in their teaching - field and supported instructional materials construction and curriculum laboratory by budget provision. Most instructors and students were skilled and interested in learning practical subjects and teacher experiences. Instructors mostly used a lecture method with overhead projectors. The instructors' evaluation in Isaan-nya United Colleges emphasized on knowledge and understanding while the instructors' evaluation in Isaan-tai United Colleges emphasized on methods, processes and working steps.

Problems of the curriculum implementation on structures, objectives and contents were not clear. Some subject - contents were overlapped. The colleges lacked of good quality lecturers and personnel. The instructors were weak in cooperation. Methods for preparing students' readiness before learning of the Teacher Colleges were not suitable. Time for searching new knowledge of instructors was insufficient. Both Isaan-nya United Colleges and Isaan-tai United Colleges had not enough instructional media. Instructors lacked of skills in evaluating and the institute was weak in following up the assessment results. The valuating criterion could not clearly classify the learners' abilities.