

Pitak Kaewthongma 2013: The Status of Physical Education Learning and Teaching Management in Secondary Schools of the Upper Northeastern Region in Thailand. Master of Arts (Physical Education), Major Field: Physical Education, Department of Physical Education. Thesis Advisor: Mr. Natrapee Polyai, Ph.D. 193 pages.

The purpose of this research was to study the status of physical education learning and teaching management in secondary schools of the upper northeastern region in Thailand on 7 aspects: teachers, curriculum development, instruction times, physical education programs management, equipment and facilities, learning and teaching management and evaluation. A questionnaire was developed by the researcher and a group of research project. Content validity was judged by 12 experts. The document was mailed to five hundred thirty-one physical education chairpersons from five hundred thirty-one schools. Five hundred twelve respondents (96.42%) were completed and returned. Data were analyzed by using percentage, and mode.

The results revealed that there were 25 schools that physical education teachers did not get a degree in physical education, teaching load was 18 hours per week. There were 12 schools did not develop their own curriculum School's academic committee served for instruction times of physical education. For mathayom suksa 1-3, physical education teaching was organized on basic material one hour per week for all grade levels, and some schools defined one hour per week for an additional material. In mathayom suksa 4-6, most schools were organized physical education teaching 10 hours per semester. Some schools, 37.7%, defined an additional material one hour per week. All schools ran both an intramural athletic program and interscholastic athletic program. There was no physical education program for special children in 399 schools. The space for physical education classes was an outdoor field that was safe and sound. It was also met the standard and sufficient for requirement. Physical education teacher used 75% of child-centered for classroom learning management that using a committee work method of teaching. Ability for life skills of student's competency, and discipline were the most subject matter that physical education teachers organized activities to promote. Grading system was criterion-and norm-referenced standards. Grades in physical education were based on sport skills, knowledge, morality and ethics, physical fitness and desirable feature for 50, 20, 10, 10, and 10 points, respectively. Knowledge assessment used objective tests, using quantitative and qualitative measurements to assess sport skills. Health-Related Physical Fitness Test and Norms for Thai Children Aged 7-18 Years was used to assess physical fitness and motor fitness. Desirable feature was measured by using scale desirable feature, but using scale of moral and ethics to measure morality and ethics.

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Thesis Advisor's signature