

Chalerm Sri Ketchampa 2013: The Status of Physical Education Learning and Teaching Management in Secondary Schools of the Western Region in Thailand. Master of Arts (Physical Education),
Major Field: Physical Education, Department of Physical Education. Thesis Advisor:
Mr. Nartrapee Poyail, Ph.D. 201 pages.

The purpose of this research was to study the status of physical education learning and teaching management in secondary schools of the west 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 one hundred fifteen physical education chairpersons from one hundred fifteen schools. Ninety-three respondents (80.86%) were completed and returned. Data were analyzed by using percentage, and mode.

The results revealed that there were 4 schools that physical education teachers did not get a degree in physical education, teaching load was eighteen hours per week. Most schools had developed their own physical education curriculum. Only one school did not develop its 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. For mathayom suksa 4-6, most schools were organized physical education teaching one hour per week, and there were 37 schools organized physical education teaching 10 hours per semester. All schools ran an intramural athletic program. Only 9 schools did not manage the interscholastic athletic program. There was no physical education program for special children in 76 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 managed classroom learning using child-centered, and methods of teaching were lecture and a committee work. 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-referenced standards. Grades in physical education were based on sport skills, knowledge, morality and ethics, physical fitness and desirable feature for 20, 30, 10, 20, 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 observation form, but using scale of moral and ethics to measure morality and ethics.

Student's signature

Thesis Advisor's signature