

Rawiwan Khanthong 2013: The Status of Physical Education Learning and Teaching Management in Secondary Schools of the East Region in Thailand. Master of Arts (Physical Education), Major Field: Physical Education, Department of Physical Education. Thesis Advisor: Associate Professor Kornrawee Boonchai, Ed.D. 188 pages.

The purpose of this research was to study the status of physical education learning and teaching management in secondary schools of the east 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 fifty-eight physical education chairpersons from one hundred fifty-eight schools. One hundred thirty-nine respondents (87.97%) were completed and returned. Data were analyzed by using percentage, and mode.

The results revealed that most physical education teachers got a degree in physical education, teaching load was eighteen hours per week. Most schools had developed their own physical education 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, 61.2%, defined an additional material one hour per week. All schools ran an intramural athletic program. Only 14 schools did not manage the interscholastic athletic program. There was no physical education program for special children in 123 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 20, 20, 10, 20, and 10 points, respectively. Knowledge assessment used objective tests, using quantitative and qualitative measurements to assess sport skills. International Committee for the Standardization of Physical Fitness Test was used to assess physical fitness and motor fitness. Desirable feature was measured by observation, but using scale of moral and ethics to measure morality and ethics.

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Thesis Advisor's signature