

## C441710 : MAJOR SUPERVISION AND CURRICULUM DEVELOPMENT

KEY WORD: ACADEMIC WORK / SECONDARY SCHOOLS / EDUCATIONAL REGION NINE

PRASARN PHUDEE : AN ORGANIZATION OF THE ACADEMIC WORK IN SECONDARY SCHOOLS UNDER THE JURISDICTION OF THE DEPARTMENT OF GENERAL EDUCATION, EDUCATIONAL REGION NINE. THESIS ADVISOR : ASST. PROF. JAITHIP CHUARATANAPHONG, 300 pp. ISBN 974-582-815-7

The purposes of this research were to study the organization of academic work and the problems that occurred in secondary schools under the jurisdiction of the Department of General Education, Educational Region Nine. The informants were 653 school principals, academic assistant principals and teachers. The research instrument was questionnaire. Data was analyzed by using percentage

The following were the research findings: Most schools used Secondary School Curriculum (revised edition, B.E.2533). In most cases, academic assistant principals and section heads were appointed to arrange schedules. Teachers were mostly the indicator of the needs of instructional media, which they were encouraged to produce from local materials. Most school libraries were located in classroom building. Most schools set up plans for each type of student activities. Most schools allowed teachers to attend academic seminars. In most schools, the section heads were the persons who assigned teachers academic work. Most schools had a Guidance Room, with definite guidance plans. Educational evaluation work was clearly defined in most schools. Most schools planned the improvement of academic work before new semester began.

Problems were identified as follows: Teachers lacked interest in studying the curriculum. The number of teachers was small in some sections, but a lot in others. Instructional kits and media were insufficiently budgeted for. There were inadequate budgets for books and periodicals. Teachers offered little co-operation in student activities. The supervision of academic work was not systematically planned. Teachers had to be responsible for a lot of special assignments. Teachers offered little co-operation in guidance work. There was shortage of personnel to train teachers in test construction and analysis. Information on teachers' academic performance was not employed in academic planning.