

KEY WORD: STATE AND PROBLEMS/IMPLEMENTATION/CHARACTER DEVELOPMENT AREA
KASORN SINGTANA : A STUDY OF STATE AND PROBLEMS OF THE
IMPLEMENTATION OF THE ELEMENTARY SCHOOL CURRICULUM B.E. 2521
(REVISED EDITION B.E.2533) OF CHARACTER DEVELOPMENT AREA FOR
PRATHOM SUKSA ONE AND TWO IN SCHOOLS UNDER THE JURISDICTION OF
BANGKOK METROPOLITAN ADMINISTRATION. THESIS ADVISOR : ASSOC.
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The purposes of this study were to find out the state and problems of the Elementary School Curriculum B.E. 2521 (Revised Edition B.E. 2533) implementation which related to Character Development Area for Prathom Suksa one and two in school under the jurisdiction to Bangkok Metropolitan Administration regarding to curriculum management, managing the environment factors for curriculum implementation and the instructional organization.

The findings were as follow :

Regarding to the curriculum management, most of the administrators prepared the curriculum before using by giving inservice training. The problem of the school administrators at the moderate level was curriculum development project management, while those of the teachers at the same level were curriculum development planning, preparation of measurement and evaluation instruments for learning objectives.

In managing the environment factors for curriculum implementation, most of the administrators assigned the teacher to classes on their decision-making basis. They prepared teaching aids and subject materials as well as supported the teachers' extra-curriculum activities, students' exhibitions, and students' ability contests. The study also revealed that the school administrators' problem in inviting experts was at the moderate level, while the teachers' problem was the receiving of teaching materials.

Regarding to the instructional organization, most of the administrators had all-year planning in facilitating the teachers' teaching preparation. They gave consultancy and advices concerning school activities and helped provide instructional media and production. They allowed the teachers to take part in measurement and evaluation instruments construction at the school cluster level. The majority of teachers prepared the instruction and constructed measurement and evaluation instruments by themselves. Achievement tests were found the most popular. Remedial instruction was often provided for the gifted or special students. Both administrators and teachers had concurring problems in providing adequate instructional media and materials for their students, measurement and evaluation.