

Thesis Title

Factors Relating to the Operation of Primary  
Schools' Compulsory Education Expansion Pilot  
Project, Chiang Mai Province

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### Abstract

This research was designed to examine processes and operational outcomes of primary schools under the Compulsory Education Expansion Pilot Project in Chiang Mai Province. At the same time, it also examined and identified factors related to those schools' performance. Data collection was made possible through participatory observation, unstructured interviews and field notes conducted by the researcher during his 3-month (November 1990-late January 1991) stay in the chosen village, Nong-Ab-Chang, Chom Thong District, Chiang Mai Province. Study subjects were 12 Nong-Ab-Chang School's administrator and teachers, 40 Mathayom Suksa 1 students, 10 parents and 10 other related staff.

Data were inductively analyzed and interpreted yielding

1. Once chosen a Pilot Project School, operational processes started with initial preparations as regards building and space, materials and equipment and personnel. They further included public relations work, curriculum planning and instructional management, school administration system improvement, coordination with other agencies, etc.

2. As regards operational outcomes it could be said that the school had reached most of its established objectives. It had sufficient building space, materials and development, qualified personnel, budget and cooperation from the entire school, community and other agencies. Instructional activities proceeded as prescribed in the curriculum and all 40 students performed well in their class academically, vocationally and got along well with others. However, teachers shouldered additional teaching burden and some curriculum materials and documents were found to be insufficient.

3. Related factors making school performance a success were as follows :

3.1 State determined policy as regards basic education expansion up to the lower secondary level made it possible for the school to participate in the project.

3.2 The community especially parents and students who, though economically and socially deprived, enthusiastically endorsed and participated in the project as well as cooperated with the school

3.3 Sufficient school resources, i.e., building space, materials and equipment, personnel, instructional materials and budget.

3.4 Competent, experienced and insightful administrator with good human relations skills and dedication to work.

3.5 Curriculum and instructional management appropriately adjusted to school and community environment as well as students' needs. And

3.6 The school itself had correctly adopted planning and administrative strategies, conducted administrative system improvement activities, improved instructional and staff development methods and effectively coordinated with relevant units and agencies.