

Thesis Title      Factors Affecting the Implementation of Elementary School English  
Curriculum B.E. 2539 in Elementary School under the Jurisdiction of  
Phatthalung Provincial Elementary Education Office

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### ABSTRACT

The purposes of this research were to 1) study state of factors affecting English curriculum implementation and the implementation state of an elementary education English curriculum B.E. 2539 ; 2) identify factors affecting the implementation of the elementary education English Curriculum B.E. 2539 and ; 3) accumulate the opinions towards factors affecting the implementation of the curriculum and the practices on the English curriculum implementation. The questionnaired sample consisted of 260 administrators and English teachers from 130 elementary schools. The interviewed sample were ten administrators and English teachers from five schools. The instruments used were a questionnaire and an interview form. The data were analyzed by percentage(%), arithmetic mean ( $\bar{X}$ ), standard deviation (S.D), Pearson's product moment correlation coefficient, stepwise multiple regression analysis and content analysis. The findings were as follow :

The over all appearance state of factors affecting the curriculum implementation were at moderate level. As considering each factor separately, the instructor factor and curriculum factor were at maximum level , Whereas the supervisor's supervision factor administrator factor and parent's supports and community fairly factor were at moderate level but on the training factor was only at minimum level. In over all , the state of the curriculum implementation were practiced at moderate level, Whereas the practices on each including the curriculum administration , the instruction and the follow up and supervision were put into practice at moderate level.

Of the eight factors that significantly affected the implementation of an elementary school English curriculum B.E. 2539 were consisted of seven internal factors and one external factor. The internal factors were ; the clarity of the curriculum , leaderships in curriculum implementation, supervising by administrators, positive attitudes towards English curriculum, knowledge and comprehension in English curriculum of the instructors, budgets and information technology system. The only external factor that affected the implementation of the curriculum was supervising by supervisors factor. These could explain 73.16 % of the variation in the English curriculum implementation.

From the interview of the administrators and English teachers regarding to the factors affecting the implementation of English curriculum : the administrator 's opinions were vision of teachers, administrators training in the implementation of English curriculum, public communication and policy, Whereas the teacher's opinions were the exchange of knowledge and school situated in the tourist area. The administrator and English teacher 's opinions towards the curriculum implementation could be concluded that the policy making and projects in English curriculum were concentrated at a small scale. Moreover, most of the English teachers neglected to write lesson plan beforehand and organized activities and special projects in English instruction at the small scale as well.