

Thesis Title	Competency of the Pre-Primary Teachers under the Jurisdiction of Nakhon Pathom Provincial Primary Education Office
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ABSTRACT

The purposes of the research were: (1) to study the competencies of pre-primary teachers; (2) to compare the competencies of pre-primary teachers classified by the school size; (3) to gather the opinions of supervisors, principals, and parents about the competencies of pre-primary teachers. The samples, consisted of: (1) 154 pre-primary teachers obtained by using multi-stage random sampling; (2) 3 supervisors; 3 principals; and 9 parents obtained by using purposive sampling. The research instruments were questionnaires and interviews form. The data were analyzed by means of percentage, mean (\bar{X}), standard deviation (SD), content analysis, one-way ANOVA, and a multiple comparison with the Scheffe's Method.

The results of the study were as follows:

1. The overall competencies of the pre-primary teachers was at a high level. A comparison of each category of the competencies revealed that the knowledge, abilities, and characteristics and attitudes were at a high level.

2. The comparison of the competencies of the subjects classified by school size indicated a statistical difference at .05 level of significance. The competencies of the teachers in medium size schools was higher than those from small size schools.

3. The opinions of the supervisors, principals, and parents were as follows:

- 3.1 They all agreed that the pre-primary teachers should have the competencies in the following categories: knowledge and ability of development

planning experience, managing activities and experience, managing the learning environment, facilitating the students' development and learning, educational measurement and evaluation. Furthermore teachers should have good characteristic, human relationship, and moral behaviors.

3.2 With regard to the development of the teachers' competencies, all the supervisors and principals agreed that all offices concerned in developing the teachers should set up training sessions, meetings, and seminars with follow-up activities. The teachers themselves should do a self-evaluation and evaluation on their competencies.

3.3 The problems concerning the development of the teachers' competencies were as follows: (1) insufficient budget for teaching aids; (2) the complexity of the evaluation forms causing difficulties with evaluation; (3) impractical plans in the development of experience; (4) parents did not have knowledge and understanding of educational aims in the pre-primary level; so they want their children to be literate.