

Thesis Title	Teaching Competency of The Pre-primary School Teachers under The Jurisdiction of The Office of Prachuap Khiri Khan Provincial Primary Education
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ABSTRACT

The purposes of this research were to study and to compare the teaching competencies of the pre-primary school teachers classified by teacher's status and school size.

The samples were 152 teachers in Prachuap Khiri Khan provincial primary schools obtained by using multi-stage random sampling technique moreover 30 teachers were selected from the samples for observation by proportional stratified random sampling. The instruments for data collection were questionnaire on teaching competencies and the observation form on the managing activities and experience for children. Statistical analysis was accomplished by percentage (%) mean (\bar{X}) standard deviation (S.D.) One Way-ANOVA and as well as multiple comparison with Scheffe's method.

The finding revealed that 1) The teaching competencies of the pre-primary school teachers under the jurisdiction of the office of Prachuap Khiri Khan provincial primary education, as a whole were at a high level, when considered separately in each competency, teachers had consecutively teaching competency at a high level namely, planning experience management, developmental understanding and learning of children, measurement and evaluation of children development, managing activities and experience for children and using material and environmental management competency. 2) With regard to the comparison on the teaching competencies of teachers classified by age, educational level, teaching experience and school size. The teaching competencies of the teachers were statistically different at the .05 level of significant. By the group of teachers age less than 30 years old and in the group of teachers major in Early Childhood Education and also the group of teachers in the school which composed of 121-300 students had high teaching competencies than the others. However the group of teachers who have teaching experienced more than 10 years had low teaching competencies than the others.