

Thesis Title: Organization of Students' Self-employment
Activities at Chiang Mai Educational Welfare School

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Abstract

This research study aimed to investigate the activity organization, teacher advisors' and students' roles including the results of the self-employment activities managed by the students of Chiang Mai Educational Welfare School. Four school administrative staff were interviewed and questionnaires were distributed to 19 teachers who took the role of advisors for the activities and to 163 lower-secondary school students involved. Data were analyzed by using percentage, means, and then analytically described. The findings were as follows:

1. **School's Activity Management.** School Assistant Director responsible for the school academic affairs planned for the activity management by pre-assessing the school's current state, and then formed the working group to write up the project and search for the project committee to be appointed. Calls for teachers meetings were made to inform about the policy and procedure and to recruit the teacher

advisors for the activities. Students were explained to form their own groups and to contact one or two teachers for their advisors. Moreover, handouts and bulletin boards were used to publicize this school activity to all students.

2. Teacher Advisors' and Students' Roles. Activity advisors mostly followed all four aspects of their role assignment which were 1) counseling, suggesting, explaining 2) examining students' management 3) supervising and encouraging 4) evaluating and reporting to the school. However, the activities these teachers paid less attention were those relating to supervising and encouraging and those relating to evaluating and reporting, respectively. As for students' roles, it was found that students received information mostly from their advisors; they formed their own groups considering interpersonal relationship among them mainly. Knowledge, skills, and abilities were the next concern. Students chose their advisors according to the majority votes. They were mostly concerned about teachers' knowledge, skills, and ability and next about teachers' human relationship. Members of each group cooperatively wrote and planned their project. They sought advice from their advisors when needed. Most of them bought materials needed for their project themselves and also borrowed some materials from the school. Each group assigned one member to be their project coordinator. They used "meetings" for job assignment and clarification. For public relations, they used personal contacts. Most groups evaluated and reported their activities at the end of the project.

3. Outcomes of the Activity Management. For this 1993

academic year, 35 mini-companies were formed and actually run by the students. These companies could be grouped into the companies that used the School Bank's loans for their investment and the ones that used their own budget. From the twenty companies run through School Bank loans, fifteen were able to make profits. Ten out of these fifteen companies were able to make the profits beyond the minimum criterion of the Department of General Education (50 baht/person/year). Two companies could make more than 10,000 (ten thousand) baht profit. All fifteen self-invested companies made the profits more than the stated minimum criterion. The activity advisors expressed their satisfaction mostly on the project outcomes that were relating to students' physical and spiritual satisfaction. Students themselves were found to be strongly satisfied with the process and results concerning almost all aspects of the project activities.