

Independent Study Title : Activities for Democracy Development
Project Management in Primary Schools,
Mae Ta District Office of Primary
Education, Lamphun Province

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Abstract

This independent study was designed to examine the administrative processes of the activities advancing democracy in primary schools Project as undertaken by schools under the Mae Ta Office of District Primary Education, Lamphun Office of Provincial Primary Education. The examination was in reference to Project guidelines and principles laid down by the Office of National Primary Education Commission. Questionnaires were administered on all 36 school administrators of the District Office and a sample of 150 teachers involved in the Project.

Findings were as follows :

In general, it can be said the Project implementation and administration was rather successful. Schools did actually conduct

required instructional activities both inside and outside classrooms in every curriculum experiences group. They set implementation policies, designed work plans and established operational guidelines taking into account current school and community conditions, problems and needs.

Findings also indicate that school administrators obtained relevant information about the Project from higher superiors while involved teachers were given Project details by school administrators and even underwent training to prepare themselves for actual Project implementation. The latter took place without using any official budget. In the process teachers were afforded study tours opportunities so that they could learn how other schools were carrying out this same Project. Successful performance and operations were constantly praised by administrators in order to boost teachers' morale. Relevant parties were also given opportunities to take part in Project implementation planning. At the same time, school administrators did supervise the performance of teachers via conversations and exchanges of ideas with them as well as general observation technique. Evaluation took place at the end of each semester and results presented in meetings of administrators and teachers. Subsequent outcomes were said to be used as guidelines for next year's activities.

However, as regards student behaviors findings indicate that set goals were not yet fully met. Student behaviors most obviously demonstrated were those related to respectfulness, cohesiveness and

intellectuality, in descending order. On the other hand, those behaviors found in need of further improvement were those during conversations among themselves, those indicating lack of politeness, those while discussing and exchanging of ideas, those while setting work plans, those related to self and group performance evaluation, those related to knowledge acquisition activities and intelligent problem solving, those during meeting attendance i.e., etiquettes as well as those indicating patience before any criticisms.

Finally, findings indicate certain Project-related problems. For examples, printed materials for dissemination to school personnel about the Project were still very much lacking and, if available, incomplete making it obviously difficult for them to appreciate and understand the goals of the Project ; operational manuals were slow in reaching schools ; instructional media/materials were found to be lacking ; supervision was not serious and consistent ; school-based supervisors had little time for supervising teachers ; involved personnel lacked measurement and evaluation skills and tools ; operational planning policy formulation was not clear ; and budget and other personnel supports were lacking, thus, causing low morale among teachers.