

THESIS TITLE : A FOLLOW-UP STUDY OF BASIC EDUCATION EXPANSION  
PROJECT OF THE PROVINCIAL PRIMARY EDUCATION  
OFFICE IN CHANGWAT KHON KAEN

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**ABSTRACT**

The purposes of this study were (1) to investigate the practice of the Educational Opportunity Expansion Project, (2) to study the problems of the practice, and (3) to survey the opinions of the concerned people on this matter. The sampling group consisted of 739 subjects \_\_\_\_\_ 99 school principals, the teachers and the related; 320 student parents; and 320 Grade VII students. The Survey Form, The Questionnaire and the Interview Form were used to collect the data. The earned data were computerized for finding means ( $\bar{X}$ ) and standard deviations (S.D.)

## Findings

1. The Project concerned schools were mostly ready on personnel, buildings and materials. They were away from the nearby secondary schools about 6-30 kilometers. Not more than 2 classrooms with less than 40 students were opened in each school. The teachers were chosen because of their aptitudes and academic majors. They, in many schools, mostly taught at both at the primary and secondary levels.

The communities which the Project schools located had pretty good infrastructure. They earned their living mostly by farming and they helped the school by offering their labors.

The school clusters offered the teaching aids, while the nearby secondary schools gave the advice for producing necessary materials for lesson planning and for test construction.

The provincial primary education offices helped the schools by training the teachers in organizing teaching activities. The Department of Academic Affairs offered the syllabus documents by using the Lower Secondary Education Syllabus B.E. 2521 (Revised B.E. 2533) and making balance between the academic subjects and the occupational subjects properly.

The supervisors came to visit the school for just mental support.

The students were interested in studying, but they lacked of learning aids.

2. The problems encountered were (1) too limited time for preparing, less than two months, (2) limited media and time for campaigning for recruiting the students, (3) too late to receive the budget and, (4) not adequate skills for teaching of the teachers.

3. The school principals, the teachers, and the concerned personnel thought that 6 years of primary education was not enough. Three years more should be extended for all people in order to develop desirable quality of life and to develop their abilities.

The government should make three years of secondary education compulsory according to the community needs year by year by placing the National Primary Education Office responsible for this, and the other organizations supported.

The curriculum should be concentrated on both academics and occupations balancingly. This extension would be more worthwhile when distributed to the remote areas.