

INDEPENDENT STUDY TITLE: IMPLEMENTATION OF EDUCATION REFORM
POLICY OF THE MINISTRY OF EDUCATION :
A CASE STUDY OF THE EDUCATION REFORM
SCHOOL, THA KHAN THO DISTRICT, KALASIN
PROVINCE

AUTHOR: MR.SAMAN SRISUTUM

INDEPENDENT STUDY ADVISORY COMMITTEE:

..... Chairman
(Associate Professor Dr.Suranart Khamanarong)
..... Member
(Mrs. Sukanya Aimimtham)

ABSTRACT

The objectives of this research were 1) to study current conditions and problem of implementation of education reform policy of the Ministry of Education in the education reform schools, Tha Khan Tho District, Kalasin Province; 2) to study opinions of schools' administrators and teachers in such implementation of the policy through collection of data, both qualitative and quantitative. In the former, in-depth interviews were carried out with 13 administrators of the education reform schools, while in the latter, document study and data collection were done through a prepared questionnaire with 65 teachers – the total sampling population of 78, accordingly.

The findings were as follows:

As for the understanding of education reform policy, that of school administrators was at a high level, while that of teachers was at a moderate level. The result of implementation of education reform policy in 4 major categories, that are school

and learning place reform, teacher and academic personnel reform, curriculum and teaching process reform, and educational administration system reform, was overall, at moderate level. School and learning place reform was the most effective compare with the others. The learning places were developed to be clean and green, but the other reforms were found having such problems of budgeting, participation, and evaluation. The teacher reform process was done in the form of training, seminars, and study tours, but could not do frequently because of lack of budget. The curriculum reform process had the problem of less participation of local people, and the potential of teachers and local people were not much. Particularly, the lack of information of real local needs was the big problem. The last reform in administration system was found that many schools had the plan, but moderately of having evaluation. Therefore, the real implementation outcomes were unknown.

Suggestions were found for successful ways of implementation of education reform policy: participation of local people should be promoted and potential of teachers should be upgraded by providing the information of standard, knowledge, and prospects of effective curriculum development. Furthermore, the evaluation activities of each plan of local schools should be promoted and implemented frequently to reach the goal of school plan and reach the goal of education reform.