

Thesis Title The Utilization of Local Wisdoms in the Development
 of an Elementary Local Curriculum of the Elementary
 Schools in Mae Hong Son Province.

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ABSTRACT

The purposes of this study were examine : (1) The categories and characteristics of local wisdoms used in developing an elementary local curriculum in Mae Hong Son Province; (2) The level of the curriculum development employing the local wisdoms; (3) The opinions of elementary school administrators, teachers, and village academicians concerning the use of local wisdoms in the curriculum development.

The subjects (N = 226) were stratified randomly selected for this study. They were 100 school administrators, 100 teachers, and 26 village academicians. The tools used for data gathering were questionnaires and interviews. Statistical techniques employed for data analysis were frequency, percentage, (%) means (\bar{X}), and standard deviation (S.D.)

The results of the study were as follows:

1. The most frequently used categories of local wisdoms were arts, cultures and traditions. The curriculum contents were local traditions the cyclic twelve months. The second most

frequent categories employed were morals, ideas and beliefs, and principles of life. The contents employed were moral, words for thoughts, and proverbs. For local career training, the contents were bamboo basketry, the contents dealing with village technologies were economic crop planting, Character Formations Subject employed the most local wisdoms, followed by Life experiences, Work and Basic Career Development, Skills Subjects (Thai and Mathematics) and Extra-Curricular Experiences. Local wisdoms were mainly used in classroom activities and characteristics formation activities.

2. The level of the local curriculum development is on the moderate scale ($\bar{X} = 2.72$, S.D. = 0.78). When classified by the performance category, classroom activities or extra curricular activities were found on the high level. Adjusting the course contents course description, course media, and constructing the teaching aids were on the moderate level.

3. The curriculum activities were carried out by inviting village academicians to be special teachers. The problems concerning implementation of local wisdoms for the curriculum development were the lack of funds, and having different opinions among administrators teachers and village academicians. The administrators and teachers agreed that the contents of local wisdoms should deal with conservation of local resources, local herbs, basketry, and mixed agriculture, while the village academicians believed that the contents should be teaching basic careers, morals, ethics, religious beliefs, traditional cultures, and traditions of the local community.