

WINAI KRANMOOL : STATE OF SOCIAL STUDIES INSTRUCTION AT THE SECONDARY EDUCATION LEVEL AS PERCEIVED BY SOCIAL STUDIES TEACHERS AND BLIND STUDENTS IN SCHOOLS FOR THE BLIND AND MAINSTREAMING SCHOOLS FOR BLIND STUDENTS. THESIS ADVISOR : ASST.PROF. PIBULSRI WASANASOMSITHI, 182 PP. ISBN 974-578-975-5

The purpose of this research was to study the state of social studies instruction at the secondary level as perceived by social studies teachers and blind students in schools for blind and mainstreaming schools for blind students. The researcher constructed a set of questionnaires for blind students to ask 40 social studies teachers and 70 blind students in 2 schools for the blind and 8 mainstreaming schools for blind students.

The findings were as follows:

1. In the aspects of implementation of curriculum and text-books, the social studies teachers perceived that the school provided curricular service at the low level. Both the social studies teachers and the students agreed that the textbooks service was provided by the school at the low level. The social studies teachers perceived that the provision of proper brailled textbooks was at the low level, but the students perceived that it was at the high level.
2. In the aspect of teaching method and instructional activities management, the social studies teachers perceived that the teachers utilized different teaching methods and instructional management at the high level but the students perceived them as at the low level. However, the teachers and the students agreed that various instructional activities were provided at the low level.
3. In the aspect of extra-curricular activities, both the social studies teachers and the students agreed that they were provided at the low level.
4. In the aspect of instructional media utilization, the social studies teachers perceived that it was utilized at the low level but the students perceived it as at the lowest level. However, the social studies teachers perceived that the management of instructional media was at the low level, but the students perceived that it was at the high level.
5. In the aspect of measurement and evaluation, both the social studies teachers and the students agreed that the teachers utilized various types of measurement and evaluation as well as instructional measurement and evaluation activities at the high level.