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Abstract

The purpose of this research were 1) to study situation and problems in environmental education implementation, and 2) to compare situation and problems in environmental education implementation in primary schools as classified by school size. The sample were 3 of school administrators, 84 of government official teacher in reform environmental education model of primary school, the total were 87. The instrument was questionnaire, its reliability coefficient was .9887. The researches collected data by myself and analyzed by using computer program SPSS for windows. There were to parts of statistics : the first part was checklist of data regarding situation reform environmental education presented in frequency distribution, percentage, comparing by using Chi Square, and Mann whitney U test match pair rank test ; the second part was rating scale regarding problems in reform environmental education presented in Mean and Standard Deviation, and compare the situation in reform environmental education as classified school size using ANOVA to analyze.

The findings were as follows : For the situation in reform environmental education model schools, The most reform were : administration and management aspect (94.25 % of the total sample), the second rank was activity arrangement for learning activity improvement aspect (92.0 % of the total sample), and the last order of reform was learning management and community relation aspects (83.9 % of the total sample). For the 4 aspects of problems in reform environmental education model of primary schools, there were administration management aspect, learning management, learning activity improvement, and community relation, which showed "moderate" level of problem. The highest mean was learning activity improvement ($\bar{x} = 3.14$), The second rank was administration and management, and community relation aspect ($\bar{x} = 3.11$), and the

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least was leaning management aspect ($\bar{x} = 3.01$). For the comparison of situation in reform environmental education model of primary school as classified by school size : large, medium, and small size, it found that there were no difference among situation in reform environmental education of large-size, school, medium - size school, and small - size school in one aspect : learning management. There were statistical significant differences at the level .05 level of situation in reform environmental education of large - size school, medium - size school, and small - size school in three aspects : administration and management aspect, learning activity improvement aspect, and community relation aspect. For the learning of reform environmental education of large - size, school medium - size school, and small - size school, there was difference. The highest average was learning activity improvement aspect ($\bar{x} = 3.14$), the second rank was community relation and administration and management aspects ($\bar{x} = 3.11$) and the lowest average was learning activity management aspect ($\bar{x} = 3.01$).