

THESIS TITLE : CURRENT PRACTICES IN TEACHING AGRICULTURAL SUBJECTS FOR
PRATHOMSUKSA 5-6 STUDENTS UNDER THE JURISDICTION OF
KALASIN PROVINCE EDUCATION OFFICE

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ABSTRACT

This research work was carried out during the academic year 1994 in relation to problems on teaching agricultural subjects to Pratomasuksa 5-6 students of the Primary Schools, Kalasin Province, Thailand. The objectives of this study were : (1) to find some basic information concerning activities carried out by teachers of agricultural subjects under the jurisdiction of Kalasin Province Education Office, (2) to study all of the problems faced by teachers of agricultural subjects when carried out teaching practices to Pratomsuksa 5-6 students, and (3) to attain the opinions of the teachers and their suggestions in teaching agricultural subjects to Pratomsuksa 5-6 students at Kalasin Province. The sample teachers were accounted from 122 teachers from 14 districts (Amphur) of Kalasin Province. They were selected by a stratified random sampling method in order to match tools and equipments used. A set of questionnaires had been developed to collect data by the author himself. The data collected from samples being interviewed were

statistically analyzed to identify the frequency distribution and percentages.

The results showed that the majority of teachers (80.20%) who were engaged in teaching agricultural subjects were male teachers with their ages ranging from 36 to 40 years old and most of them had been teaching agricultural subjects for 11 to 15 years. The majority of them held the bechelor degrees, yet some did not. Many of them did not graduated with agricultural degrees but had had experiences in teaching agricultural subjects in secondary schools for 1-5 years. The subject was taught in class (91.90%) where teaching media had been arranged at each corner of the classroom such as posters corner, information board, and books were also placed in one of the corners these displaying materials would be changed to other different attracting materials once a month. Most of the contents were related to agricultural knowledges, agricultural news and some important official holidays. The majority of the teachers prepared their teaching lessons once in a while (32.40%) from texts and it was based on curriculum. They also prepared a teaching plan and practical works ahead for their students. The teaching method used mostly involved actual practices including lectures and asking questions. Most of the teachers used photographs as means of teaching materials. The measurement and evaluation on the standing of the students were mostly made through checking of the assigned works, testing and observations. After their evaluation if it turned out that some students failed in the subject, the teachers normally conducted a class to improve what was not clear by students or else students were asked to complete some assigned works in addition to teaching process.

The results also showed that the contents of the subject were too difficult and not relavant to local needs. The content was not intensive enough and not applicable to time provided, therefor, it was

difficult for teachers to convey the messages to students. The majority of teachers obtained inadequate knowledge in agriculture and not enough skill. They occupied their time to the various works and not enough time to prepare their teaching lessons. Furthermore, they did not have any specialist to guide them. Most of the administrators paid less attention to this subject and lacked of equipments and materials for teaching purposes and this was also found with the case of textbooks, handbooks. Students could not understand the importance of the subject, not mature enough to attain knowledge in agriculture. The parents did not understand the structure of curriculum and unable to understand how agricultural subject could contribute to their lives and the school ground area was not totally suitable for agricultural practices.

Recommendations for this work were :

(1) Most of the teachers advised that the contents of the subject should be improved and conformed to the local needs. The content must be suitable to age of the students, (2) Each school must allocate qualified teacher to teach agricultural subjects. (3) Encourage teachers who are enjayed in teaching agricultural subjects to attain further trainings in order to up dating agricultural practices. (4) The adminitrators must pay more attention to agricultural subjects. (5) Provide adiquade equipments for teachers. (6) Encourage and specify the importance of agriculture to students in order to motivate their attitudes towards agricultural professor. (7) The school administrators should encourage parents to understand more clearly the importance for them to participate in agricultur activities and eventually provied suitable land areas, water resources for practical works.