

Thesis Title : Implementing Work-Oriented Courses of the B.E.  
2533 Revised Curriculum in Lower Secondary  
Schools, Tak Province

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M.Ed. : Curriculum and Instruction

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### Abstract

The purposes of this research were (1) to analyze and compare the situation of implementation in different departments and school location of Work-Oriented Courses of the B.E. 2533 Revised Curriculum (2) to study problems and its solutions viewed by teachers and administrators under topics : lesson planning, facilities offering and work-oriented education teaching.

The data were collected from forty-one work-oriented education teachers and sixteen administrators in the secondary schools, Tak province in the academic year 1991. The instruments were checklist and open-ended questionnaires. Data were analysed by percentage and descriptive analysis. The findings were as follows :

## 1. Lesson Planning

Most of teachers developed the curriculum by adapting the formal curriculum into their location begun by determining learning - objectives. The district schools had the school academic committee prepared the documents, while the sub-district schools had the School Cluster prepared them.

The district and sub-district teachers had the same problems of making lesson plans, which were lack of documents, difficulty to drive specific lesson-objectives, unsuitable time and content. Those different problems were that the district teachers lacked understanding to adapt the curricular documents meanwhile the sub-district teachers had problems in time and budget.

## 2. Facilities offering

In most schools, teachers were brushed up by short-training. The budget was provided directly to the department of work-oriented education. The providing of practical materials was done some part by the students and some part by the schools. The equipments were in rather good condition but not adequate.

Most schools found problems of the insufficiency of the instructional materials and unsuitable shops. The district teachers had problem of the delay information. The administrators viewed that teachers were not enthusiastic and less supervised. The district school administrators viewed that teachers had little understanding about curriculum content and its implementation.

## 3. The work-oriented education teaching.

The different methods of teaching between the sub-district and district teachers were that the district teachers usually prepared

their lesson plans, the sub-district teachers did only sometimes. The district teachers popular methods were demonstration and practice, while sub-district teachers used assignment and problem-solving methods.

The pre-test was done to search the background of students. The objectives of evaluation was to improve instructional methods. The popular method of measurement and evaluation was work process examining. The ratio of scores between sub-test and final test was 7:3

The district and sub-district teachers had the same problems of different background knowledge of students, the unsuitable and lack of document about method of teaching. The different problems were that the district teachers had inadequate instructional materials, while sub-district teachers' problem was the insufficient of practical materials.