

Thesis Title : Teaching and Learning Activities on "Basic Vocational Skills" of the Burapa School Cluster Under the Office of Chiang Dao District Primary Education, Chiang Mai Province

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Abstract

The objective of this research was to study teachers' roles in teaching Basic Vocational Skills for Living, students' participation in learning activities, and other factors supporting teachers' performances. The unstructured observation and in depth interviews were applied to 6 teachers, a numbers of their students, and parents in the Burapa School Cluster areas. The data collected were analyzed, classified, categorized, through descriptive analysis. The findings were as follows:

A. Teachers' roles in teaching Basic Vocational Skills for living were classified into two groups

1. Teachers Having Faith in Teaching Profession. This group of teachers set a good example in their behaviour, correct

speech, compassion, dressing well and responsibility. They came to school half an hour early to assist their students, conduct of activities and prepare their own lessons.

The preparation of teaching and learning was done in advance. Various methods were used emphasizing self acquired knowledge, and students' participation in classroom activities. The work assignments were done through the group leader who took charge of the group system, while the teacher oversaw the situation and sometimes participated with the students.

The atmosphere created in learning gave the chance for students to express their opinion, participate in the class discussions and present their assignments. The interrelation of teacher and students was a two-way system. In the classroom management, the students were encouraged to have self administration while exercising the classroom regulations.

2. On-Duty Teachers. This group of teachers emphasized on the transfer of knowledge as it required the students to learn as much as possible while other matters were laid aside.

The activity of class organization and teaching materials were prepared in advance. Several methods were applied with the teacher being the centre of learning. Work assignments given to students were done by worksheet explanation. Evaluations were made with the process of work and achievements.

With this type of atmosphere in learning it gave less chance for students to express their opinions. The interrelation

between the teacher and students was mostly made by the teacher who gave instructions, suggestions or asked questions while the students were the listeners and provide the answer. The teacher supervised the class.

B. The students participation in class was of two aspects, they were :

1. Voluntary Participation. The students' conduct in learning was based on their attention, hand raising, voluntary answers and front of class activity participation. The leader in class discussions, whose work was practical and responsible, offered themselves to help both the teacher and students.

2. Recipients of Directive Participation. The conduct of these students was attentiveness, quietness, they gave answers only when called upon, their group participation was as followers or members, they did not like to propose ideas, and were inclined to follow other people's idea.

C. Supporting Factors. Five important factors were involved in the class activities organization ; The curriculum or methodology, the faith in teacher profession or class routines the administrator or other colleague within the school, the environment or atmosphere and the assistance of other agencies. These factors effected the teaching behaviour of the teachers directly and indirectly, and they were interrelated, rather depended on any particular factors.