

KEY WORD : IMPLEMENTATION OF LOWER SECONDARY SCHOOL CURRICULUM

WIJITTRA BUSABA : THE IMPLEMENTATION OF LOWER SECONDARY SCHOOL CURRICULUM B.E. 2521 (REVISED EDITION B.E. 2533) IN THE EXTENSION OF EDUCATIONAL OPPORTUNITY FOR BASIC EDUCATION UNDER THE JURISDICTION OF THE OFFICE OF NATIONAL PRIMARY EDUCATION COMMISSION. THESIS ADVISOR : MR. SWAT CHONGKOL. 251 pp. ISBN 974-581-498-9

The purpose of this research was to study situations and problems concerning the implementation of Lower Secondary School Curriculum B.E. 2521 (revised B.E. 2533) in the extension of educational opportunity for basic education under the jurisdiction of the Office of National Primary Education Commission. Nine hundred questionnaires were sent provincial supervisor, district supervisor, school principal and head of subject groups. Out of this 753 copies or 83.67% were completed and returned. Data was analyzed by frequency count and percentage.

Research finding were as follows.

1. Curriculum transformation into instruction, most schools adhered to curriculum aims, principle and structure as well as criteria for curriculum implementation regulated in curriculum. Thence the following activities were carried out namely holding meetings for teachers to prepare instructional manuals, lesson plans and lesson recordings, lesson plans were widely and collectivity produced by teachers under provincial/district supervisors' advice.
2. Facilities/environment management to foster efficient curriculum implementation. Most schools carried out the following activities to facilitate curriculum implementation. Survey teacher readiness to teach; sending teachers to attend in-service training programmes relevant to curriculum development; preparing instructional schedules participated by school academic teachers, head of learning experience areas, and grades VII and VIII class teachers; survey of teachers needs for instructional media; improvement of classroom conducive to efficient teaching-learning and school administrators' classroom supervision to upgrade more desirable teaching. Learning standard with a view to upgrade curriculum implementation provincial/district supervisors supported schools by organizing in service training programmes/seminars/meetings as well as co-ordinating budget allocation and promoting in school instructional supervision
3. Teachers instruction. Most schools sent teachers to attend meetings/seminars organized by secondary schools in order to improve instructional standard. Co-curricular activities were organized. Teachers were encouraged to use/diversify various instructional methods/techniques. Teachers were inspired to administer pretest/posttest and evaluation outcomes to improve instructional standard. Teachers were sent to attend in service training programmes on test evaluation. Identified problems concerning curriculum implementation were as follows; inadequate curriculum materials, shortages of educational facilities; inefficient planning for supervision/follow-up for effective curriculum implementation; inadequate time for school administrators to supervise; shortages of well versed personnel in supervision.