

KANJANA CHUMSRI : A STUDY OF THE RESERVED MILITARY STUDENTS
CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS UNDER THE
JURISDICTION OF THE DEPARTMENT OF GENERAL EDUCATION, BANGKOK
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The purposes of the research were to study the implementation and problems of the reserved military students curriculum in secondary schools under the jurisdiction of the Department of General Education, Bangkok Metropolis. One-thousand and sixty-seven questionnaires were distributed to school administrators, administrator assistants, heads of students activities division, reserved military students advisors, reserved military students, staff coordinators and instructors. Data were analyzed into percentage.

Research findings indicated that at the preparation stage of the reserved military students curriculum implementation, school policy and plan were based upon the policy and plan of the Territorial Defense Department. Teachers and reserved military students advisors were assigned base upon their experiences and volunteered. The Territorial Defense Department reported, planned and organized coordinators meetings to enlisting program, formed the committees for preparing curriculum documents, teaching materials, teaching aids and evaluation. Some teachers were assigned for guidance. Both schools and the Territorial Defense Department formed their own committees for preparing the evaluation of curriculum implementation. There were problems of deficiency in numbers of instructions, teaching materials. Insufficient knowledge and understanding in teaching aids among instructors and the coordination between the Territorial Defense Department and schools were also reported to be problems

With regards to the reserved military students curriculum implementation the findings revealed that most schools assigned the reserved military students advisors to take care their students during the enlisting. The enlisting was organized upon the readiness of personnel and materials. Instructors were encouraged to prepare lesson plan, use curriculum documents and evaluation manuals. Child-center approach using of teaching materials and different types of evaluation were promoted. Both schools and the Territorial Defense Department formed their committees for supervision and follow-up. Some problems were indicated as follows; insufficient knowledge and skills among instructors in using teaching aids, lack of documents, teaching materials. Inappropriate amount of instructors and lack of cooperation between parties concerned during the enlisting were also reported to be problems.

Concerning the follow-up and evaluation stage the findings revealed that a follow-up at the preparatory and implementation stages had been employed through the observation, interviewing, and checking the reports. Lack of budget, planning, evaluation tools, knowledge and understanding of evaluation, personnel, and cooperation were reported to be problems.