

SARATSANAN SRIPRAKAK : A STUDY OF SCHOOL ENVIRONMENT FACILITATING SOCIAL STUDIES INSTRUCTION AS PERCEIVED BY SOCIAL STUDIES TEACHERS IN SECONDARY SCHOOLS, BANGKOK METROPOLIS. THESIS ADVISOR : ASST. PROF. WALAI PANICH, D.Ed., 124 pp. ISBN 974-578-780-9

The purpose of this research was to study school environment facilitating social studies instruction as perceived by social studies teachers in secondary schools in Bangkok Metropolis in the three aspects : physical environment, academic environment, and administrative and organizational environment. A set of questionnaires constructed by the researcher was administered to 355 social studies teachers which were randomly selected from 37 secondary schools under the jurisdiction of the Department of General Education in Bangkok Metropolis.

The findings of the study were as follows:

1. In the aspect of physical environment, the social studies teachers perceived that the physical environment as a whole actually facilitated social studies instruction at the low level. Considering in detail, however, the physical environment facilitating social studies instruction at the high level included the presence of Buddha Image in the school, classrooms having adequate light, ventilation and instructional facilities, and the beautiful and orderly decoration of school compound and buildings.

2. In the aspect of academic environment, the social studies teachers perceived that the academic environment as a whole actually facilitated social studies instruction at the high level. Considering in detail, however, the academic environment facilitating social studies instruction at the low level included the student-centered instruction, the arrangement of activities that encourage students' self-expression, giving students the opportunities for self-study, and the arrangement for social studies quiz competition.

3. In the aspect of administrative and organizational environment, the social studies teachers perceived that the administrative and organizational environment as a whole actually facilitated social studies instruction at the high level. Considering in detail, however, the administrative and organizational facilitating social studies instruction at the low level included providing teachers opportunities to observe other school's social studies instruction and perform academic competency, and having casual recreational meeting of school administrators and teachers.