

BANCHUEN BOONPRASERT : SOCIAL STUDIES INSTRUCTIONAL ACTIVITIES ORGANIZATION FOR DEVELOPING STUDENTS' AWARENESS OF ENVIRONMENTAL CONSERVATION AS PERCEIVED BY SOCIAL STUDIES TEACHERS AT THE SECONDARY EDUCATION LEVEL. THESIS ADVISOR : ASST. PROF. WALAI PANICH, D.Ed., 172 PP. ISBN 974-579-518-6

The purpose of this research was to study the organization of social studies instructional activities for developing students' awareness of environmental conservation as perceived by social studies teachers at the secondary education level in three aspects: the classroom instructional activities organization, the extra-curricular activities organization, and the school and community cooperative activities organization. The samples consisted of 359 social studies teachers selected by stratified random sampling technique from 74 secondary schools in educational regions 7 and 8. The instrument was a set of questionnaires constructed by the researcher. The obtained data were analyzed by means of percentage, arithmetic means and standard deviation.

The findings of the study were as follows:

1. In the aspect of the classroom instructional activities organization, most teachers perceived that they quite often organized the activities as follows: emphasizing the objectives of enhancing students' positive attitudes towards environmental conservation, emphasizing the environmental content on forestry, providing the instructional activities in accordance with current issues, using lecture method of teaching, using pictures as instructional materials, and emphasizing knowledge and understanding in measurement and evaluation. Most teachers perceived that inviting resource persons to talk on promotion and development of the environmental quality was least often organized.
2. In the aspect of extra-curricular activities organization, most teachers perceived that they quite often organized the activities emphasizing the objectives of enhancing students' knowledge and understanding of environmental problems and their impacts on daily-life. Planning and organizing the extra-curricular activities was less often initiated by the teachers. The least often organized activity was inviting resource persons to lecture and demonstrate the application and utilization of local materials. Most teachers quite often organized measurement and evaluation emphasizing knowledge and understanding.
3. In the aspect of the activities cooperately organized with the community, most teachers perceived that they less often organized the activities as follows: emphasizing the objectives of enhancing students' positive attitudes towards environmental conservation, having the students participate in the community activities as co-organizers, and emphasizing knowledge and understanding in measurement and evaluation. The activity that most teachers least often organized was to set up a project promoting renovation and conservation of local historic places.
4. The problems and obstacles in organizing the instructional activities which most teachers perceived as most serious were the lack of modern instructional materials, students' interests and cooperation and promotion from the school administrators, teachers and students.