

Thesis Title	Factors affecting the activities on promoting Environmental conservation in Schools and Communities of Agricultural teachers of Secondary Schools in Sisaket Province
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ABSTRACT

The purposes of this research were to study factors affecting activities on promoting environmental conservation in schools and communities of agricultural teachers. Population of the study were 117 agricultural teachers of 89 secondary schools in Sisaket Province of the Department of General Education in the academic year 1998. Constructed questionnaires were used as a tool for gathering data. Frequency count, percentage and Chi-square test were used as statistical tools for data analysis.

The findings of the research revealed that average age of agricultural teachers was 35.6 years and number of male teachers were greater than the females by three times. Most of them were married and their hometown were in Sisaket Province. About 76.9 percent of them possess the teaching qualification. Their average period of working was 11.2 years, and they had experiences in teaching agriculture for 10.3 years, while their period of teaching in their current schools was 8.2 years. They had average teaching loads of 18 periods per week.

Most respondents took part in activities to promote environmental conservation in schools and communities and the majority of them responded "sometimes practice." When considered by individual activity categories of the creation of atmosphere and surrounding of schools to promote conservation of environment, more than 91.0 percent of them conducted the activities by which the majority answered " frequent practice " for every activity. Activities on creation of relation among the school personnel, more than 90.0 percent of respondents did as " sometimes practice."

More than 87 percent of respondents took part in campaigning activities on conservation of school environments by which more than 58 percent responded "sometimes practice " for every activity. For the management of the environment work in schools, more than 74 percent of respondents practiced all activities and they answered " sometimes practice " for more than 60.0 percent for all activities.

For teaching and learning activities on conservation of environment, most respondents answered " sometimes practice " and more than half of teachers answered " never practice" for two activities. For the promotion of cooperation between schools and communities concerning the environment conservation activities, most teachers answered " sometimes practice " and more than half of respondents answered " never practice " rather than other kinds of activities.

Sex of teachers had effects on 5 activities of practices on promoting environmental conservation in schools and communities. They were: 1) activities to create the awareness of value and cooperation to conserve environment, 2) providing services on animal castration to communities, 3) providing summary reports made by schools and communities concerning the environmental conservation, 4) conservation of soil for agriculture by crop rotation method, 5) application of local resources in the agricultural lessons on environmental conservation.

Age of teachers had effects on 4 activities on promoting environmental conservation in schools and communities. They were: 1) activities to teach farmers how to conserve the environment while performing their work, 2) providing services on plant propagation to communities, 3) distribution or sale of seedlings to communities, 4) growing vegetables free from toxic substances in schools and demonstrating non-toxic vegetable growing.

Length of teaching experiences of teachers had effects on 8 activities of practices on promoting environmental conservation in schools and communities. They were: 1) the activity to provide clean meeting room with adequate light and noise prevention, 2) plant propagation services to communities, 3) distribution or sale of seedlings to communities, 4) animal castration services to communities, 5) conservation of soil by growing Saccharum spontaneum, 6) water conservation for agriculture by growing plants bearable to drought, 7) growing vegetable free from toxic substances in schools and demonstrating non-toxic vegetable growing, 8) applying extracted substances from plants as insecticide.

Work position of teachers had effects on 2 activities on promoting environmental conservation in schools and communities. They were: 1) the activity to distribution or sale of seedling to communities. 2) sustainable agriculture in order to conservation the environment of schools such as the mixed farming.

Teachers' degree qualification had no effects on every activity promoting environmental conservation in schools and communities.