

THESIS TITLE : THE SITUATION AND PROBLEMS OF TEACHERS IN TEACHING ENVIRONMENT FOR THE SOCIAL STUDIES CORE COURSES IN THE LOWER SECONDARY SCHOOLS UNDER THE JURISDICTION OF GENERAL EDUCATION DEPARTMENT, CHANGWAT KHON KAEN.

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ABSTRACT

The purposes of the present study were 1) to investigate the situation and problems regarding the teaching of environment as a required social studies subject at the lower secondary education level in the secondary schools under the jurisdiction of the Department of General Education, Changwat khon kaen. The study specifically centered on the aspects of the implementation of environmental curriculum, the organization of subject content, use of textbooks, the organization of teaching and learning activities, the utilization of instructional media and community sources of learning, the organization of extra-curricular activities, measurement and evaluation ; and 2) to compare the situation and problems regarding the teaching of environment as a required social studies subject according to school size and location of the schools - urban and non-urban ones. The sample consisted of 248 lower secondary social studies teachers in 98 secondary schools under the jurisdiction of the Department of General Education, Khon Kaen Province. The instrument used in the study was a questionnaire which was organized into two parts. The first part was a checklist for eliciting information from the teachers regarding the situation of organizing teaching-learning activities for the

required environment courses. The second part contained the rating scale type of questions on the problems or impediments to the teaching of the required environment courses. There were also open-ended questions at the end of the questionnaire for the respondents to express their opinions, suggestions or approaches for the teaching of environment subjects. Analysis of data was done by means of SPSS/PC⁺ computer program to find the frequency, percentage, arithmetic mean, standard deviation, Chi Square test, t-test, ANOVA and Scheffe' method of multiple comparisons.

The findings :

1. The situation regarding the implementation of the environmental part of the social studies curriculum showed that the teachers relied on the aims of the curriculum for preparing their lesson plans by studying the curriculum for a thorough understanding then organize teaching-learning activities of their own design. On the aspect of organizing subject content and using textbooks, it was found that the social studies teachers usually collected information from newspapers and other printed matter to supplement the textbooks required by the Ministry of Education. On the aspect of organizing teaching-learning activities, the social studies teachers used the lecture method mostly and made lesson plans with the lesson objectives in mind. On the aspect of utilizing instructional media and community sources of learning, the social studies teachers normally employed the media that were suitable for each of the lessons. They also constructed their own instructional media and used community sources of learning for their teaching and learning activities. On the aspect of extracurricular activities, most of the teachers preferred to organize an academic exhibition regarding this matter. On the aspect of measurement and evaluation, the teachers usually administered a test at the end of each lesson and evaluate their students' learning achievement accordingly. They also observed the students' behavior that displayed environmental awareness and used the results of evaluation and observation to adjust their teaching-learning activities.

2. The greatest problem concerning the implementation of the environmental part of the social studies curriculum as encountered by the teachers was the insufficient supply of curricular documents. On the aspect of organizing subject content and using

textbooks, the items that caused the most problems included the insufficient supply of textbooks, reference books and other books on environment for students' use. On the aspect of organizing teaching-learning activities, the teachers were not able to organize the activities effective enough to achieve the desired three domains of objectives, i.e. the cognitive, affective and psychomotor. On the aspect of utilizing instructional media and community sources of learning, it was found that classroom conditions were not fit for using some particular kinds of media. On the aspect of extracurricular activities, the problem faced by the teachers was the insufficient supply of funds for the purpose. On the aspect of measurement and evaluation, the greatest problem faced by the teachers was the lack of cooperation on the students' part for observing their peers' behavior.

3. A comparison of the situation in the organization for teaching environment as a required social studies subject according the school size and location, i.e. between the urban and non-urban schools showed that there was no significant difference regarding this matter among the schools.

4. A comparison of the problems as faced by the teachers regarding the organization for teaching environment as a required social studies subject according to school size showed that the problems varied from school to school, depending on the size of the schools.

5. A comparison of the problems as faced by the teachers regarding the organization for teaching environment as a required social studies subject according to the location of schools showed that there was no significant difference in the problems regarding this matters between the urban and non-urban schools.