

Thesis Title Factors Related to Implementation of
 Vocational Curriculum in Secondary
 Schools : A Case study

Name Mr. Paitoon Niyomna

Concentration Curriculum and Supervision

Department Curriculum and instructional

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ABSTRACT

The purpose of this research was to search for the factors that helped support and led towards the success of implementation of vocational curriculum in secondary schools. It was a case study. The method employed was that of a qualitative research. The research was designed in a way which was so called as "Comparative Design" where two schools, one became successful in implementation of vocational curriculum and the other was not, were selected for the study. Comparing of all dimensions was the core of the study as well as the communities where the schools were located were carefully examined through their components and activities.

The findings revealed that the factors that had been playing as major parts in supporting the success of the implementation of vocational curriculum depended on organizing the school systems and the teaching staff and facilities provided by the communities. The school directors as well as the teachers had to

process somewhat good relationships among themselves and with the communities. The schools had to be supported by the communities. The teachers had to be very devotive in terms of time, improving their teaching roles and methods of delivering their instructions and selecting teaching materials according to the students' conditions. The students had to be free in choosing the areas they wanted to be trained, and at the same time the school had to value the students' work. In addition to the above conditions, the students' had to have opportunity during their study to present their works. Elective courses had to serve the local needs. The visiting of various groups, organizations and even individuals were counted as necessary conditions that helped motivate and elevate students' performance. On the students' sides, it was found that having the right attitude, mindfully needed towards the vocational courses, the earning while learning, the insightfulness, the good models from previous students and the state of being proud of their works had helped the students become successful. Moreover, the success of implementation of the vocational curriculum also depended on the supports from the communities in terms of manpower, money, ideas, and the co-operation especially in allowing the students to be trained in their firms or workplaces. The policies or projects purposed by the government to be dealed in the communities, the types the jobs or works being operated in communities with indications that they were all welcomed, were also types of factors that helped lead to the success of implementation of vocational curriculum in secondary schools.