Introduction
CHAPTER - I

INTRODUCTION

1.1 Background and General Problems

The Thai economy has grown with a respectable degree of stability and security, providing a better standard of living for the people. However, the exceptionally high economic growth rates have led to the imbalances which will be obstacles and constraints for high quality and sustainable development in the long-run. Therefore, the Seventh Plan defined an appropriate direction for development to serve as a firm foundation for well-balanced and sustainable growth.

Evaluation of past development efforts suggests that the development objectives of the Seventh Plan will have to be carefully balanced in terms of quantitative and qualitative dimensions, as well as social equity aspect of development, in order to bring about more sustainable development of the country. Therefore, the three main development objectives of the Seventh Plan have been set out as follows:

1) Maintain economic growth rates at appropriate levels to ensure sustainability and stability.

2) Redistribute income and decentralize development to all the regions and rural areas more widely.
3) Accelerate the development of human resources, quality of life, environment and natural resources management.

In order to bring about the pattern of more sustainable development mentioned earlier, it is essential to accord equal priority to the three main development objectives; which are the Development Targets of Education; development of human resources; quality of life and environment.

Development of human resources for education and health to support of national, economic and social development emphasizes the following:

1) Expand opportunities and improve quality of education, stressing expansion of basic educational opportunities at the lower secondary level. Curricula and educational programmes be modified to emphasize skill and occupational development suiting to the local environments. In addition, there will be incentive packages to enable poor parents to send their children to secondary schools.

2) Deregulate the education and health sectors by relaxing unnecessary and superfluous rules and regulations in order to promote investment and participation by private sector as well as participation by NGOs in the provision of these services. Examples include review of imposition of tuition ceiling policy for private
schools and pricing of costs per course unit and tuition fees at the university level, particularly in the areas of shortage. Private schools "should have more flexibility in adjusting prices in different subject areas to reflect costs and market demand". At the same time, the government will need to introduce a more extensive scholarship system to adequately assist children of underprivileged groups. Public higher education institutions will also be encouraged to have more independence, self-reliance and flexibility in their administration.

3) Further expand scope of cooperation in skill and occupational training among education institutions, skill training centres and business enterprises, and provide necessary incentives to enable private entrepreneurs to efficiently organize skill training and upgrade the programmes. Improve curriculum to promote skill and occupational development in accordance with local conditions, as well as apply folk wisdom to the teaching and learning process and try to provide incentives to underprivileged parents to send their children to lower secondary schools by offering subsidies to compensate for the costs, or by using educational vouchers.
4) Improve quality of primary and secondary school teachers through training, aiming at raising their capability to teach according to the curriculum, paying particular attention to teachers who have to deal with physically and emotionally abnormal children. Encourage children both within and outside the system to have access to education and to have opportunities to sit in public examinations, provide opportunities for the people to have self-education so that they may get certificates and awards with public accreditation for their educational qualifications.

With the intent to improve lower secondary school curriculum in 1990 in the major areas, principles, and goals, structure, courses of study and the process of implementation have been presented below:

1) Principles, which are aimed at learners to discover their own abilities, aptitudes and interests and to respond to the needs of higher placement of the learners.

2) Goals of curriculum: to improve their quality of life, to acquire basis for further education, to be able to choose ways of making themselves useful to the society in accordance with their roles and duties as good citizens of the country. The learners are expected to possess sufficient knowledge and skills to choose and
carry out their occupations honestly and to be able to work co-operatively with others, to improve community hygiene and to live one’s life with regard to making oneself useful to the society.

3) Structure : The curriculum was designed in such a way that it has reduced the period of compulsory core subjects and increased that of the free elective subjects, to provide the opportunity to choose the general and professional subjects more broadly which is reasonable for the development of the lower secondary school curriculum.

4) Course of Study : In order to design the present curriculum free elective subjects were increased from 24 units to 33 units and core subjects were reduced from 72 units to 57 units for each academic year. In all, 90 units of compulsory and free elective subjects were selected as specified in the curriculum (Revised Version, 1990). Regarding results in all the courses of studies, a total number of atleast 80 units was fixed as a criterion for finishing the course. Corresponding to changes the researcher wants to study, the problems of implementation, the suggestions to solve the same in the large, the medium and the small type of the lower secondary schools in the 'educational region - I' ; academic year 1992, along with the process of implementation in the major areas such as
curriculum documents, course of study, teaching and learning programme, activities of instruction and activities of special teaching, remedial teaching, guidance, evaluation, supervision and arrangement and placement.

The Improvement of Curriculum in 1990

The curriculum of the lower secondary school was revised and improved in B.E. 2521. The new curriculum emphasized upon the attainment of the objectives of the cognitive and psychomotor domain. The curriculum structure was redesigned in such a way that the period of study in compulsory subjects was reduced, the free elective subjects were increased. This provided learners an opportunity to choose the general and professional subjects more broadly. This curriculum also made a provision for the period of study to the learner to give them a chance to practice their own interests and aptitude. The new curriculum can guide the persons concerned to use it effectively by suggesting the procedure and method of its accurate implementation.

The department of educational technique published this curriculum and distributed to the various lower secondary schools in order to let them started to use it in the academic year 1991. However, many problems have come up since the start of this curriculum such as related with the
personnel, school building and teaching etc. Though the improvement of the lower secondary school curriculum was initiated in the year 1990 and was prepared over a long-period of time by the different sub-committees, but the actual writing did not take long. It was enforced in the schools immediately after finalisation. It created a lot of problems to the lower secondary schools in preparing the teachers, text-books, teacher’s manual, evaluation tools, and media.

Thus, the researcher planned to investigate the problems and processes of the implementation of the curriculum that has been revised in 1990.

1.2 Historical Perspective of Secondary School Curriculum in Thailand

The administration of Thai education, designed after British system, is totally centralised. The ministry of education which was located in Bangkok exercises the power of approving, sealing, and stamping textbooks. The ministry of education also prescribes instructional content, courses of study and allotment for each school level. At various turning points in school life, the ministry of education gives a uniform nationwide system of examination.

The ministry of education exerciseses a powerful control over the school system all educational institutions, except a few private vocational schools and some institutions of
higher learning. Private schools have been encouraged, provided that they conform to certain government requirements, especially with regard to the language of instruction. Yet the control of education is by no means directed towards the indoctrination of any particular ideology.

The operating system of Thailand's education today follows the National Educational Plan of 1951. Its administration is divided into two parts: central and local administration. The central administration is placed in the ministry of education in Bangkok, of which the permanent head is the under secretary of state for education, assisted by one deputy under secretary of state. The ministry of education has a direct control over schools in Bangkok. There are district education officers, the provincial education officers and the regional education officers from the local administration. The district officers are responsible to provincial education officer who, with other provincial education officers in a region, are responsible to a regional education officer. The provincial and the regional education officers are responsible, each in certain matters, to the ministry of education. The school organization consists of the following levels:
1.2.1 Kindergarten

Education at this stage is for children before compulsory school age (8 of 7+) and for small children before entering the elementary school. This kind of education is mostly found in the government and private schools. The first government kindergarten was started in Bangkok in 1940 and the system has gradually been extended to the big provincial towns.

1.2.2 Elementary Education

The formal educational programme beings with a four-year elementary school, from grades one to four. Elementary education is compulsory and operated under the Elementary Education Law (1935) which requires children between eight and fifteen years of age to attend school unless they have completed the elementary course before attaining the age of fifteen.

Elementary education is mainly provided by the ministry of education. Significant contribution come from municipalities and private agencies, where separate school buildings could yet not be supplied. Buddhist temples serve as their substitutes, but the teaching is secular. Although these local and government schools are free, the students have to manage for their own books, materials, and lunch.
All teaching in government elementary schools is in the Thai language. The compulsory subjects are: reading, writing, arithmetic, social studies, nature study, arts, music, physical education, boy scouting of junior red cross work.

1.2.3 Secondary Education

Secondary education begins at the fifth grade and continues for eight or nine years. It has three levels: the lower secondary course of three years, the upper secondary course of three years, and the two or three additional years for those proceeding to universities or other institutions of higher education. A majority of secondary schools are separate for boys and girls. Only a few of them are co-educational.

Secondary education is mainly provided by government and private schools. Government schools provide free tuition at all the three levels but students have to support for their own books and instructional materials, and contribute to sports and library facilities in schools.

In 1947, the government began to realize the need and the importance of vocational education in light of National importance of vocational education. In the active National Educational Plan of 1951, the government gave special emphasis to promoting and extending vocational education. Yet, in spite of this, vocational education is inadequate.
because of the lack of trained personnel, the lack of modern tools and equipments, and the lack of workshops. The present vocational training does not equip students with adequate means to perform their work and to earn their living. Thailand’s shortage of factories and industries accounts for another shortcoming of vocational education. It makes vocational and professional choices very limited.

The lack of guidance and counselling programmes in education is one of the most important factors involved in the problem of secondary education in Thailand. Most parents try to encourage their children to go to colleges and universities even though some are not intellectually able to do so successfully. Since children are helpless in finding out their aptitudes and abilities, they are subjected to trial and error.

1.3 The Goals and Purposes of Secondary Education

1.3.1 The Goals of Secondary Education

Understanding the general goals of secondary education helps in grasping the magnificent possibilities for service to youth, to their parents, and to the society. Understanding the goals serves to guide our efforts in formulating specific objectives to be achieved in our classrooms. It also helps comprehend the kind of teaching skills and personal qualities needed to achieve them. Understanding the goals helps us perceive how teaching youth
may bring a high measure of personal satisfaction and happiness in our quest for self-realization.

The general goals of secondary education are formulated in relation to social needs and attempt to incorporate the will of the people at the present time and also their expectancies for the future. We can understand the present and make estimates concerning the future only in relation to the more immediate past. Therefore, in brief verbal snapshots of the American Scene since 1890, we examine significant changes which have occurred in three major aspects of our life: the urbanization of society, family living, and the secondary school itself. Then some of the more important statements of goals are analyzed. Finally, the more important teaching skills needed to achieve the goals through classroom instruction are discussed.

1.3.2 **Purposes of Secondary Education**

In ever country there are certain typical customs, practices, beliefs and code of conduct, which are taught in the schools. Every society has discovered ways of building homes for protecting people, making a living, and expressing their emotions and feelings about their environments and each other in different forms of music and art. The senior/elders wish to pass these skills and knowledge to coming generations.
While living in a simple society, people did not need a system of school in order to teach their culture to their children. The home also works as an educational institution for youngsters. Some organized instruction is given in religious and social ceremonies. Vocational training and domestic tasks are learned through working with others.

As civilization grow, different vocations are developed to meet with individual's needs, as cooperation between groups expand, the period of preparation for adult life is extended and school, as an institution are developed. Firstly, elementary schools were instituted, for the fundamental principles of reading, writing, and arithmetic. But as society became more and more complex, secondary education became essential for more individuals and later, in developed countries it was considered essential for all. This could not be provided in homes, for the task was too complex to be attended by parents; it could not even be provided in private schools, for these schools firstly do not reach all pupils and secondly the curricula of private schools are tailored to the needs and interests of those who supported them.

1.4 Structure of Education

The Thai school system followed from 1960 to 1977 structure of 7-5-4: i.e. seven years of elementary education divided into a four-year cycle and a three-year-
upper cycle, five years of secondary education divided into a three-year lower cycle and two-year upper cycle, and four years for a first degree. In 1978, this was changed to the 6-3-3 pattern.

There are four levels of education i.e. pre-primary education, primary education, secondary education and higher secondary education.

1.4.1 Pre-Primary Education

Pre-Primary education aims at preparing the child before compulsory education, laying a suitable foundation for him to go on to next stage of his education. Education at this level may be arranged as formal or out-of-school education. It may take the form of a nursery home, a child centre and in certain cases, a class for small children or kindergarten.

1.4.2 Primary Education

Primary education aims at providing the learner with basic knowledge and skills, teaching him how to read, write and count, and enabling him to be a good citizen under democratic constitutional monarchy.

1.4.3 Secondary Education

Secondary education aims at providing the learner with knowledge and working skills suitable to their age, needs,
interests and aptitudes. Each individual will then be able to comprehend and select work which will be useful both to himself and to the society.

There are two levels of secondary education, i.e. lower secondary and upper secondary education. At the lower level, a learner will choose a group of subjects both academic and vocational from a wide range of subjects, according to his aptitudes and interests, while at the upper level, he will pay more attention to a group of subjects that will eventually become his line of future employment.

1.4.4 Higher Education

Higher education follows upper secondary education and aims at cultivating and developing his intellect and ideas for academic advancement. It also aims at creating a task-force at higher academic and vocational levels for the development of the country. At the same time, it aims at developing morals, ethics, knowledge and appreciation of art and culture. This will enable him to live a life variable to other individuals, but suitable to the society and finally the nation.

Higher education may take the form of a college, a university or a special institute. The teaching method may be in diverse forms to such an extent that learners need not attend the institute enrolled.
All educational management in Thailand is under the control and supervision of the state. Financial responsibility lies mainly with the government sector assisted by the private sector. Thus, there are two types of schools for every level of education i.e. government and private.

1) Government schools are set-up and maintained by the government budget. The organization is under the administration of ministries: The ministry of education, the ministry of interior, and the office of the university affairs.

2) Private schools are set-up by individuals or groups of individuals from their own private funds or from fees. Some private schools are founded and funded by religious organizations. These schools have generally adopted the western form of management.

In 1991, there were 37,718 schools, colleges, and institutions operating throughout the country. Approximately, 35,112 institutions were managed by government agencies while 2,606 institutions were run by private sector.

There were about 570,830 teachers and other staff members working in these institutions; approximately 53,213 were in private sector, the rest were in public sector. There were 10.9 million students enrolled in all levels of
educational institutions; 1.2 million were in private sector and 9.7 million were in public sector. The educational system of Thailand has been presented in the Fig. 1.1. below:
FIG. 1: Present Educational System in Thailand.

Note: Arrows indicate the possibility of entering into, or leaving from the system.

Whole of the country has been divided in XII educational regions. The educational regions along with the names of the provinces covered under each region have been listed below:

**List of Educational Regions**


**Educational Region-II** - Four Provinces: Yala, Pattani, Nara Thivas, and Satul.


**Educational Region-VI** - Seven Provinces: Lopburi, Angthong, Ayuthya, Singburi, Saraburi, Chai-Nat, and Uthai-Thani.

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* The first province of every region is the center of educational region.


Educational Region-XII - Seven Provinces: Chacheongsoa, Prachinburi, Rayong, Chantaburi, Trad, Nakhon-Nayok, and Chonburi.

The geographical layout of the regions and provinces has been depicted in Fig. 1.2.

1.5 Facts of Secondary Education

Under the present conditions, successful education depends on the establishment of the right kind of personal relationships between students, parents and teachers. Any
Present Educational Regions in Thailand.

real development of education in a democratic community must depend sooner or later on the enlistment of local interest and cooperation. Moreover, the scope and purpose of education have to compromise with changing society and science and technology which affect directly the lives of people everywhere from the remotest village to the nearest urban centre.

The system of education as it exists today in Thailand dates back to the year 1960, when a new scheme of education was instituted which was more extensive in scope and better financed and organized than any that had hither to been provided.

1.5.1 The Secondary Education as Related to Different Factors

The Educational programmes of the nation are definitely determined by the social, political, economic and other phases of life. These aims are subject to modification and restatement as the different factors of social life change. They are also conditioned by the personal experiences and vision of certain outstanding and influential members of the group.

Political: The aim of secondary education, as related to the political phases of the country, depends on the form of the government in which it originates. During the Spanish rule, politics in the Philippines was determined by
the aristocratic government. The education was not for the masses but was confined only to the selected few. Even in Thailand, when the first school was established in the places during the reign of Rama V, the aim was to educate the princes, the princesses and the courtier's sons. The reason is clear. Brubacher (1962) said that "The governmental policy is determined by the ruling class. Naturally they must have an education consonant with their responsibilities. The education of the rest of the people beyond what is absolutely necessary can be relatively neglected".

According to the interim constitution proclaimed by the revolution party in 1958, the political regime of Thailand is a constitutional monarchy and the most common concept of the democratic country is that of a government by the people, of the people and for the people and the aim of education is to provide equal educational opportunities for all in order to promote welfare of the society. Every child could take educational advantages irrespective of the parents' social status, religion, race and sex. Nevertheless, education for all does not mean all children should be educated in the same way. This depends upon the innate capability of the child.

The government of Thailand realizes that successful democratic policy depends upon the education of the people. Education is the bulwark of the government in the democratic
country. In order to uphold this policy, the aim of education as pronounced by the revolutionary party is:

"The Thai people should be educated according to their individual capacities, so that they should be moral and cultural citizens, with discipline and responsibilities, and with a democratic outlook. They should be given knowledge and ability to carry out an occupation useful to their country and nation".

Social: Education is a social process. The aim of education, distinct from one another, depends on time and place in each social situation. When the new social situation presents itself, it is a great variety of random movements that forces man to think and attempt to find the way to solve it. During the period of Rama V, there was an administrative development. Problems arose that demanded change in the aims of education and the improvement of educational system. For example, the educational ideal of Jean Jacques Rousseau that everything was naturally good, showed that education should be processed where in the natural goodness develops in the natural way. The idea contradicted the ideals of Church and the social institutions of state. Everywhere, the masses lived in poverty, distress and ignorance. Among the elites, there had grown up an extreme artificiality in life which gave to their children what has become known as the dancing-master.
education. This tendency demanded educational reform.

Doughton (1935) said that today the educational situation in Thailand is more complex. The change has been necessitated by the increasing population, the influence of environment and above all the needs of the people which are one of the major foundations of educational aims. The recorded aim of education according to the National Scheme of Education is:

> Education shall be carried out to serve the need of the individual as well as of the societies, on condition that is in harmony with the economic and political system of the country.

However, for the study of history of education in Thailand the educational aims of the system have been changed more than 10 times and the national schemes of education of 1960 might be changed again in the coming 5 years. The social conditions move on because of science and technology dominate our lives. In such circumstances any statement of aim and educational plan cannot remain unchanged for a long-time.

**Economic**: The two functions of development in the country which the government tried to promote, are the principles of economic development and the principle of educational development. The government believes that the task of developing economy and education are to be conducted together.
Professor Cleto M. Oliveras (1964) defines:

Education as the refinement of life. It is the refinement of the individual, the group or humanity as a whole. It is also a refinement of the liberal arts education, professional education and vocational education. All kinds of education emphasize the meaning of the good life. Man and his personal equation is the factor behind this refinement.

However, the writer believes that Good Life depends utmost upon the standard of living and the economic development of the country.

The school has a vital role to play in economic development. The aim of the school should be to prepare the student for the necessary manpower to carry out the economic development programme. In Thailand, most of the people make a living from agriculture and agriculture involved hard physical labour and long hours of work. As a result, there is relatively little time to take off to attend school. But nowadays agriculture has become a science as well as an art which, together with its mechanization, has considerably called for more schooling than ever before because of the need for skilled and semi-skilled technicians. The aim of the school is to meet the challenge. This means more production and social ability for the people. It is impossible for social and political culture to be based on the economic depression. Dr. Cacilio Putong (1964) states...
The social and cultural upliftment of our people is, of course, a very important concern of the educational system. At the same time, we cannot and must not lose sight of their economic welfare; before they can enjoy the benefits of our culture, they must first have their basic need for food, clothing and shelter amply taken care of.

It is true and without any doubt that the economic measures of the country are important to educational development. The country which is rich in natural resources is more fortunate than any other. However, all this depends on the aims and the system of education originated by the state and offered to the people in order to bring out the natural resources for economic development.

Social Finance: All public schools and colleges under the ministry of education derive their financial support from annual appropriations in the National Budget. Additional funds are derived from educational and public health stamp exchange on some articles and public documents. Budgetary allocation for education in Thailand was relatively low in 1962. Only 16.5 per cent from government expenditure was allocated for education.

1.5.2 The Problems of Implementation

According to the problems of implementation of the lower secondary school curriculum B.E. 2521 (Revised Version
in 1990) in Thailand and the Department of Educational Technique has joined to solve the problems of curriculum of secondary school in B.E. 2521 in the centre and in the Educational Region since 1980. These problems are formulated into the following categories:

1.5.2.1 Situation and Curriculum Administration

1) Conditions of implementation :-

- Large schools were in a state of readiness in place, man power and materials, but in the small secondary schools. There is lack of all school facilities.

- Most of schools lack material for practice, agriculture and sport.

- Teacher don’t have knowledge in special subjects particularly in the technique of professional teaching.

2) Administration in the New Curriculum :-

- Large school can provide the programme for general education but lack man power in professional subject.

- Small schools can provide only compulsory subjects and cannot provide many free elective subjects.

1.5.2.2 Material for Learning

Handbook for teachers is neither sufficient nor it comes in time. In some subjects it offers broad content. Some text-books are full of errors.
1.5.2.3 Guidance and Counselling

The facility is provided in the large schools but it cannot be provided in the small schools because of lack of manpower.

1.5.2.4 Assessment

1) Teachers don’t assess activities related to learning process.
2) Teachers don’t understand the remedial method.

The Education office of Educational Region-I had assessed the curriculum of secondary school B.E. 2521 in the year 1980 and recorded the following problems.

1) Birth of the especially qualified teachers for health education.
2) Teachers don’t evaluate the behaviour of learners.
3) Contents of the subjects were heavy in quantity and difficult in quality.
4) Lack of handbook and curriculum documents.
5) Lack of material for practice.
6) Parents don’t agree with students in learning.
7) Students don’t take interest in learning.
8) There is no place for research and self-study for students.
9) Schools have small place and have no playgrounds.
10) Teachers do not understand new curriculum.
Gnonsri (1975) studied the implementation of upper secondary school curriculum and found that in the administration of curriculum, the major problem was the lack of human resource. The report concluded that pertaining to school situation, the other problems were the lack of books, material resources and this budget, and finally the lack of management and co-ordinations among parents and teachers.

The research of Chutamanee (1988) on the evaluation of the lower secondary curriculum B.E. 2521 in private schools in 1988 found that there was lack of material for teaching and learning workshop. They don't have knowledge of content, evaluation, and the new methods of teaching, students don't take interest in remedial teaching.

The Thai secondary school curriculum which was previously revised in 1990 and is passing through the latest revision, aimed especially at making the pupils better and more useful graduates. This 1990 curriculum was developed by the Curriculum Development Centre (CDC), ministry of education, to replace the one developed in 1978; which over the past decade had been widely criticized for not fulfilling the stated objectives and needs of the country.

To reiterate, every curricular change was undertaken for the purpose of improving the means or methods of producing the type of youth correspondingly desirable to the changing society. The present secondary school is an
endeavour to produce students for college if not competent workers in their respective callings. In addition, the new curriculum was met with skepticism concerning the practicability of achieving the intended, demanding objectives. It fostered anxiety among the teachers who were expected to accomplish the proposed goals. These difficulties have led to the widespread impression that, unless more effective planning and monitoring systems are realized, such problems are apt to prevail and further impede the chance of successful curricular change. Though the above problems and criticisms are mainly perceived from individual institutional and subjective observation. They do raise a crucial point, particularly regarding further systematic investigation. Although several studies concerning the new curriculum have been done, there seems to be no systematic guidelines of how the curriculum at this level is developed.

Apparently, in order for the CDC to devise a plant for effective delivery and monitoring systems, much more information about the implementation of the new curriculum is needed. The most important issue is whether or not the new curriculum is being implemented as planned.

The basis for making secondary education as the subject of the study is plain and obvious. The secondary education in Thailand just started to implement the new curriculum and
consequently, just started to produce graduates under it. These circumstance made it possible to analyse a full term implementation of the revised secondary programme.

The problem of secondary education in Thailand has persisted for many decades and will remain a problem for some time to come. Social prestige and the lack of adequate training complicate the problem. To work out the solution of the problem, it is necessary to look at the problem as a whole. All factors involved must be considered. The ministry of education must be an active agent in this task. If vocational education attains a recognised and a required standard, then the social prestige will follow and if vocational education received prestige, then desirable standards may be attained.

The government is now attempting to solve the problem by providing more places in academic schools and by raising the standard and the achievement of the graduates of vocational education. The government is investing more money in constructing school buildings and workshops providing some modern tools and equipments, and training and in securing more highly qualified teachers and technicians.

The lower secondary school curriculum B.E. 2521 (Revised Version 1990) is development over the previous versions not only because of success of students on it but because it has incorporated more intensive and valuable
knowledge, minimised time and employed more modern methods.

The new curriculum was announced in 1990 and was enforced in the school 7th grade all over the country in the year 1991, the researcher wants to follow-up the implementation of the lower secondary school B.E.2521 (Revised Version, 1990) in the public secondary schools in Educational Region-I in academic year 1992 in Thailand.

1.6 The Lower Secondary School Curriculum (Revised Version 1990)

1.6.1 Principles

1) Being education which is aimed at discovering learners abilities, aptitudes and interests.
2) Being general education which lays down basis for carrying out honest occupations or for further education.
3) Being education which responds to the needs of the localities and the nation.

1.6.2 Objectives

Lower secondary school level education is education which is aimed at improve quality of learners life, providing basis for further education, enabling them to choose ways of making themselves useful to the society in accordance with their roles and finally making them good citizens of the country under the democratic system of the
government with the Monarch as the Supreme Head of the State. The learners are expected to possess sufficient knowledge and skills to choose to carry out honest occupations, to be able to work co-operatively with others, to possess the habit of improving one’s work, oneself, and the society in general, to enhance community hygiene, and to live one’s life with due regard to making oneself useful to the society.

The learners specifically are, expected to be able to –

1) Possess knowledge and skills in general education subjects and maintain a reasonable rate of academic progress.

2) Maintain and improve personal health and hygiene and that of the community in general.

3) To analyze community problems and choose suitable alternatives of solution, taking various limitations into account.

4) Peacefully co-exist with others, and be willing to help others within the limits of one’s capability.

5) Devise/improve one’s performance which would result in better progress for oneself and one’s community.

6) Possess good attitudes towards any type of honest occupations, loving to work, and being able to choose
occupations consistent with one’s aptitudes and interests.

7) Possess basic skills in carrying out honest occupations, being able to conduct management activities and being able to work co-operatively with others.

8) Understand conditions and changes in one’s community, being able to suggest ways of improving the community, being able to perform in accordance with one’s roles as a good member of the community, knowing how to conserve and develop the environment and artistic and cultural heritage of the community.

1.6.3 Structure

1.6.3.1 Compulsory Subjects : 57 learning units (credits)

1) Compulsory core subjects : 38 units
   - Thai Language : 12 units
   - Science : 9 units
   - Mathematics : 6 units
   - Social Studies : 6 units
   - Health Education : 3 units
   - Art Education : 3 units

2) Compulsory Elective Subjects : 18 units
   - Social Studies : 6 units
   - Health Education : 6 units
   - Work Education : 6 units
1.6.3.2 Free Elective Subjects : 55 units

To be selected from the following:

1) Language Group
   - Thai Language
   - Foreign Language
2) Science-Mathematics Group
   - Science
   - Mathematics
3) Social Studies Group
4) Personality Development Group
   - Health Education
   - Art Education
5) Work/Career Education
   - Career Education

1.6.3.3. Activities

1) Activities in accordance with a relevant Ministry of Education’s regulation.
   - Boy Scout, Girl Scout, Junior Red Cross Girl Guide
     1 period/week/semester
   - Extra-Curricular Activities :
     1 period/week/semester

2) Guidance/Remedial Teaching or Academic Development Activities : 1 period/week/semester

3) Independent Activities : 2 period/week/semester
   (See Accompanying Table on the next page).
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<th>Subject area</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year (4&lt;sup&gt;th&lt;/sup&gt; grade)</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; year (5&lt;sup&gt;th&lt;/sup&gt; grade)</th>
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<td>4. Personality Development</td>
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<td>4.2 Art Education</td>
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<td>Activities</td>
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<td>- Boy Scout, Girl Scout,</td>
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<td>Junior Red Cross, Girl Guide</td>
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<td>- Extra-Curricular Activities</td>
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<td>- Guidance/Remedial Teaching</td>
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<tr>
<td>or Academic Development Activities</td>
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<tr>
<td>- Independent Activities</td>
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1.6.4 Implementation Guidelines

In order to help realize the aims, the following guidelines for implementation were laid down:-

1) Arranging for the opportunities to select from a variety of courses to suit learners aptitudes and interests.

2) Arranging for various experiences for the learners to know and understand themselves and find guidelines for self-development.

3) Promoting academic learning to the fullest of learners' abilities and providing opportunities for them to seek additional knowledge and skills from academic sources, work establishments, and independent occupation sites.

4) Arranging for continuous study, follow-up, and remedy of learners' deficiencies.

5) Integrating the knowledge with actual practices, emphasizing the learning process, the rational thinking process and the group processes.

6) Allowing the localities to adapt contents of some subjects to be more relevant to local conditions and needs, promoting the creation of courses responding to local needs, and promoting work creativity in the learners.
7) Regularly inserting the enhancement of acceptable values and good morality development in the teaching-learning process.

8) Instilling basic values considerable, desirable by the society such as diligence, honesty, frugality, patience, respect of order and discipline, responsibility, etc. in the learners.

9) Also taking into account the degree of continuity between the elementary school and the lower secondary school curricula.

1.6.5 Criteria for Using the Revised Lower Secondary School Curriculum

1.6.5.1 Learning Duration

1) The whole course requires approximately 3 years or 6 semesters of learning.

2) Each academic year is divided into 2 regular semesters, with 20 weeks per semester. A school may offer a summer semester at its discretion. For a summer semester which has only 4 weeks' learning time, the learning time scheduled for each subject offered has to be 5 times that of a regular semester.

3) Each week shall consist of 5 learning days or more with at least 7 periods per day. (1 period = 50 minutes). Thus, each week shall contain at least 35 learning period.
4) At least 30 periods per week shall be allocated for regular teaching learning in accordance with the curriculum and students are expected to participate in activities as specified in the curriculum.

1.6.5.2 Learning Units (Credits)

1) Any subject requiring 2 periods per week per semester of learning would be given 1 unit. Subjects requiring more or less learning periods would be assigned more or less units in direct proportions.

1.6.5.3 Compulsory Subjects and Free Elective Subjects

1) The learners have to take compulsory and free elective subjects as specified by the structure of the curriculum. A student may choose only one foreign language.

2) Preparation of compulsory elective and free elective courses other than those specified in the curriculum and uses of academic sources, work establishments and independent occupation sites have to conform to relevant Ministry of Education’s procedures.

1.6.5.4 Learning Evaluation

Learning evaluation and transfer of courses shall conform to the relevant Ministry of Education’s regulation.
1.6.5.5 Criteria for Finishing the Course

1) Having studied 90 units of compulsory and free elective subjects as specified in the curriculum, and having obtained learning results for all the subjects studied.

2) Having passed the Thai Language and Social Studies core courses.

3) Having obtained at least a total number of 80 units.

4) Having participated in activities as specified in the structure of the curriculum, with at least 80% attendance rate and having passed all major objectives of such activities.

1.6.5.6 Curriculum Modifications

These should be advertised through declarations or orders issued by the Ministry of Education.

1.7 Survey of the Related Literature

In every research work, the related literature helps the investigator to start from a point where others have left. Because the related literature can help in paving the way for understanding many of the problems. Some relevant investigations have been presented into various categories below:
Chaijirachayakul (1975) studied "A proposed model for curriculum decision-making at secondary school in Thailand". The main purpose of the study was to develop a model for curriculum decision-making and curriculum administration at the secondary school level in Thailand.

**Conclusion:** So as to make teaching and learning meaningful to and consonant with students' abilities, interests, and aptitudes, the secondary curriculum has to be flexible and comprehensive in order that student can have freedom of choices and can learn for the sake of learning. Curriculum change in secondary education in Thailand should therefore, follow these guidelines:

1) Secondary education, as well as other education levels in Thailand, will be appropriately based on the Buddhist philosophy of education.

2) The main purposes of secondary education in Thailand are to develop in students ability to think and to learn how to learn and to provide opportunity for students to fulfill their mental abilities, aptitudes and interests.

3) In order to serve students' abilities, aptitudes, and interests, the comprehensive secondary school curriculum in which required compulsory courses,
elective courses, and prevocational courses are provided as appropriate and desirable.

4) So as to make teaching, learning and evaluating flexible and relevant to students' lives, as well as to make curriculum development a dynamic and continuous process, the ministry of education has to transfer the secondary curriculum decision-making and control to the four geographical regions of the country: northern region, northeastern region, central region, and southern region. However, the department of general education and the ministry of education as a whole still exercise decision-making and control on educational goals and policy at the national level.

5) Department of general education, ministry of education has to be the internal change-agent who will initiate and implement this proposed model for secondary curriculum decision-making.

Chankrachang (1977) undertook a study entitled "Hill Tribes of Thailand and Prospectus for Education". This dissertation was planned with the purpose of designing of a curriculum components and methods of training which might be used to assist the hill people to improve their living conditions through education. The hill tribes, composed of many ethnic groups, which are the focus of this study are the part and partial of Thai population as they belong to
them in their culture, religion, language, customs and ways of life, these tribes are all quite distinct from the Thai Nationals and from each other. They speak their own dialects but have no written language.

One of the most important considerations is that the tribal groups do not feel that a foreign culture is being imposed on them as they have respect for those things which are important to them. It will be necessary to have understanding for teachers, preferably those who have spent sometime as student teachers actually living with the tribes, who are willing to live in the rural remote areas. These teachers will require a special type of training, especially oriented towards the hill peoples. Salaries for these people must be such that they will be attractive enough to encourage personnel to make hill tribe education their career.

Special attention must be paid to individualized instruction and to listening and speaking skills. Textbooks and educational media must be introduced, but it is important that they should be appropriate to the tribes for whom they are used.

Testing and evaluation method should not be the same as those used in the lowland, but must be such that they are appropriate to the culture being served. Language problems may pose a severe handicap to children from the hill tribes.
if they are required to take Thai-prepared question-answer tests. Appropriate instruments should be devised and utilized which measure the self-concepts to ascertain whether or not the hill tribes people do not lose their cultural identity as a subgroup.

Radford (1983) conducted a study of "Secondary learning disabilities programme in Tennessee: A survey of curricular approaches and curriculum development procedures" and found that the special educators have been guilty of neglecting curricular concerns for learning disabled (LD) adolescents in their preoccupation with instructional modifications. There is now a growing awareness that the curriculum for secondary LD students should be tailored to their individual needs and based on sound curriculum development procedures. The present study was designed to gather needed information concerning curricular approaches and curriculum development procedures being used in secondary LD programmes in Tennessee.

About half of the programmes have a curriculum based on a developmental process while over 80 per cent of the teachers indicated they should be using such a process. About 90 per cent of the respondents rated their programmes as above average in effectiveness. Approximately, 75 per cent of the teachers took more than one factor into account when making their judgements.
This study recommended that all secondary LD programmes in Tennessee be required to have a written curriculum based on an accepted development process. In addition, teacher preparation programmes in special education should develop courses of study dealing with the secondary education of exceptional children, including LD adolescents. Further research is needed to clarify the characteristics, strengths, and weaknesses of the various curricular approaches being used for secondary LD students.

Sheila (1988) conducted "An evaluative study of the teacher participation in curriculum development in a special education school district". The method used was a review of objective material (progress reports, lesson plans, and behavioural contracts), a questionnaire, and in-depth interviews. The results showed that the curriculum was being used in the objective materials almost 100 per cent of the time. The questionnaire and interviews indicated that teacher participation in writing the curriculum was a major factor in its implementation. Other factors that were indicated by the teachers to have contributed to the curriculum implementation were: administrative decade, the curriculum being geared to the population taught, requirements of district procedures, curriculum use making teaching easier, and the dependence of good evaluation on curriculum use. This study supports the value of participation in the process of curriculum development.
This value needs to be recognized if true implementation of curriculum instruction is to take place.

Conley (1989) conducted a study of "The importance of student activities for meeting the goals of education". This study has attempted to determine if student activities are important for education and therefore should be planned along with the "large curriculum".

The results were mixed, yet significant, in many areas. The questionnaire provided additional information that significantly showed that certain goals were met with student activities. The data from the questionnaire also supported the notion that certain goals are generally accepted by those in the field today, and that students activities are seen as meeting those goals. The second central question areas partially answered by looking at the works of many different authors. This was further answered by the data questionnaire which found a strong correlation between what the goals are for education as seen by those in the field.

In conclusion, student’s activities do meet at least some of the goals of education and therefore, should possibly be considered when planning the "larger curriculum". The implications for the importance of these activities within the curriculum require further study.
Richard (1990) made an investigation into "An analysis of S.B.813 school legislation's impact on curriculum alignment and student assessment efforts as perceived by district curriculum administration".

The study showed that administrators perceive that their districts have complied with curriculum definition mandates but not with the assessment mandate. They also felt that districts would be more in compliance if they had been involved in the legislative process. Large and medium-sized, school districts perceived that they were in greater compliance than small districts. All in the study showed that urban, suburban and rural school districts were not in compliance with the curriculum alignment mandate of S.B.813.

1.7.2 Teaching Programme and Learning Programme. Activities of Instruction and Media

Lagana (1973) made an investigation on "The development, implementation and evaluation of a model for teaching composition which utilizes individualized learning and peer grouping". A composition model or instructional method for teaching composition in the secondary schools which employs individualized learning and peer grouping was developed, implemented and evaluated in this study.

Conclusion drawn from the study indicated that peer evaluation of composition tended to be at least as effective as teacher correction and greatly reduced the need for out-
of-class teacher time expanded in evaluation. Peer evaluation also enabled students to complete more compositions while receiving more immediate feedback on each writing. In the individualized phase of the model students were able to progress at their own rate in acquiring certain composition skills without repetition of previous learning.

Hogan (1976) presents a rationale for the use of a backward sequence of instruction in the design of a programmed self-instructional text to teach the behaviour chain and found that it should be used only as a part of an attempt to teach discrimination of the discriminative stimuli as reinforcing effects. It was concluded that a backward sequence was an effective sequence for use in the text and that programmed text was effective particularly for teaching sophisticated composition skills with no teacher correction or grading of papers.

Zulick (1977) studied the effectiveness of two television presentation methods in teaching a unit to college students in conventional size group and independent study-learning situations. There is no evidence based on this study that the size of the class (conventional or individual) has a significant effect on achievement when the same televised lessons were presented. Furthermore, this experiment failed to produce a significant difference in achievement.
Anne (1979) made an investigation on "Designing roles for the instructor in systematically designed multimedia instructional systems". The purpose of this study was to determine what guidelines were present in existing instructional design models by which roles for instructors would be assigned.

Analysis of the ratings showed that specification of objectives in the cognitive domain was adequate and that the affective and psychomotor domains lacked clear guidelines for objective specification. Media selection rules are present in objective specification. Media selection rules are present in three models, with the cognitive domain again receiving the most specific treatment. Provision for instructor roles was generally lacking in all the models studied.

Bishopp (1982) made a study "The effect of selected school and non-school variables on school attendance as assessed by students with three types of school attendance patterns: Good, average and poor" and found that - (1) a majority of students identified the following non-school variables as affecting their attendance: (a) parental attitudes, (b) future plans, and (c) number of friends; (2) a majority of students identified the following school variables as affecting their attendance: (a) courses, (b) teacher attitude, and (c) teacher treatment of students.
Michael (1984) made an investigation on "Computer instruction in teaching American history in high school". This research was concerned with the study of the effects of computer assisted instruction (CAI) on student achievement and attitude in high school social studies. The sample of 115 high school students was divided into experimental and control groups. The analysis indicated that CAI enhanced student achievement significantly. No significant difference was noted in attitude, technique and process. The results showed achievement for both males and females using CAI to study American History.

Newman (1983) compared traditional classroom computer and programmed instruction. The post-test means for each of the three groups were calculated and compared using analysis of variance. The results indicated that the programmed instruction yielded a more homogeneous performance than the other two methods.

Pengboon (1984) studied a mathematics programme and found that -

1) Programme implementation begins by teacher adviser with mathematics teacher treatment by committee composed the intention to improve instructional material, class interaction, time schedule and the budgets.

2) Adviser by work and student combined in some item.
3) Suitable treatment to improve mathematics for secondary school through generating interaction with in the school and between the schools.

Gadsden (1987) investigated "the effect of critical television viewing skill on the performance of seventh-grade students". This study establishes a positive relationship between a general critical viewing skill programme and instructional television. The main question that the study answers is: Does critical viewing skills instructional programme result in increased student learning from television? A second question answered is: Is the effect of the increased learning potential consistent over different levels of student ability?

The findings of the study indicate that the use of a critical television viewing skill programme produces extended learning from instructional television. The finding also indicate that the effects of the programme are consistent over different levels of student ability. The second finding supports the use of such a programme especially for students whose intellectual abilities are indicated as high.

Mc Carty (1988) made a study of the relationship between teacher perceived staff development, needs and type of school, district size, level of assignment, and teaching experience. The research was designed to measure the
relationship of staff development needs of teachers and the type of school district levels of assignment, school district size and teaching experience subjects consisted of the population of classroom teachers in two municipal school districts, two country unit school districts, and two consolidated school districts.

The following conclusions were drawn:

1) There was a significant composite relationship between each of the criterion variables of teacher perceived staff development needs and the combined set of predictor variables.

2) The predictor variable type of school district, was significant in the areas of techniques, classroom organization, enthusiasm for subject taught, and helping pupil's gain a positive self-concept.

3) There was a significant relationship between the predictor variables, level of assignment in the area of reinforcing and encouraging pupil performance.

4) There was not a significant independent relationship between each of the criterion variables of teacher perceived staff development needs and size of school districts.
5) There was a significant independent relationship between each of the criterion variables of teacher perceived staff development needs and teaching experience.

Singh (1987) made a study entitled, "The effect of training through Flanders interaction analysis technique on classroom behaviour of in-service secondary school teachers in relation to some presage variables". The investigation was mainly concerned with whether training of teachers through FIACS modifies their behaviour. The conclusions were: The teachers trained in Flanders Interaction Analysis Technique (FIAT) became indirect in their teaching behaviour whereas teachers without training remained direct in their teaching behaviour, and the group of teachers who obtained training in FIAT modified their classroom teaching patterns. Science teachers were found to be more indirect in their teaching behaviour than social studies teachers irrespective of treatment, this may be due to nature of the subject.

Ellen (1989) made a study under the title, "Revision and writing quality of seventh graders comparing with and without word processors". This experimental study examined the effects of word processing on revision and writing quality of expository compositions produced by seventh-graders.
There was a significant difference between groups in the number of revisions in handwritten compositions produced by both groups after the treatment; the word-processing group revised more frequently than did the groups not exposed to six weeks of word processing. The experimental subjects also significantly increased in frequency of revisions from the time of posttest-1 (computer written) to posttest-2 (handwritten). A significant difference across time in writing quality scores was found. The findings suggested that students who compose and revise on computer can make substantially more revisions when they resume pen and paper for composing and revising; however, use of the word processor does not differentially affect types of revision attempted or writing quality. Word processors increase motivation and adequate systems may increase the ability to detect and eliminate textual problems. Recommendations for research, theory and instruction are discussed.

Halstead (1988) studied "The effectiveness of a teacher evaluation process as perceived by teachers and building-level administrators". The result of the study indicated that teacher grade level may have a significant impact upon a teacher’s perception of the evaluation process, but gender, age and teaching experience may not significantly affect teacher perceptions. The data further showed that grade level may not be significant in building administrator
perception. With regard to comparing teacher and building administrator perceptions, it was found that these two groups may have different perceptions of a teacher evaluation system and process.

Hollensteiner (1989) studied "The effect of years of experience and other selected variables on attitude of teacher towards aspects of the teaching profession". This study described differences in attitudes of teachers in comparison to selected independent variables, tested for interaction between intervals of experience and other selected independent variables and the dependent variables of attitude, and predicted attitude of teachers based upon the selected independent variables. The independent variables were gender, educational level, years of experience, marital status, teaching assignment, district size and whether teachers were parents or non-parents. The dependent variables were attitude towards teaching as an occupation, teaching skills, frustrations of teaching relationship with supervisor and students, students and classroom climate, parents and students, professional responsibilities of teacher and internal and external pressures of teaching.

The procedure used to collect data for this study consisted of a group of varying techniques. Teacher's in Alaska Hawaii Idaho, Montana Nevada, Oregon and Washington were sent a 70-item survey instrument and asked to respond
on a Likert Type Scale to the attitudinal questionnaire; 823 responses were used for statistical analysis. Significant differences were found between teachers with different years of experience. Teachers with 5-9 years of experience were found to have more positive attitude towards teaching skills than those with 20-24 years of experience and teachers with 5-14 years of experience indicated more frustration with teaching than those with 0-4 years.

Martinez (1988) studied learning styles of seventh-grade native American students. The major findings of this study showed that peer teaching, teaching games and programmed instruction were consistently the preferred learning styles of the students. A good number of research studies with different modes of instruction have been cited. These researches yield conflicting claims and counter-claims in favour of a particular mode of instruction. It may further be argued that a particular mode of instruction is more suited to achieve a specific category of educational objectives, as classified by Bloom et al., (1956). A few research studies have been conducted to compare academic achievement in different categories of educational objectives through different modes of instruction.

Rodney (1990) made a study of "The revision processes of male tenth-graders: qualitative differences in revision activities in the narrative and in the expository modes".
The results of this study reveal that - (1) Students who receive peer group response between drafts produce final drafts that are superior to those written by students who simply write in class and revise from unaided self-evaluation; (2) Students who receive peer response revise more often in the narrative mode than in the expository, and students left to their own devices reverse more in the expository mode than in the narrative; moreover, there is a high, positive correlation between revision activity and holistic quality when students reorganize information in the expository mode and delete information in the narrative mode; and (3) during draft revisions, successful student writer devote more attention to developing a creditable character, clarifying intentions, and expanding/detailing information while unsuccessful writers devote more attention to correcting surface level grammar and mechanics.

Banks (1990) made a study of the "The remediation of written discourse in Rochester, New York". The study revealed that the remediation programme established by the district meets or exceeds all of the state guidelines with one important exception, documentation of the services provided for each student. The documentation which exists is not as comprehensive as the guidelines require and it is not maintained for the period of time recommended. With respect to other requirements and recommendation of the testing guidelines, the district has taken notable steps to
promote a process approach to writing instruction, consistent with the recommendations of the literature.

Napapongs (1993) made an investigation on "The effectiveness of video cassettes in an education technology course for undergraduate student-teachers of engineering technology". This study was an experimental investigation to compare learning achievement in verbal information and skills at three categories: knowledge, understanding and higher order understanding. He compared the relative effectiveness of the treatment variables viz.: A programmed video cassette, instructional video-cassette, and conventional teaching, to study the interaction of the treatment variables with the content variable and study the interaction effect of the treatment variables with the categories of objectives viz: knowledge understanding and higher order understanding.

Main finding of the study were:

1. The programmed video-cassette yielded far more gains than the instructional video-cassette and conventional teaching.

2. The conventional teaching yielded more gains than the instructional video-cassette.

3. The mean gain for the instructional treatments was the same for verbal learning and skill learning.
4. The treatments yield lesser gain at knowledge than at understanding categories of objectives.

5. Different instructional strategies were equally effective for verbal learning and skill learning.

6. The mean gain through Programmed VC were more at understanding category than the same at knowledge category as well as higher order understanding category.

7. Through Programmed VC, the mean gain at understanding category was found more than the same at higher order understanding category.

8. Through conventional teaching the mean gain at knowledge category was more than the same at understanding category.

9. The mean gains yielded through conventional teaching at knowledge category and higher order understanding category were equal.

1.7.3 Activities of Special Teaching, Remedial Teaching and Guidance

Bartos (1971) study of "Leadership in teen-age clubs" was taken as a basis from which several hypotheses about leadership were derived. Members of six Y.M.C.A. clubs in Norfolk, Nebraska, were chosen as the test population and their officers were considered to be the leaders. The
findings of the study use as follows:

1) Of the three social rankings incorporated in the study, leadership was associated to the largest extent with popularity and related to social class.

2) The top leaders were found to conform least— and not most, to the suggestions made to them by others, as hypothesized.

3) As hypothesized, leaders were shown to be more in agreement with artists in their perceptual choices than were the followers; this was taken to mean that leaders tend to be more aesthetically oriented than followers. It was found, further, that the more aesthetically inclined a leader, the more cohesive his club was.

Swaine (1972) made a study of "Groups Goal: Their relationship to individual and group function competence". Results of the investigation indicate that the goals of the small group are an incentive factor associated with the performance of group functions. At the group level of analysis it was found that the extent of groups goal inclusion was a potent factor associated with the degree of group functional competence. Groups goal operationality was also found to account for a substantial portion of the variance in functional competence scores. Group goal importance and group goal attainment probability accounted
for only negligible amounts of variance in group functional
competence at the group level. Implication of this research
for social work relate to the social worker's role in
development and maintenance of groups and the role of group
goals in this process.

Lupton (1972) made a study of "The effects of a
behaviour management training programme on counsellor
performance in regular day camps which include children with
behaviour problems". Results of the investigation indicate
that the experimental field studies are necessary in
developing the scientific body of knowledge, so essential to
the broad area of leisure sciences. However, scientists and
researchers must be prepared to accept less stringent
standards of significance for these types of studies than
for those done in the controlled conditions of a laboratory
or other artificial situation. No significant differences
were found between those counsellors receiving the special
behaviour management training programme and those not
receiving the training.

Jacobs (1982) made a study of "Comparison of measures
of attitudes of high school teachers and administrators
toward student behavioural problems", and found that in the
case of seven of 53 variables, there was a significant
difference in variance of ratings between teachers and
administrators. Variance was a measure of dispersion, scatter or heterogeneity of scores. The results of the chi-
square analysis of data obtained from the behaviour-response inventory were not conclusive. Overall findings support and substantiate the underlying premises of the dissertation that work roles (those of teachers and administrators) and task related experiences have an impact upon attitude development. Further, incumbents of differing role tend to develop differing attitudes.

Davis (1990) compared the effects of video self-modelling on material self-confidence and mother-infant interaction. A proposed model of self-confidence as a central factor in maternal competence was statistically confirmed. Self-modelling treatment along with anxiety, depression, global psycho-pathology, social support, education post-partum contact with the infant, change in feeding method, and observed infant temperament were found to predict maternal self-confidence which in turn demonstrated a significant curvilinear relationship with interactional competence. Curvilinearity showed that while most mothers exhibit a positive correlation between confidence and competence, some mothers exhibit high confidence and low competence. This finding indicates the need to distinguish between two constructs, overconfidence versus accurate confidence in future research.

Spaecarelli (1990) studied the use of videotape modelling and adjunctive training in problem solving skills
in the field of behavioural parent training. Results indicated that parents who took the course as predicted, (the course including parenting skills and problem solving skills training) had a somewhat greater impact on parent’s ability to apply to parenting skills. In addition, the pattern of results with respect to child behaviours suggested that parents in the problem solving groups tended to achieve better generalization of improvement across problems.

1.7.4 Evaluation and Supervision

Burstiner (1971) made a study entitled, "Effect of a workshop in creative thinking for secondary school department chairmen on their perceptions of supervisory activities on problem-solving and on creative test". He recommended that:

- Similar workshops should be instituted in public school systems for secondary school department chairmen as a step towards the mitigation and solution of supervisory problems, for administrators, teachers and other educational personnel as a step toward the solution of school problems and toward the smooth integration and functioning of such personnel.

- Training similar to that of the workshop should be considered for incorporation with the curriculum of teacher training institutions and graduate schools of
education. Such training might be useful in (a) fostering more creative classroom teaching, (b) improving on the job operation, (c) improving human relations within the school, and (d) solving school problems.

Echternacht (1970) conducted a study entitled "Evaluation of innovations to improve teacher competencies". It was found that dogmatism and self-concept test scores could not be used to predict change in teaching behaviour. The best predictors of teaching behaviour change were found to be the number of years of experience in education, the inquiry groups variable, the number of different educational positions held and whether or not one had received any training since the last degree.

Joy (1978) made an investigation on "Development and field testing of an evaluation instrument for assessing competencies of teachers of learning disabled students".

The statements of global competencies were designed to focus attention on learner objectives, motivation, learning theory, meeting needs of individual students, and classroom management. The following conclusions were derived in the study: (1) an observation instrument of this type could be used to record behaviours which indicate the mastery of certain global competencies; (2) it is possible to gain agreement among authorities that statements regarding
behaviour may be ranked according to their ability to
describe behaviour on a continuum from most indicative to
least indicative of the presence of a competency; (3)
information may be recorded on an instrument of this type
without requiring qualitative judgements on the part of the
observer; and (4) behaviours appear to change in some
classrooms at different times of the day and, in some cases,
on different days of the week.

Martoccia (1978) studied "Secondary school principal
perspectiveness as it relates to principal - teacher
relation", and found that:

- Principals displaying greater perceptions are rated
  higher by their teaching staff in areas of friendship,
  mutual trust and respect.

- Principals displaying greater perception are rated
  higher, by their staff in developing channels of
  communication and efficient patterns of organization.

- A Principal's perceptiveness does not seem to increase
  or decrease with the size of the school, the
  principal's length of tenure in his present position,
  the number of years served as a secondary teacher, his
  chronological age, his number of administrative assis-
  tants, and his educational background do not measurably
  affect his ability to perceive staff response.
Teachers in small sized schools perceive their principals being friendlier and displaying greater mutual trust and respect.

Jordan (1982) made a study of "Comparison of the opinions of secondary school administrators, counsellors and teachers towards the concept of mainstreaming in selected Mississippi Public School" and found the opinions of selected secondary administrators and counsellors to be significantly more positive than the opinions of secondary teachers towards the concept of educational mainstreaming in the state of Mississippi. The results revealed (1) a significant relationship between individual school and parents; (2) schools should emphasize career education and planning; (3) school should pay attention to the development of peer support groups; (4) school should provide a varied curriculum; (5) teachers should need training and instruction on techniques of establishing rapport with students (6) school attendance policies should include immediate parent notification about students absences; and (7) school personnel can and do exercise with considerable influence on students' attendance.

Tapaneeyangkul (1983) made a study of "analysis of the role of secondary school supervisors in Bangkok, Thailand" and found that -
There were no significant differences in the expectations for the role of supervisors as perceived by supervisors and teachers.

There were no significant differences in the expectations for the role of supervisors as perceived by teachers with different levels of academic training.

There were no significant differences in the expectations for the role of supervisors as perceived by teachers in different age groups.

There were no significant differences in the expectations for the role of supervisors as perceived by male and female teachers.

Bennit (1986) made a study of "Supervision role frequencies in reality theory, counsellor supervision and development counsellor supervision and supervisees' rating of the effectiveness of each role". This study adapted the developmental supervision approach from Bennard's model (1979) and compared the frequency of role selected in it, to that in reality therapy supervision, in a counselling practicum. Two supervisors were trained in both approaches, and used each approach with one half of their supervisees'. Trained raters counted the frequencies of each role at two time periods, early and later in supervision. After the practicum, supervisees rated the roles in the form of behavioural descriptions of each, for each role's
effectiveness in their learning of counselling skills.

This study sought to test differences between the supervisory methods. Developmental supervision was expected to have significantly more teacher role choices and reality therapy supervision was expected to have significantly more consultant role choices. Differences were also expected overtime. A higher frequency of the teacher role was expected in early supervision, and a higher frequency of the consultant role later. Overall, role selection was expected to rank higher than the other roles in effectiveness of the supervisees' learning.

Linda (1990) conducted "An evaluation of an intermediate unit gifted programme". This qualitative study was designed for evaluation of an intermediates unit gifted programme providing instructional services to twenty school districts in central Pennsylvania. The aspects impending the implementation of the gifted programme were: (1) Students were required to make-up work, or extra work due to attending gifted classes; (2) The regular classroom teachers viewed the programme as a disruption of their instructional programme; (3) Classroom teachers and principals lacked basic knowledge of gifted students' characteristics and the need for curriculum differentiation. These findings should be considered in providing gifted programme by intermediate units and school districts for gifted students. By taking
Marie (1989) made an investigation of "The relationship between teacher stress and teacher perception of supervisor behaviour". This study was designed to investigate the relationship between teacher stress and perceptions of supervisor behaviour. Gender indicated differences among males in contrast to the overall findings of the study. While noting lower levels of Emotional Exhaustion, male teachers perceived their supervisors to be more considerate and to provide greater structure. Male teachers experienced higher levels of depersonalization compared to other teachers.

Setterlond (1990) made a study entitled, "Perception of teachers and principals towards teachers evaluation by principals in Tennessee public secondary school". Significant differences were found between the responses of principals and teachers in all areas. Principals indicated more positively than teachers, that the evaluation process was successful in assisting teachers in improving their skills. It was also found that those individuals who had received evaluation training had a more positive perception of the effectiveness of the process of teacher evaluation than did those who had not received training.
1.7.5 Teaching Arrangement and Placement

Peretomode (1985) made an investigation on, "Faculty development needs and preferred development practice as perceived by faculty members and academic administrators in public research universities". A questionnaire was used to collect the data. The means and an analysis of variance (between mean differences) were used to answer research questions related to the first and second purposes.

Findings were; deans and faculty members' level of perception was higher than that of department heads with regard to all the five categories. Faculty members' level of responses was slightly higher than deans' with regard to the personal development needs and individual development practices. Among the three groups, with respect to the five categories, significant differences were found only between deans with department heads and deans with faculty members with regard to the instructional development needs. Group development activities correlated higher with all the three categories of development needs than did individual activities.

Ejekwu (1987) studied, "The problems of educational administration at higher secondary school level in Chandigarh" and found that:
- The teachers are not given the opportunity to be creative.

- Some teachers do not discharge their responsibility towards teaching properly. The school does not have specialized teachers in some subjects.

- Some teachers are over-burdened with the teaching work.

- There is no academic freedom for the teachers and condition of services of the teacher are very poor.

Wakefield (1990) made a study of "Environmental scanning: sources, resources, and techniques used by California public school superintendents". The focus of the study was: (1) To determine the method and sources of information used in environmental scanning by California school district superintendents; and (2) To identify additional methodologies and resources of potential use in educational environmental scanning.

Findings: there was a 55 percent response rate among the superintendents and 82 per cent response by the other professionals. All superintendents acknowledged the importance of environmental impacts on education such as demographics and governmental regulations. Eighty-eight per cent of them indicated some use of environmental scanning.
Bland (1990) made a study of "The use of teacher input in the evaluation of principals as viewed by teachers, principals and superintendents". The findings of the study were that the significant difference existed in the opinions of teacher-principals and superintendents on the use of evaluation input provided by the teachers in the evaluation of school principals. It was found that statistically significant differences were found in the opinion of teachers as compared to the opinions of principal and superintendents on the use of teacher input in the evaluation of principals by superiors. A statistically significant difference was noted in the opinions of teachers as compared to the opinions of principals and superintendents on whether teacher's can judge with reasonable accuracy, the performance in the area of emphasizing curriculum supporting teachers and facilitating effective communication. No statistically significant differences were noted in the opinions of the three survey groups in the abilities of teachers to judge principals performance in the areas of evaluating student performance emphasizing student achievement providing an effective instructional environment and developing instruction improvement plans. Also, no statistically significant difference was found in the opinions of the survey group on whether principals would react negatively on unsatisfactory evaluation by teachers.
1.8. **Statement of Proposed Study**

The present study may be precisely stated as:

Study of the process of lower secondary school curriculum implementation and its impact upon school efficiency.

1.9. **Objectives of the Study**

The objectives of the investigation were:

1) To study the readiness and process of implementation of the B.E. 2521 (Revised Version in 1990) lower secondary school curriculum in secondary schools in the Educational Region - I of Thailand.

2) To compare the process of implementation of the B.E. 2521 (Revised Version in 1990) lower secondary school curriculum in large, medium and small secondary schools of the Educational Region - I.

3) To study the problems of implementing the B.E. 2521 (Revised Version 1990) lower secondary school curriculum in secondary schools of the Educational Region - I.

4) To study the impact of the said curriculum implementation on the school efficiency in respect to the size of schools.
5) To develop guidelines for the implementation so that school efficiency is improved.

1.10 Hypotheses

The study was designed to test the following hypotheses:

1) The large, medium and small secondary schools have equal level of school readiness concerned with building, location and various equipments etc.

2) The lower secondary school curriculum B.E. 2521 (Revised Version in 1990) can be equally effectively implemented in large, medium and small schools.

3) The impact of the lower secondary school curriculum B.E. 2521 (Revised Version in 1990) was uniform on the efficiency of large, medium and small schools.

1.11 Significance of the Study

This study is performed to follow-up the process of lower secondary school curriculum implementation B.E. 2521 (The Revised Version in 1990) with reference to the activities of teaching and learning in the lower secondary schools in the educational region-I in Thailand. The research findings of the present study are expected to benefit the administrators to administer and adapt the findings in the curriculum field to the other educational levels also.
1.12 Emergence of the Problems of the Study

Even though the improvement in the lower secondary school curriculum in the year 1990 was prepared over a long period of time by the sub-committee, but the actual writing did not take long and was implemented immediately in the secondary schools which created a lot of problems in the lower secondary schools. The researcher wanted to follow-up the implementation of the B.E. 2521 lower secondary school curriculum (Revised Version in 1990) that has been implemented in educational region-I. Whether it could attain objectives, follow the structure in particular and implement the curriculum implement revised in 1990 in order to improve the quality and proficiency teaching-learning process in time to come.

1.13 Delimitation of the Study

The main purpose of this investigation was to study the process of lower secondary school curriculum implementation and study its impact upon school efficiency. The study was conducted on administrators, teachers in different subjects and students of eighth grade secondary schools under the auspices of general education department in educational region-I in academic year 1992.
1.14 Definition of the Terms Used in the Study

The secondary school, means the large school, middle school and the small school of the department of secondary education of the ministry of education in Thailand.

Large school, means the secondary school in educational region-I having the students strength between 1500-2499 or more than 2500 persons according to the criteria of the department of secondary education, ministry of education.

Medium school, means the secondary school in educational region-I having the students strength between 500-1499 according to the criteria of the department of secondary education, ministry of education, Govt. of Thailand.

Small school, means the secondary school in educational region-I having the students less than 500 according to the criteria of the department of secondary education, ministry of education, Thailand.


Educational Regions means the groups of 72 provinces into 12 regions of ministry of education in Thailand.
Educational Region-I means a group of provinces in 12 regions. There are 5 provinces: Nakhonpathom, Nonthaburi, Pathumthani, Samutprakan and Samutsakhon in Thailand.

Administrator refers to director, assistant director, principal and assistant principal in the secondary school of educational region-I in academic year 1992 in Thailand.

Teacher refers to the persons who are teaching in the secondary school of the educational region-I in academic year 1992 in Thailand.

Student refers to the persons who are studying in eighth grade in secondary school in educational region-I in academic year 1992 in Thailand.

The curriculum evaluation refers to the evaluation of secondary school curriculum B.E. 2521 (The Revised Version in 1990) in educational region-I in the following areas:

1) The process of implementation; curriculum documents, teaching programme, learning programme, activities of instruction and media, activities of special teaching, remedial teaching, guidance, evaluation, supervision of school and teaching arrangement and placement.