

Thesis Title

The Improvement of the Faculty Development
Program at the Rajamangala Institute of
Technology, Chiang Mai Campus

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Cirriculum and Instruction

Examining Committee

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Abstract

This research aimed to study the opinions of the faculty concerning teaching methods and faculty development program, and also to propose the faculty development program appropriate to the Rajamangala Institute of Technology, Chiang Mai Campus.

The Subjects studied comprised of 43 administrations, 120 faculty and 4 committee members from Northern Teacher Union Center. The instruments used in collecting data included questionnaires and an interview guidelines. The data were then analyzed by computing percentages, means and standard deviations.

The major findings were as follows :

The problems concerning improving instruction quality included; many lecturers could not find much benefit of participating the activities, and the contents were not relevant to their needs. In

addition, problems obtained from interviews and open ended questionnaires were those related to the activity organization, time period, ways of faculty participation, places, resource persons, project management, and public relation.

Needs for instructional improvement which were required by most faculty included; motivation techniques in teaching, workshop organization, use of teaching materials, use of transparency teaching materials, and students' progress evaluation.

According to opinions on methods and organization of faculty development, methods and organization identified by most faculty were workshop seminar and study tours, and should be held outside the campus, during the end of semesters for one week period. Participants should be from the same faculties of different campuses. Resource persons should be specialists from other institutions. The Northern Teacher Union Center would take charge of all activities except for study tours which should be under their own faculty management.

The revised faculty development project concerning instruction proposed were divided into five subtopics, namely; basic knowledge related to instruction, instructional strategies, instructional processes, instructional materials, and student evaluation.