

พิมพ์ต้นฉบับบทคัดย่อวิทยานิพนธ์ภายในกรอบสี่เหลี่ยมนี้เพียงแผ่นเดียว

## C740986 : MAJOR SCIENCE EDUCATION

KEY WORD: STATE OF INSTRUCTION / SCIENCE / THE SAINT GABRIEL' S FOUNDATION OF THAILAND

SURASAK KHUMSIN : STATE AND PROBLEMS OF SCIENCE INSTRUCTION AT THE LOWER SECONDARY EDUCATION LEVEL IN SCHOOLS UNDER THE SAINT GABRIEL' S FOUNDATION OF THAILAND. THESIS ADVISOR : ASSO. PROF. THERACHAI PURANAJOTI, ED.D., pp. 290 ISBN 974-635-846-4

The purpose of this research was to study the state and problems of science instruction at the lower secondary education level in schools under the Saint Gabriel's Foundation of Thailand in the following aspects: teacher, student, instructional activities, and measurement and evaluation. The samples were 22 school administrators, 11 head departments of science, 32 science teachers and 702 students. The research instruments were structured interview forms, questionnaires and a survey form constructed by the researcher. The collected data were analyzed by means of frequency distribution, percentages, arithmetic mean and standard deviation. The research findings were as follows:

1. State of science instruction

1.1 Teacher aspect : Most teachers have their qualification according to the subject they teach. Most of them have their teaching experiences about 2 - 5 years, and were very responsible and devoted to their students. They have extra duties other than teaching too. There were teacher development plans in the schools.

1.2 Student aspect : Most secondary school students came from the sixth grade of the schools. There were 51 - 55 students per class. Remedial teaching and guidance programs including scholarships were provided for students in each school. Most students liked to perform experiments during their class period.

1.3 Instructional activities aspect : Instructional activities objectives were determined by science teachers and head departments of science. There were some activities organizing among schools under the Saint Gabriel' s Foundation of Thailand. During instruction, students had chances to perform experiments according to the IPST' s curriculum.

1.4 Instructional media aspect : Most schools encouraged their teachers to reproduce and purchase instructional media according to their requirements and most of them worked well. Text books were used and reproduced by the IPST. Supplementary materials such as exercises were reproduced by science teachers. Most teachers used lecture method and seldom used instructional media.

1.5 Measurement and evaluation aspect : Standardized tests were and were not reproduced equally in each school. Most teachers needed help in analyzing their test items. The scores from tests and observation of student interests in learning and doing activities were used in measurement and evaluation.

2. Problems of science instruction

2.1 Teacher aspect : The problems at the high level were the lacking of laboratory assistants, the lacking experienced teachers. Most schools had to send their new teachers for in-service training because most of them were new graduates.

2.2 Student aspect : The problem at the high level was too many students per class so that the schools had to increase the number of classrooms.

2.3 Instructional activities aspect : The problem at the high level was that teachers did not teach according to their instructional objectives, and the organizing of activities among schools under the Saint Gabriel' s Foundation of Thailand due to the traffic problem and the distant between schools.

2.4 Instructional media aspect : The problems at the high level were the seldom used of instructional media and teachers liked to teach by using lecture method. Some instructional media such as audio-visual equipment was not enough.

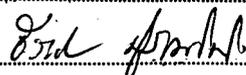
2.5 Measurement and evaluation aspects : The problems at the high level were most test items teachers used emphasizing memory, and they did not have enough time to work together in group in writing their test items and usually in a hurry in writing their test items.

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