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YUPARPAK JANKHIEW : ADOPTION PROCESS OF INSTRUCTIONAL INNOVATION : PHAYUHA KHIRI AND TAKLI DISTRICT OF NAKHONSAWAN PROVINCE. THESIS ADVISORS: PUTSATEE MONZON,M.A.,M.O.H., THAWATCHAI BOONCHOTE,Ph.D.,PAO IAMSA-AD, M.A., 111 p. ISBN-974-664-784-9

The purpose of this research was to study adoption process of teachers participating in a training program concerning Integrated Pest Management in Rice and Vegetables and to analyze the teacher's opinions towards the training program. The study area was in Phayuha Khiri and Takhli District, Nakhonsawan Province. As qualitative research, document analysis, participatory observation and in-depth interview techniques were used in this study with 1 out of 2 teacher supervisors who attended the training program and 4 out of 30 teachers who attended the training program. The participants selected from the innovative group for this study, were able to express their opinions freely.

The concepts of the Integrated Pest Management in Rice and Vegetables Training Program were the learning processes of a student-centered approach and the concept of integrated pest management. The two concepts were the instructional innovation of teachers participating in the training program.

The adoption process was investigated in terms of five stages : awareness, interest, evaluation, trial and adoption. The findings show that in each stage, significant factors were identified. At the awareness stage, the leaders or the change agents were the most important. At the interest stage, teacher's effort in finding out more information about the training program was essential. At the evaluation stage, the most important factor was the support system which referred to school administration, colleagues and other personnel involved. At the trial stage, the most important factor was a teacher's ability to adapt learning activities from the training program and apply them in his class. Another major factor to confirm that the teacher was at the evaluation stage was follow up with the trainers and superiors after training. At the adoption stage, teacher were satisfied and confident that the innovative training techniques were effective. Therefore, they were able to apply and diffuse the concepts.

Since at each stage of the adoption process teachers could change the decisions they made at any point, the study of teachers' opinions towards the training program was done at each stage of the process.

The research indicates that to facilitate the adoption of the instructional innovation, the teachers recruitment process should focus on the prospective teachers' abilities and practical knowledge, their reliability, communication skills and creativity. The innovation should be interesting, adaptable and suited to different areas and situations. Enough time must be provided for trial and adjustment. Finally, the support system from superiors at every level is very crucial factor in adoption process.