

Thesis Title: Analysis of Instructional Media Utilization Specified in the Teacher's Manual in Schools under the Office of Kaeng Sanam Nang District Primary Education, Nakhon Ratchasima Province

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Abstract

The purpose of this study was to analyze an instructional media utilization specified in the teacher's manual in schools under the Office of Kaeng Sanam Nang District Primary Education, Nakhon Ratchasima province. The samples were 115 Pratom Suksa 1-6 Life Experience Area teachers in the academic year of 1996. The instruments used in this study were analysis of teacher's manual form, questionnaire, and interview form. The data were analyzed and the findings were as follows.

- 1. Most teachers used teacher's manual from the Educational Techniques Department.**
- 2. Thirty instructional media items were listed and recommended in the teacher's manual. Instructional media used by all teachers were: textbook, supplementary book, discussion, and practice. Most teachers did not use slide and slide projector.**
- 3. Textbook was the only instructional media used by teachers at the high level while exhibition, video tape and video recorder, settings from outside schools, external experts, and slide and slide projector were used at the low level.**

The reasons for using textbook at the high level were: 1) because of availability/easily manage and effectively use of instructional time 2) no other media were provided and no time for other media production and 3) lack of knowledge/skills for other media production and utilization. The benefits from using textbook were that it helped teachers to

spend their teaching time effectively and to reduce their work load; and it helped students to understand a lesson easily and gain knowledge.

The reasons for using instructional media at the low level were: 1) lack of teacher's knowledge or skills in media production and utilization 2) lack of budget and supporting 3) lack of instructional media provided in school and 4) no available settings.

Recommendations concerning the increase of media utilization were that there should be 1) some financial support from the Office of the District Primary Education 2) some teaching training courses about media production and utilization and 3) some support from administrators and academic teachers in terms of providing an assistance and a cooperation with other related organizations.