

Thesis Title : Analysis of Problem-Solving Process Skills Teaching Behaviors on the Topic "Multiplication and Division Word Problems" of Prathom Suksa 5 Teachers in Chom Thong District, Chiang Mai Province

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Abstract

The purposes of this research were to analyze teaching behaviors relating to problem-solving process skills in "Multiplication and Division Word Problems" of Prathom Suksa 5 teachers in Chom Tong District Office of Primary Education, Chiang Mai Province and to comparatively analyze the behaviors of teachers who had different educational background and teaching experiences. 20 teachers were observed while they were teaching the topic in classes. Each teacher was observed twice. The observation lasted 60 minutes each time. All teachers were also interviewed for more information and for their opinions concerning their classroom practices. Data were analyzed and presented by using frequencies, percentages, categorization and the analytical - descriptive method.

The findings were as follows :

1. **Examination of Problems.** Teachers presented word problems to students by writing on chalkboards or putting word-problem strips up for students to read. After reading aloud together, students were told to identify the given facts in the problems and what were to be found out.

2. **Analysis of Problems.** All teachers helped students clarify terms or phrases in the problems and transform the problems into symbolic sentences. Only a few teachers required students to specify the relationship between the given facts and what needed to be found out, and to transform problems into tables.

3. **Building Alternatives.** Only a few teachers encouraged students to think of different alternatives for problem-solving. About half a number of teacher, however, helped students estimate the solutions and summarize the solving steps.

4. **Solving the Problems.** All teachers had students solve the problems individually as well as in groups and with teachers' guidance.

5. **Checking the solutions and Summary.** Less than half of teachers encouraged students to check the answers or problem solutions and to summarize problem - solving principles.

It could be concluded that the most frequent behaviors were asking students to examine the problems. Subsequent behaviors were analyzing the problems and solving the problems respectively. Teaching behaviors occurred the least were encouraging students to build alternatives and checking the final solutions and summarize the solving

principles. When considering in terms of teachers' educational background, those with less than bachelor degrees and 58.82 % of those with bachelor degrees did not cover all five steps of problem-solving in their teaching. They left out the building alternatives and checking the answers steps. Moreover, it was found that teachers who had been teaching for less than 9 years and more than 18 years did not teach all five steps of problem-solving to their students.