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KEY WORD: NOMINAL TECHINQUE GROUP / STAFF DEVELOPMENT

RUNGTIP KONGLIM : AN APPLICATION OF MODIFIED NOMINAL GROUP TECHNIQUE IN STUDYING PROBLEMS AND NEEDS FOR STAFF DEVELOPMENT. THESIS ADVISOR : ASSIST. PROF. SUWATANA SUWANKETNIKOM, Ph.D. THESIS CO-ADVISOR : ASSIST. PROF. ALISARA CHUCHAT, Ph.D. 211 pp. ISBN 974-638-701-4.

The purposes of this research were (1) to study the feature of data collected by modified nominal group technique in the issues of problems concerning staff development in order to enhance learning and teaching efficiency, problems and needs for staff development activities, and (2) to study the efficiency of modified nominal group technique. The research sample was consisted of 120 teachers from 10 primary and secondary schools. Data were collected by modified nominal group technique and analyzed through content analysis and descriptive statistics.

The major findings were as follows : Problems concerning staff development were (1) inadequacy of knowledge and skills on producing instructional media, (2) lack of knowledge and understanding about student-centered instruction matter, and (3) lack of enthusiasm in working and inquiry for addition knowledge. Problems concerning staff development activities were (1) unqualified trainers, (2) lack of administator's supports and (3) out-of date training topics. Needs for teachers development activities were (1) training workshop techniques, (2) skillful trainers in the training topics and (3) systematic supervision and follows up. Results from comparison of data concerning ranking of problems and needs between both techniques demonstrated that data and information from modified nominal group technique having more complexity, persistency and agreement between problems and needs more than those from the tradition nominal group technique. The atmosphere in the modified group technique was slightly smoother than the tradition nominal group technique. Also data from the questionnaires indicated that teachers who participated in modified nominal group acknowledged the freedom in thinking, writing and speaking and appreciated the variety of viewpoints from other teachers. Two cautions suggested for employing modified nominal group were time factor and preparation of moderator.

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