

THESIS TITLE : INFORMATION USES AND NEEDS OF SOCIAL STUDIES' TEACHERS AT THE JUNIOR HIGH SCHOOLS IN KHON KAEN PROVINCE

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ABSTRACT

The purposes of this research were to study and compare information uses and needs of social studies teachers at junior high schools in Khon Kaen province in aspects of information types, contents, and sources, by considering school sizes (large, medium, small), teacher educational backgrounds (graduated on social sciences/ social studies or other fields), and experienced on social studies teaching (less than 1 year, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 21 years up) ; and investigated problems and barriers to use information. The research hypothesis was social studies teachers who taught in different school sizes, had different educational backgrounds and experiences on social studies teaching differed to their information uses and needs at the 0.05 level of statistical significance.

This study was a survey research. The instruments for gathering data were 293 questionnaires distributed to junior high school social studies teachers, sampling group of this research. 254 questionnaires were returned (83.6%). The data were analysed by using SPSS/PC program for calculating percentile, mean, standard deviation, t-test, and f-test.

Findings could be summarized as follows:-

1. Information uses of social studies teachers in aspects of types of information resources found that in general, the uses of publications were moderate, of which the ratio of textbook were used at high and highest level and fiction was used at lowest level. Uses of non-printed materials in general, were moderate, of which maps were used at high level and CD-ROMs were used at low level. In aspects of information content found that teachers in large school sizes used contents concerning teaching and curriculum at high level, medium and small school teachers used at moderate level. Large and medium school teachers used the content about social studies at high level, small school teachers used at moderate level. In aspects of information sources found that large school teachers used institute sources at moderate level, medium and small school teachers used at low level. The other sources such as personal, mass media, training, meeting/seminar etc. found that all school size teachers used at low level.

The hypotheses testing results found that there were statistical significance differences among social studies teachers in different school sizes and experience with information uses. But there was no statistical significance difference between social studies teachers who had different educational backgrounds and information uses.

2. Information needs of social studies teachers, in aspects of types of information found that in general they needed to use publications at high level. Large and small school teachers needed textbook at high level. Medium school teachers needed the other institute textbooks at high level. Non-printed materials were needed at high level. Large and small school teachers needed to use pictures and photography in much level. Maps were needed to use at high level. In aspects of information content found that large school teachers needed contents concerning teaching and curriculum at high level, all school size teachers needed the content about social studies at high level. In aspects of information sources found that large school teachers needed to use institute sources at high level, medium and small school teachers needed to use at moderate level. The other sources such as personal, mass

media, training, meeting/seminar etc. found that all school size teachers needed to use at high level.

The hypotheses testing results found that there were statistical significance differences among social studies teachers in different school sizes and experience with information needs. But there was no statistical significance difference between social studies teachers who had different educational backgrounds and information needs.

Problems in uses of information were found at high levelsuch as inadequate information resources, lacking of access tools, lack of manual to find out what organization distributed books, documents, reports, and information sources were far from office.

It was recommended that the further study should be :- factors effect to information uses and needs of social studies teachers, factors effect to information needs of social studies teachers who have different educational background, relationship between uses of information concerning social studies and various courses in social studies curriculum, information uses from newspaper for social studies teaching, and completeness of social sciences information resources in school library.