

THESIS TITLE :THE USE OF LIBRARY RESOURCES FOR TEACHING PURPOSE
OF ELEMENTARY SCHOOL TEACHERS IN AMPHOE BAN-PHU,
UDON THANI PROVINCE

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ABSTRACT

The purposes of this study were to investigate the use of library resources for teaching purpose of elementary school teachers in Amphoe Ban-phu, Udon Thani Province and problems in using library resources as well. The hypothesis of this study was the use of school library resources for teaching were different according to school sizes, subject groups, teaching methods and class levels.

This study was a survey research. The researcher distributed 263 questionnaires for gathering data by herself during 1 July - 30 August 1997 and 263 copies were returned. The data were analyzed by using SPSS/PC⁺ program for percentage, mean (\bar{X}), Standard deviation (S.D) and F-Test.

The results of found that most of 73 elementary schools in Amphoe Ban-phu, Udon Thani Province were small size schools, there most of them had were 1-10 teachers, classes from prathom 1-6, libraries smaller than 1 classroom or to partition, teachers using media for teaching method, most of teacher have using media for teaching method, lecture

method, demonstration / experimentation and summarized-lesson method gradually. Most of the teachers used information resources such as library resources: information resources which they had; primitive knowledge and recognition and discussion with other people accordingly. In aspect of library use found that most of teachers had lacked library use knowledge, they used public library 3 times or more in a week, used others school libraries 2 times a week and used their own school library one time in a week or did not use. In addition to teachers had used library during office hours they used their time for reading / searching after the office hours or weekend.

In aspect of using library resources, divided in overall objectives teacher used library resources at medium level, using newspapers and journal at high level and using teachers handbooks as well as textbooks at high level for preparing / teaching. According to divided in school sizes, class level, teaching method and subject group found that categories were not different in library resources use, whereas class levels had differed at the level of significance 0.05.

In aspect of problems in using library resources found that the number of library resources such as teacher handbook, textbook, supplementary book, newspaper and journal were at a high level. The highest level of problem was the relevancy between content and curriculum. The up-to-date, physical condition and storage system of books were problems at high level. The library administration problems such as library use of teacher, access tools producing, librarian ability were at a high level. The problems of library building were at high level such as library size, location and library equipment.

The hypothesis examining found that teachers who taught the different class levels had differed from the use of library resources at the level of significance that reliance on hypothesis. Whereas school size, subject group and teaching method had not differed from the use of library resources at the level of significance that not reliance on hypothesis.