

SECONDARY SCHOOL

CHALEARMKWAN PHOOME : SCIENCE PROCESS SKILL TEACHING BEHAVIORS OF
MATHAYOM SUKSA ONE SCIENCE TEACHERS IN KHON KAEN : THESIS ADVISOR :
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The purpose of this research was to study science process skill teaching behaviors of science teachers of mathayom sukisa one in Khon Kaen. The sample were 32 science teachers of mathayom sukisa one which were selected by stratified random sampling technique from secondary schools in Khon Koen. The research instrument was the Science Process Skill Teaching Behaviors Observing Form constructed by the researcher. The researcher collected data by observing and recording science process skill teaching behaviors of teachers in their classrooms. The obtained data were analyzed by using percentage and presented in the form of tables with descriptions.

The findings were as follows :

1. Science process skill teaching Behaviors which were practiced by not less than 50 percent of sample were:

1.1 Letting students do the experiments of activities for skill practicing : observing, inferring, measuring, communicating, determining and controlling variables, experimenting, interpreting data and making conclusion

1.2 Explaining, presenting or giving example of skills : observing, inferring, measuring, communicating, formulating hypothesis and predicting

1.3 Demonstrating to the students how to use some skills : observing and measuring

1.4 Indicating some techniques in using some skills : measuring by some instruments

1.5 Using examples of how to use some skills so that students could study : presenting data in different forms

1.6 Using questions to encourage students to think or perform behaviors related to the use of different skills : observing, inferring, predicting, determining and controlling variables and formulating hypothesis.

1.7 Discussing with student about some skills : observing and measuring

1.8 Letting Students indicate how to use some science process skills : measuring

1.9 Letting Students make conclusion from experimental data and the teachers evaluated or checked the students' conclusion

2. Science process skill teaching behaviors which were practiced by less than 50 percent of sample were teaching behaviors of the following skills : classifying, calculating, finding relationship between space/space and space/time and defining definition operationally.