

PHIMJAI VACHARANURAK : AN ANALYSIS OF SCIENCE PROCESS SKILLS IN  
SCIENCE TEACHER'S HANDBOOKS IN ACCORDANCE WITH THE LOWER SECONDARY  
CURRICULUM B.E. 2521. THESIS ADVISOR : MR. SWAT CHONGKOL, 176 pp.  
ISBN 974-579-336-1

The purpose of this research was to analyse science process skills in six science teacher's handbooks in accordance with the Lower Secondary Curriculum B.E. 2521 published by the Institute for the Promotion of Teaching Science and Technology. (IPST.) Analysis criteria set up by IPST. was used for science process skills analysis. Analysis was made to identify category of science process skills in learning objectives in each lesson, sub-objectives, objectives of activity, and recommendations appeared in all six science teacher's handbooks. Consequently analysis outcomes were used to construct test blue print and test papers to test science process skills of mathayom suksa III students who were learning in the second semester during B.E. 2533 academic year. Research samples were 397 mathayom suksa III students in secondary schools under the jurisdiction of the Department of General Education in Bangkok Metropolis. Frequency and percentage were used as data analysis.

Research findings were as follow :

Science process skills which were found most in all six science teacher's handbooks were 1) "experimenting" in learning objectives in each lesson 2) "data interpreting and conclusion" in sub-learning objectives 3) "data interpreting and conclusion" in objectives of activity 4) "observation" in recommendations. As for science process skills which were not found in learning objectives of each lesson, sub-learning objectives, objectives of activity, and recommendations were inferring, predicting, and defining operationally.

The outcome of testing science process skills in 397 mathayom suksa III students who were research samples was at moderate level.