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SUPANIKA TEERAPONGSAKORN : BEHAVIORS OF USING INFORMATION TECHNOLOGY IN LEARNING OF THE STUDENTS IN PUBLIC UNIVERSITY. THESIS

ADVISORS : ASSOC.PROF. KANCHANA KUNARAK ,M.Sc. , THIRASAK UNAROMLERT,Ph.D. , AND ANIRUT SATIMAN ,Ed.D. 180 pp.

The purposes of this research were to 1) study behaviors of using information technology in learning of the students in public universities 2) study opinions of the students in public universities of using information technology in learning 3) compare behaviors of using information technology in learning of the students in public universities by considering personal and supportive factors, and 4) compare opinions of the students in public universities of using information technology in learning by considering personal and supportive factors . The samples were 398 bachelor degree students from 6 public universities in Bangkok those were Chulalongkorn University , Kasetsart University, Thammasat University, Mahidol University, Silpakorn University, and Srinakharinwirot University by Multi-stage Random Sampling . The research instrument was questionnaire. The data analysis used for this research were frequency, percentage, mean, standard deviation, chi-square, t-test Independent, and One way ANOVA .

The research findings were presented as followed:

1) The students had behaviors of using search engines in learning most, followed by applied software and e-Books as least.

2) The students had opinion of using information technology in learning in the aspect of usefulness, sufficiency and problems at high level except opinion about the sufficiency of information technology services including reference database, e-Learning, VOD, e-Books, and CAI, which were at moderate level.

3) The students with different personal factors including sex, branch, and grades, and supportive factors including the information technology services, personal computers, training experiences in information technology, and place of using information technology had different behaviors of using information technology in learning at the significance level of 0.5 degree by (1) Male students spent 1-3 hours per time searching information on the internet, which were more than female students. (2) The students in branch of humanities and social sciences and branch of science aimed to use VOD for entertainment more than the students in branch of health science. (3) Fourth year students spent approximately 10 -12 hours per time using communication software, which were more than second year students. (4) The students who had the information technology services by universities at high level aimed to use communication software for fast communication, which were more than those who had the information technology services by universities at moderate level. (5) The students who had their own computers spent approximately 4 – 6 hours using CAI, which were more than those who did not have their own computers. (6) The students who had training experiences in information technology aimed to use CAI to enhance their knowledge more than those who did not have training experiences. (7) The students who used information technology at internet café aimed to use e-Learning to succeed their assignments, which were more than those who used information technology at home and university.

4) The students with different supportive factors including the information technology services, personal computers, and place of using information technology had different opinions of using information technology in learning at the significance level of 0.5 degree by (1)The students who had the information technology services by universities at high level had opinion of using information technology in learning more than those who had the information technology services by universities at moderate and low levels. (2)The students who had their own computers had opinion of using information technology in learning more than those who did not have their own computers. (3) The students who used information technology at home and internet café had opinion of using information technology in learning more than those who used information technology at university.

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Student's signature

Thesis Advisors' signature 1. 2. 3.