

Thesis Title	The Management of the 1990 Vocational Short Courses Training Programs in Central Polytechnic Colleges as Perceived by Home Economics Administrators and Teachers in the Faculty of Home Economics
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ABSTRACT

The purpose of this research was to study the perception of administrators and teachers in Home Economics toward short courses in vocational training programs at central polytechnic colleges in 1990. The study of administrators and teachers' perception concentrated on curriculum, student and class management, instructor and teaching method, instructional aid and media, measurement and evaluation. The study also compared with the administrators and teachers' perception in each variable such as gender, age, highest degree earned, and year of work experience.

This study was conducted among 163 administrators and teachers in Home Economics at 8 central polytechnic colleges. The research instrument was a questionnaire with two parts : personal data and perception toward educational management of short courses in vocational training programs. The rate of returned questionnaires was 92.64 %.The data analysis was computed by SPSS/PC program. The statistical methods such as percentage, mean, Standard Deviation, t-test, F-test and Scheffe's test were used.

Research findings:

1. Most Administrators and teachers were female, over 40 years old, earned beachelor degrees, and had more than 20 years of work experience.

2. Administrators and teachers had their perception scores toward short courses in Vocational training programs in all components and each detail item at a high level.

3. The comparison with administrators and teachers' perception scores in all components was not different, except in components of student and class management, measurement and evaluating.

4. The comparison with the perception of administrators and teachers in Home Economic toward short courses in vocational training programs in the academic year of 1990, according to their gender, age, highest degree earned, and year of experience, it was found that:

4.1 Male and female administrators and teachers had no significantly different total and each component of perception scores, except in component of instructional aid and media. Male administrators and teachers had more scores than female responses.

4.2 Administrators and teachers who were in various age groups had no significantly different total and each component of perception scores, except in component of curriculum. Administrators and teachers who were over 40 years old had more perception scores than those other age groups.

4.3 Administrators and teachers who earned various degrees had no significantly different total and each component of perception scores.

4.4 Administrators and teachers who had various years of work experience had significantly different total perception scores. Administrators and teachers who had 5 to 10 years and over 20 years of work experience had almost same scores in total components and more than other groups. In component of curriculum, those who had 20 years of work experience had more scores than others. In component of student and class management, administrators and teachers who had 20 years of work experience had scores more than those who had 11 to 15 years. Moreover, in component of measurement and evaluating, administrators and teachers who had 5 to 10 years of work experience had more scores than others.