

The purposes of this research were (1) to study roles of supervisors of the Provincial Primary Education as change agents in diffusion of innovation in educational technology, (2) to determine the relationship between the perceived necessity and frequency of use of each role, and (3) to identify problems and obstrucles of supervisors in diffusion of innovations. Thirty-five activities were grouped into five major roles: proposer, demonstrator, trainer, helper, and encouraged agent. The entire population of 365 supervisors throughout the country were included in the study. The results revealed that:

1. All five major roles were perceived as moderate necessity and seldom performed.


2. According to the 35 activities, supervisors regarded 11 activities as very necessary: proposing innovation by using documents, supporting the provincial academic centres by informing about innovation, publicizing the provincial academic centres, supporting teachers to diffuse innovations to colleagues, conducting training workshops, selecting resource persons and teachers to be trainers, supporting the provincial academic centres to provide information, supporting the provincial academic centres to service effective innovation, conducting follow-up study, and supervising teachers in order to solve problems.

Among 35 activities, 12 activities were moderately performed and 22 activities were spent less frequently by supervisors. It was found that supervisors performed none of CAI constructing activity.

3. Significant relationship at 0.05 level were found between the perceived necessity and frequency of use of 35 activities within 5 major roles.

4. Problems and obstracles of supervisors were: conventional teacher, heavy work load, poor relationship between teachers and administrators, complexity of innovation and lack of proper budget.

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