

<b>Thesis Title</b>	Science Teaching Competencies of Lower Secondary School Science Teachers in Schools of ST.Gabriel's Foundation,Thailand
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### ABSTRACT

The objective of this study was to find out the science teaching competencies of the science teachers in lower secondary schools of St. Gabriel's Foundation, Thailand. Fields of the study were four categories of competences which composed of cognitive, teaching, science process skills and evaluation by measurement. This study purposes were to compare those four categories of competences in three pairs. Firstly was the comparing between male teachers and female teachers. Secondly was the comparing between more experienced teachers and less experienced teachers. Thirdly was the comparing between more teaching period teachers and less teaching period teachers. The population for this study were 45 science teachers 11 schools. The questionnaires were made to be the study instruments for collecting all data. Reliability of each competency were 0.93, 0.94, 0.96 and 0.92 subsequently. The major results which found from the study were as follows : -

1. The teaching competency of St. Gabriel Foundation's science teachers in lower secondary schools are moderating level when considering in totally. But when considering each competency found the process science skill is in high level. The others are in more to less level as from teaching, cognitive and evaluation subsequently

2. The teaching competence of science teachers between male and female found that the male teachers are higher than the female ones in all categories of four competences. And from more to less as process science skill, teaching, cognitive and evaluation subsequently.

3. The teaching competency between the more experienced teachers and the less experienced teachers found that the more experienced teachers are higher than the less ones in all categories. The difference of mean from more to less are teaching, process science skill and evaluation subsequently.

4. The teaching competency of the teachers between the more teaching period teachers and the less period teachers found that the more teaching period teachers are higher than the less teaching period teachers in three competences. The different by moderation are cognitive, teaching and evaluation.