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Thesis Title : A Comparative Study in the Use of Instructional Technology by Private and Public Secondary School Teachers in Bangkok for Teaching Work and Occupational Subjects.

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### Abstract

The purpose of this study was to compare instructional Technology used by private and public secondary school teachers for teaching work and occupational subjects. Instructional technology was classified into three types of instructional materials. They were independent materials, dependent materials and production materials. Independent materials were photos and pictures which required no supplemental equipment. Dependent materials were materials which required supplemental equipment for use such as transparencies and slides. Production materials were materials used to produce dependent and independent instructional materials such as slide films and negative films. The samples were those who responded to 400 questionnaires distributed equally to private and public school teachers in Bangkok. Data were collected from 170 teachers of 20 private schools and 190 teachers of 20 public schools. The complete set of 360 questionnaires (90 percent) was used for data analysis. The analytical methods of the study were frequencies (F), percentages, means, standard deviation (S.D.) and t-test.

The results of statistical analysis were as follows.

1. The use of instructional materials by private and public school teachers were significantly different at the level of .05. Instructional materials by public school teachers was higher compared to the use by private school teachers for teaching work and occupational subjects. Teaching materials widely used in public schools were from educational material centers, established by the government.

2. Needs for the three types of instructional materials of public and private school teachers were significantly different at the statistical level of .05. The public school teachers used the independent and dependent instructional materials more than the private school teachers.

3. Regarding production and procurement problems encountered, the data showed that both groups expressed different problems in all aspects at .05 level of significance. However, teachers in both groups expressed that they require additional teaching assistance to utilize effectively the materials used at their respective institutions. This aspect was not significantly different at the statistical level of .05.

4. There was a significant difference between the two groups at the statistical level of .05 pertaining to the application of instructional materials. Those aspects were the service provided, availability of a proper place to store materials, and related facilities. However, there was no significant difference at the level of .05 for both group to access to the materials available at their educational material centers.