

2. ไม่มีปฏิสัมพันธ์ระหว่างเพศกับขนาดโรงเรียนที่ส่งผลต่อความต้องการพัฒนาสมรรถภาพการวิจัยในชั้นเรียนของครู ทั้งโดยรวม และรายด้านทุกด้าน

3. ข้อเสนอแนะแนวทางพัฒนาการวิจัยในชั้นเรียนของครู เรียงลำดับตามความถี่จากมากไปหาน้อย 3 ลำดับแรก คือ ควรจัดอบรมเชิงปฏิบัติการให้ความรู้และฝึกทักษะปฏิบัติการทำวิจัยในชั้นเรียน ควรส่งเสริมการทำวิจัยในชั้นเรียนอย่างต่อเนื่อง และควรออกนิเทศให้คำแนะนำ ช่วยเหลือตามโรงเรียนต่าง ๆ



มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

TITLE The Needs for Developing Efficacy in Conducting Classroom
Research of School Teachers under the Office of Kalasin
Educational Area Zone II

AUTHOR Suwan Munpla **DEGREE** M.Ed. (Educational Administration)

ADVISORS Asst. Prof. Dr. Somsak Khumsri Chairman
Preeda Piarodwong Committee
Surachast Pala-en Committee

RAJABHAT MAHA SARAKHAM UNIVERSITY 2006

ABSTRACT

This study aimed to examine the needs for developing efficacy in conducting classroom research of school teachers, and to investigate interactions between the gender and the school size which affected the needs for developing efficacy in conducting classroom research of the schools teachers under the Office of Kalasin Educational Service Area Zone II in each aspect and as a whole. The sample was obtained through the multistage random sampling technique. The sample size was determined by comparing with the numbers in the table designed by Krejcie and Morgan. They were simply randomized according to the proportions of the gender and school size. The sample of 331 persons was obtained. The instrument used for collecting data was a 50 – item 5 – rating – scale questionnaire with a reliability of .985. The data were analyzed by using a micro – computer to find percentage, mean, and standard deviation ; and Two – way ANOVA was employed for testing hypotheses.

The results of the study were as follows :

1. The needs for developing efficacy in conducting classroom research of the teachers as a whole and in each of all the a spectrs were at a high level. The means could be ranked from the highest to the lowest in this order : Stage of surveying and analyzing problems, stage of determining the technique of problem –

solving, stage of implementing the technique or innovation, stage of drawing conclusions, and stage of developing the technique or innovation.

1.1 When the needs were analyzed according to each gender, it was found that male teachers and female teachers showed their needs for developing efficacy in conducting classroom research at a high level both as a whole and in each aspect.

1.2 When the needs were analyzed according to each of the school sized, it was found that the teachers in large – sized schools and those in small – sized schools showed their needs for developing efficacy in conducting classroom research at a high level both as a whole and in each aspect.

2. There were no interactions between the gender and the school size which affected the needs for developing efficacy in conducting classroom research neither as a whole nor in each of all the aspects. When each of the variables was compared, the following were found.

2.1 Male teachers and female teachers did not show a difference in the needs for developing efficacy in conducting classroom research as a whole and in each of all the aspects.

2.2 The teachers in large – sized schools and those in small – sized schools showed different needs for developing efficacy in conducting lassroom research as a whole and in each of all the aspects at the .05 level of statistical significance.

3. The recommendations as a guideline for developing classroom research of these teachers could be ranked from the highest to the lowest frequency in the first 3 top ranks in this order : Workshop training should be held to provide knowledge and to practice skills in conducting classroom research. Conducting classroom research should be promoted continually. And supervision should be provided for giving advice and help at all different school schools.