

A STUDY OF EDUCATORS' PERCEPTIONS
CONCERNING TEACHER EDUCATION
IN SELECTED INSTITUTES
IN THAILAND

By

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CHAPTER I

INTRODUCTION

In recent years, in Thailand, there has been an increase in efforts to make the general public aware of technical occupations and the educational opportunities for such occupations. The ability of the Institute of Technology and Vocational Education to provide vocational and technical education has been increased. The public has continued to ask for an increased number of programs and the government, through the Thai Ministry of Education, has provided funding to support this growth. This study is limited to vocational and technical education programs funded through Thai Ministry of Education.

The Institute of Technology and Vocational Education (IVTE) was founded in 1975 to provide students graduating from vocational and technical schools with an opportunity for furthering their education to degree level. Twenty-eight technical institutes and colleges from the Department of Vocational Education were transferred to ITVE and renamed as campuses which comprise ten agricultural, ten technological, four commercial, three home economics, and one arts and craft institutes, offering a wide variety of courses at two levels:

1. three-year courses at Vocational Certificate Level.
2. two-year courses at Higher Vocational Diploma Level.

Students at Higher Vocational Diploma Level may continue for one further year to obtain a Diploma in Vocational Teacher Training.

The ITVE was singled out as a special type of educational institute taking up the role of a technical university. Of the ITVE's eight faculties, six offer courses of study leading to a first level degree. These are:

Faculty of Agriculture

Faculty of Engineering Technology

Faculty of Business Administration

Faculty of Home Economics

Faculty of Fine Arts

Faculty of Music and Drama

Two other faculties, the Faculty of Liberal Arts and the Faculty of Education, serve the other six faculties by providing courses in the Social Sciences, Humanities, Languages, Science, Mathematics and Education.

The organization of the Institute and its relationship to the Ministry of Education is illustrated in Figure 1.

The Institute of Technology and Vocational Education presently offer programs in many areas at both secondary and post-secondary levels as shown in Figure 2. Divisions in

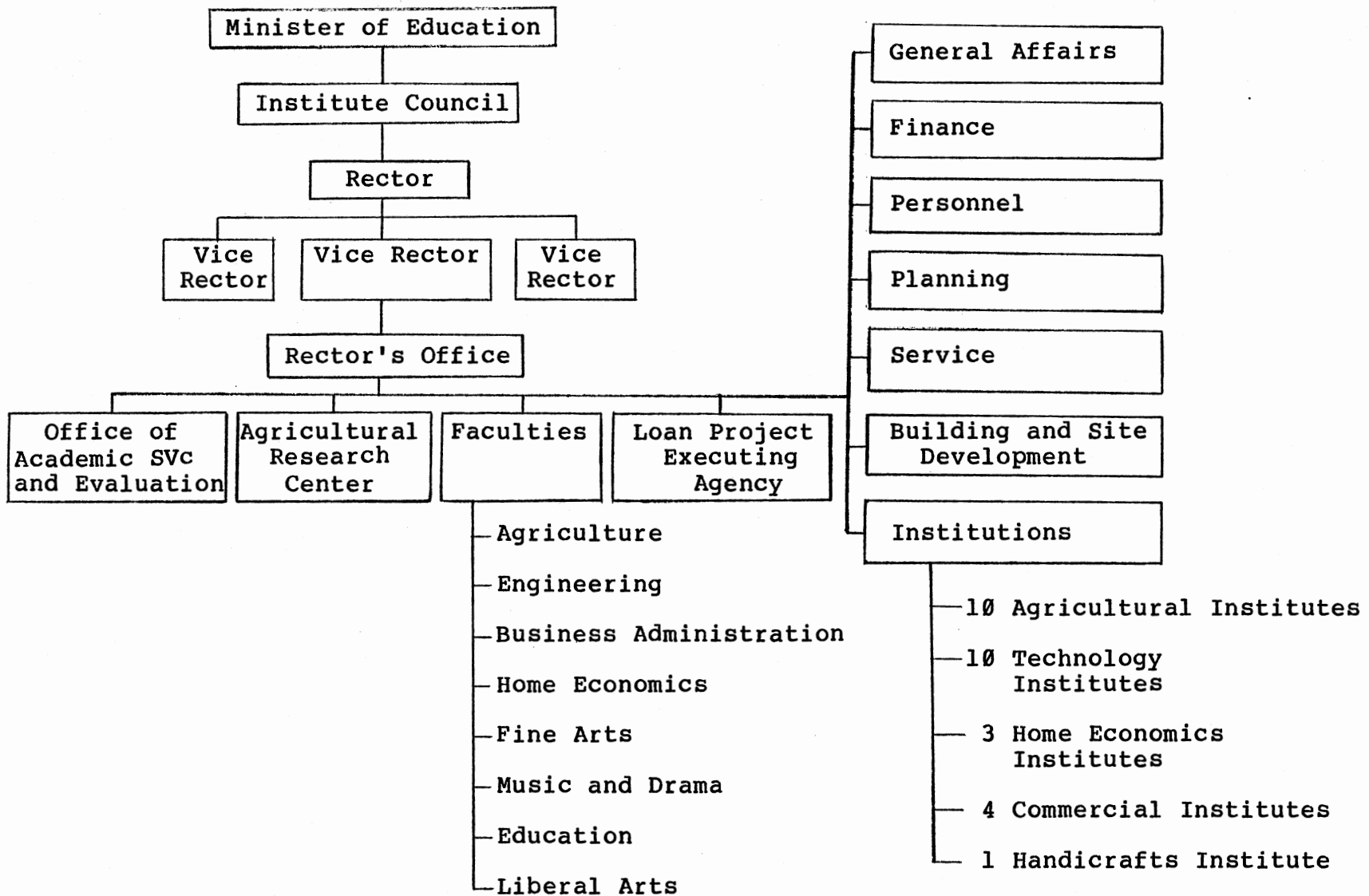
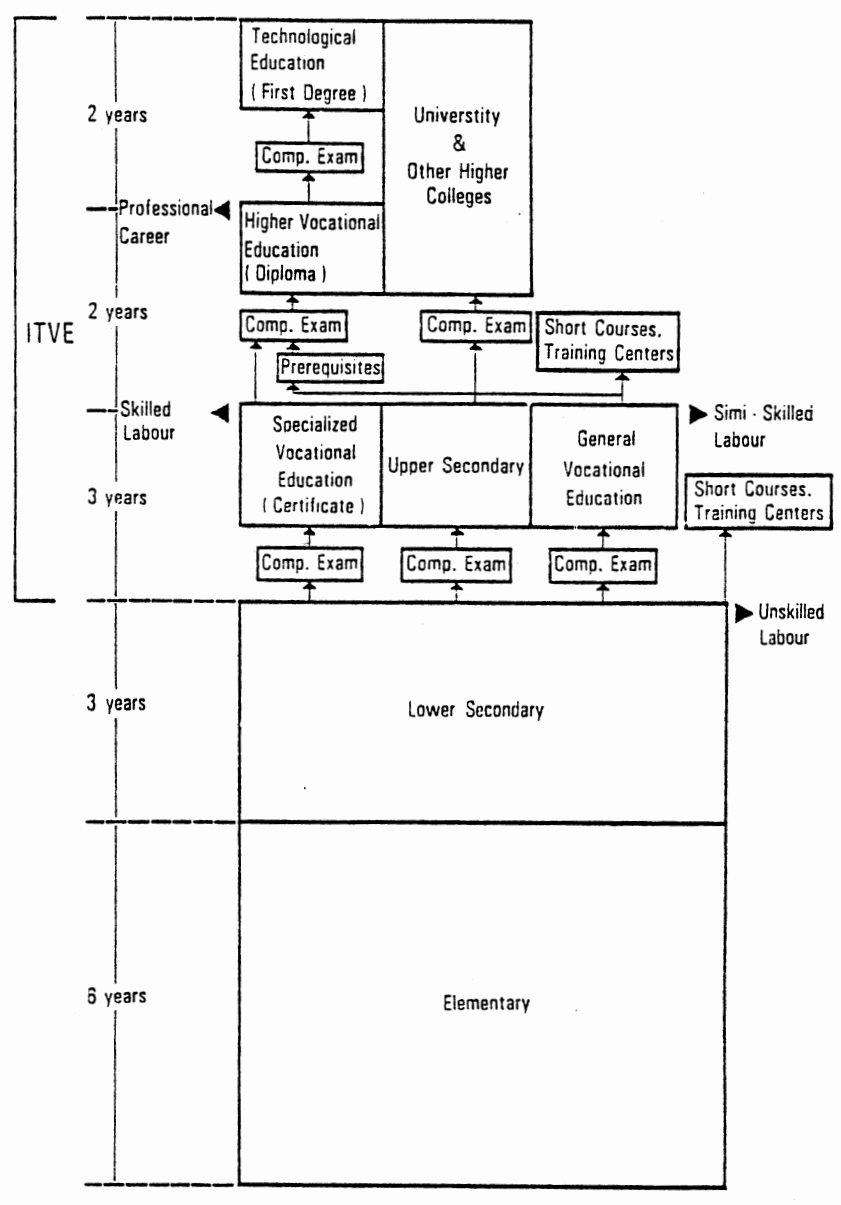


Figure 1. Organization Chart of the Institute of Technology and Vocational Education



Comp. Exam = Competitive Examination

Figure 2. Structure of Educational Systems in Thailand

these institutes usually include Agricultural Technology, Industrial Technology, Business and Commerce Technology, Home Economics Technology and Arts and Craft Technology.

Growth in the institute activities is characterized by expanding curriculum, and increased numbers of seats available for students each year. The Institute of Technology and Vocational Education are now offering both day and evening classes and both shifts are considered full-time programs.

The fact that properly taught and properly organized, Vocational-Technical education can help both preparing youth for employment and motivating those who are not academically motivated. Improvements of instructional strategies holds forth a promise for improving programs. Teacher education could be a desirable strategy to achieve this goal.

Champagne (1980) presents evidence that staff development results in improved supervisor-teacher and teacher-student relations. This evidence provides support for staff development programs and teaching because of the complexity of tasks and Champagne (1980) further offers the following assumptions:

1. There is no more complicated, enervating or frustrating job in the world than teaching. To keep at it, most teachers need help and encouragement, staff development is an effective means to provide this encouragement.
2. Curriculum is in constant flux. Additions are frequent and deletion are seldom done. New methods of instruction are being developed, tested, and found useful. These changes don't

just happen; rather they come about through planned change.

3. Due to economic and social conditions, our present staff is likely to be with us for a long time. Development and supervisory programs must perform the function of bringing in new ideas.
4. Many professional educators do not know how to best use the resources available to them or how to identify resources they might use effectively. Pre-service or in-service education may prepare teachers to better identify these needs and assist in utilization of resources.
5. We can establish goals, plan strategies to reach them, implement our plan and evaluate the reality of our achievements in the context of a staff development and supervision program (p. 400).

Statement of the Problem

Nearly all classes are taught by full-time instructors whose professional knowledge and skills are limited to an academic discipline. Many of these instructors have had no formal preparation for teaching prior to their employment as vocational-technical instructors. No active attempt has been made to provide these vocational-technical instructors with skills in either andragogy or pedagogy in the process of teaching. Orientation briefings are required for all new faculty. Because of past and present practices in the selection of vocational-technical instructors, academic disciplines have been emphasized as prerequisite and professional qualifications as teachers have been ignored. According to National Support Systems Project (1980),

teaching is becoming more professional, but is is hollow without an accompanying professional culture.

In view of these conditions and the expansion of vocational-technical programs, professional educators have begun to ask if there is a need for teacher education activities to be made more readily available to vocational-technical education instructors. This study was conducted to investigate the need.

Purpose of the Study

The purpose of this descriptive and analytical study was to investigate whether or not a teacher education program should be implemented for vocational-technical instructors, and whether the program should be in-service, pre-service or both. The study also investigated the attitudinal differences among instructors and their administrators as to what content should be included in a teacher education program.

Objectives of the Study

In view of the purpose of this study, five main objectives evolved:

1. to provide descriptive information about the vocational-technical instructors.
2. to assess whether or not there is a need for programs to help develop the teaching skills based on the perceptions of the instructors and their administrators, and if the programs should be pre-service, in-service or both.

3. to assess preferences of instructors regarding logistics, content and their expectations of in-service programs.
4. to investigate the feasibility of the development of teacher education activities to help improve vocational technical education programs.
5. to examine the relationships between academic discipline experience and education level of instructors and administrators to their perception of need for teacher education programs.

Significance of the Study

Faculty development literature provides evidence that increased awareness of faculty development is related directly to instructional improvement and that such interest may be stimulated by this study.

This study can provide information needed at the command level to make supervisors aware of the importance of the staff and faculty development program as indicated by the attitudes of its personnel.

Definition of Terms

Administrators: Those persons who are in the administrative positions range from Division Head, Department Head, Dean, and Director of the Institute.

Competency: ". . . a person is competent when what he knows, does or feels is evaluated as being positive in its results and is part of this consistent behavior as a

human being." (National Association of Secondary School Principals, 1975, p. 11).

Institute of Technology and Vocational Education: The Thai institution offering training for occupations in which emphasis is placed on the application of the functional aspects of mathematics, and science. Students must be graduates from the vocational programs of a comprehensive highschool or the graduates of three year vocational training schools following the completion of the 10th grade of highschool.

Preparation Programs:

"As a general concept, preparation programs consist of all planned processes and learning activities which are provided to an individual beginning with his point of entry into a pre-service preparation program and continuing throughout his professional career. Two specialized types of preparation programs can be identified: (1) pre-service preparation programs and (2) in-service preparation programs. Definition, the pre-service preparation program consists of the administrative training and preparation received by an individual prior to his or her acceptance of an administrative position. Specialized programs designed to meet or respond to immediate and specific administrative needs constitute the in-service preparation programs." (National Association of Secondary School Principals, 1975, p . 12).

Vocational-Technical Education: For the purpose of this study, vocational-technical education refers to those programs offered in the four institutes reported in this study. Included are Agricultural Technology, Industrial

Technology, Business and Commerce Technology, Home Economics
Technology and Arts and Craft Technology.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter deals with the findings in literature that are related to the investigation of the attitudes or perceptions of the vocational-technical instructors and administrators toward the teacher education programs. In reviewing the literature there were found to be few references available concerning studies conducted to identify vocational-technical instructor skills or competency needs, to determine the skills or competencies that the instructors believe they need, or to develop effective delivery systems for meeting the needs of this group of instructors. However, an attempt was made to assemble that which was read into three broad categories. These categories are: (a) the conceptual base which provided the frame work for the staff development programs in terms of performance-based teacher education, (b) a survey of literature relative to the subject, and (c) a summary.

Performance-Based Teacher Education

According to Seeley (1980), today thousands of students face denial of diplomas for failure to pass competency examinations. In the future teachers will be less secure in their jobs because of pressure to make sure that fewer students fail. This is not a threat, but a prediction. This link between student accountability and teacher accountability is no doubt what makes many professional educators so fearful of the competency movement.

The competency movement may result in pressures for change in the education system more fundamental even than those confronted in the turbulent 1960s. Parents and public will demand, and get, better public performance. They will also demand, and get, improved teacher performance.

However, according to Bayne (1976), competence does not necessarily result from the possession of great quantities of skills and knowledge. Too few people realize that knowledge and skill development is a growing, evolving thing. Skills and knowledge can be improved with time and may also be refined through study and experimentation. Yet, a great deal of knowledge is unreliable or becomes obsolete. Knowledge, which was useful at one time but has outlived its usefulness, has in effect become untrue. This fact is widely recognized in science investigation but is seldom recognized in the realm of everyday behavior.

Competency Defined

Competence shall be defined as: a desired quality of job performance. Although simple, this definition is usually quite adequate to describe what is implied by the term "competence". Competence is described as a constellation of factors, according to Bayne (1976). "Constellation" is used to describe the phenomenon because, although it is a collection of elements, it has a cohesive unity which allows it to be thought of as an entity. It is made up of elements and relationships between elements, yet the integration is so complete that each element is modified within the total organismic constellation-competence.

Competence is then a quality, and qualities cannot be adequately described or defined in terms of other qualities. They are best considered in terms of element relationships. Figure 3 illustrates the make-up and relationships of items in the constellation.

With the factors of skills, knowledges, attitudes, understandings, experiences and the core of basic values in mind, it is easily seen that evaluation for competence, through an examination which measures skills and knowledges only, falls far short of the specific elements of behavior which are necessary for a successful teacher.

As an individual goes about performing his job, the elements of knowledges, skills, attitudes, understandings, experiences, and the core of basic values and the beliefs

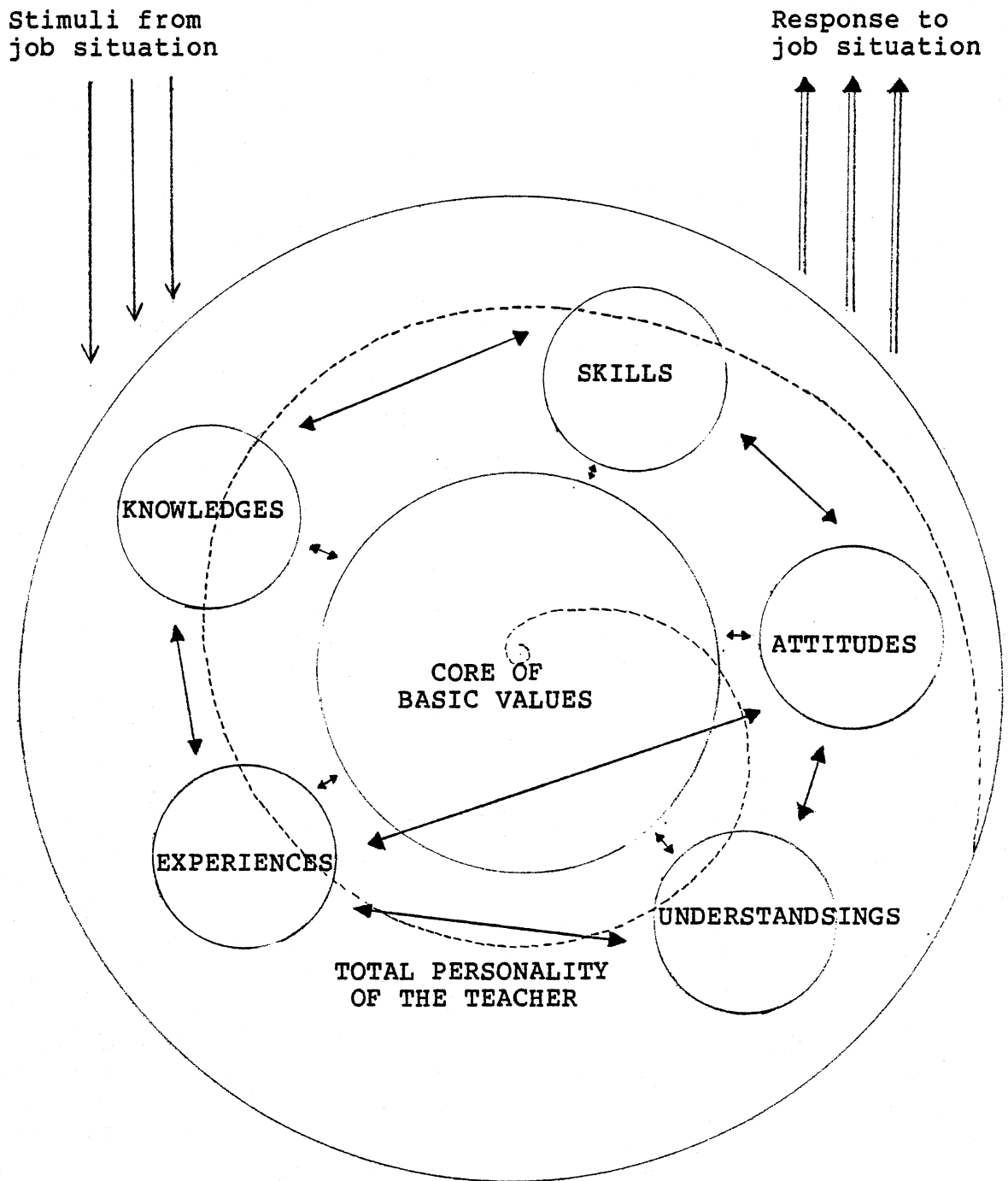


Figure 3. Competence as a Constellation of Interacting Factors (Bayne, 1976, p. 44).

are constantly interacting in various ways and in various degrees of intensity influencing his behavior. The behavior pattern of an individual reflects in general the way he adapts his action in view of what other people have done or should do. Competent behavior is a measure of the intelligence with which this adapting is accomplished, of how well the individual can identify his role in a situation, and then integrate himself, purposefully, into this activity.

The individual who consistently performs his duties with both skill and efficiency certainly would exhibit the technical skill and knowledge required for vocational teaching. Further, the value of work experience has long been recognized by vocational educators. It has been held that teachers who are to prepare youth for the world of work, should have considerable experience themselves. Thus, more professional internships for educators are being used as a viable method of transmitting the desired competencies into behavior patterns.

In performance-based programs, performance goals are specified, and agreed to, in rigorous detail in advance of instruction. The teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. The teacher is held accountable, not for passing grades, but for attaining a given level of competency in performing the essential tasks of teaching.

✓
According to Elam (1971), there now appears to be general agreement that a teacher education program is performance-based if:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the in-service teacher are: ✓

- derived from explicit conceptions of teacher roles,
- stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
- made public in advance;

✓ 2. Criteria to be employed in assessing competencies are :

- based upon, and in harmony with, specified competencies,
- explicit in stating expected levels of mastery under specified conditions, and
- made public in advance;

3. Assessment of the student's competence

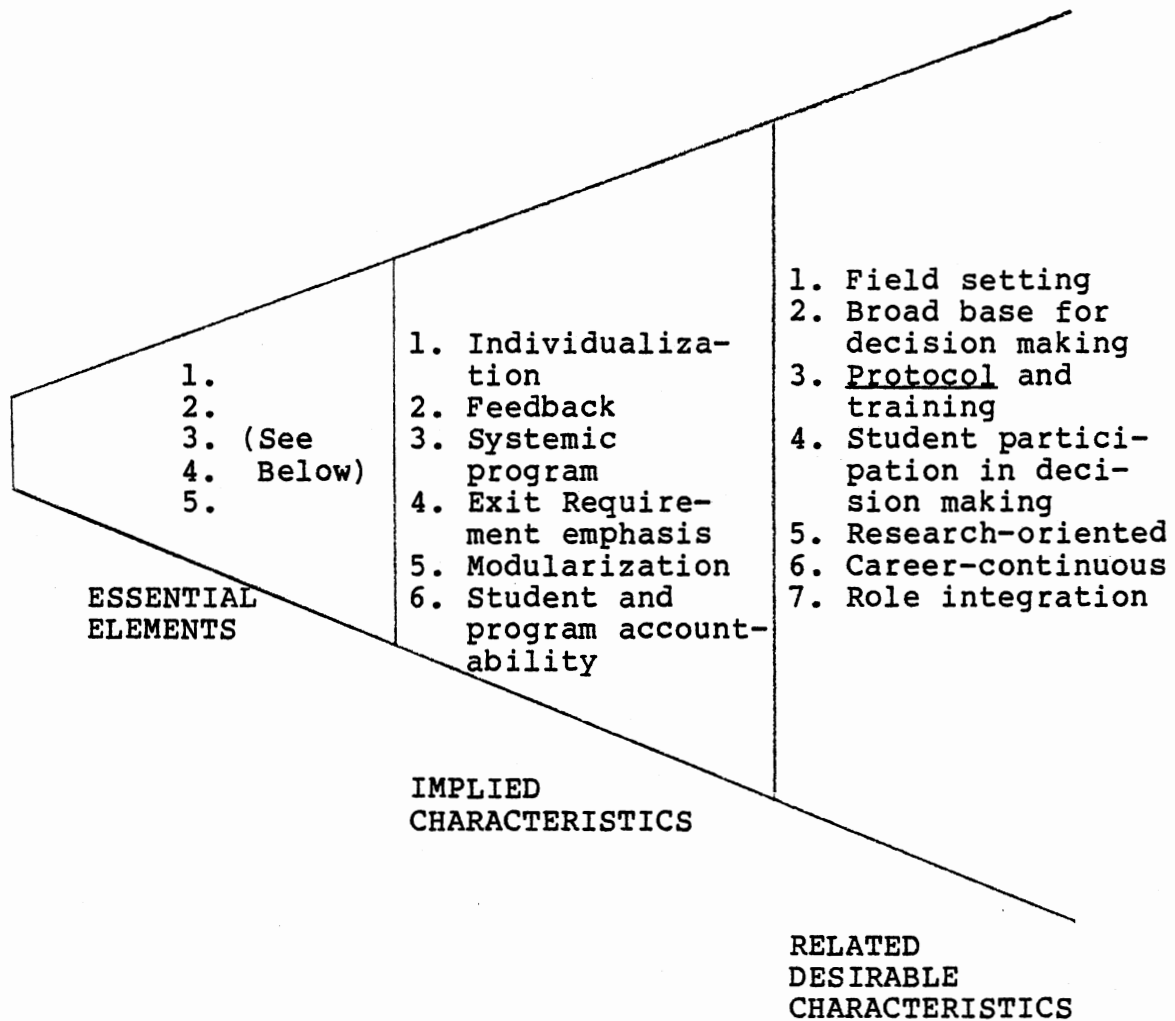
- uses his performance as the primary source of evidence,
- takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors, and
- strives for objectivity;

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion;
5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

These are generic, essential elements. There is another, longer list of elements that may accompany performance-based programs and often do. They should be thought of either as implied or as related and desirable, as shown in Figure 4.

In 1978 the Florida legislature mandated a year-long internship for new teachers -- a period of some kind of observed and evaluated teaching assignment before certification would be granted. This action reflected movement in that state both toward competency based teacher education and increased accountability to taxpayers.

In conclusion, competence involved considerably more than job skills and knowledges. A competent worker must have a core of basic values which enables him to work effectively with fellow workers. Because of changing natures many occupations require that skills be adapted, discarded and, added. Competence is a constellation of interrelated and interacting factors which can only be evaluated in a dynamic setting, such as those found on the job.



1. Teaching competencies to be demonstrated are role derived, specified in behavioral terms, and made public.
2. Assessment criteria are competency-based, specify mastery levels, and made public.
3. Assessment requires performance as prime evidence, takes student knowledge into account.
4. Student's progress rate depends on demonstrated competency.
5. Instructional program facilitates development and evaluation of specific competencies.

Figure 4. Conceptual Model of Performance-Based Teacher Education (Elam, 1971, p. 8)

Related Research

Penner and Price (1973) conducted a study to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by students, teachers, and coordinators. The findings indicated significant agreement regarding the relative importance of the items to effective adult vocational teaching among students, teachers, and coordinators. The highest rated category by all groups was "exhibits enthusiasm and support for the area in which he is teaching." Implications of this study were (1) there was a lack of instruction in formal teaching methods for adult vocational teachers, (2) coordinators perceived the role of the teacher as being somewhat closed-minded concerning ideas and opinions of students, (3) knowledge and expertise of the teacher are least if he could not present the material to the class in an understandable form, (4) teachers were concerned about their self-image, and 5) though use of audio visual equipment is desirable, it will not replace the well prepared teacher.

The survey by Kobe (1977) about the competencies necessary for adult vocational education instructors revealed that the teachers felt the categories of "instruction-planning and development" and "instruction-execution" were the areas in which they needed the highest proficiency; whereas, the administrators ranked the

"instruction-execution" category as the most important category needed by the teacher for effective teaching. Another related study was done by Baldus (1974) on the topic about the improved instructional capabilities of part-time vocational educators. The results of this study showed that teachers needed an on-going in depth program to help them with individual teaching problems. The greatest needs were for pedagogical training and for up-dating in new educational methods and technology. The four most important instructional needs of the adult vocational education instructor rated by their supervisors were (a) teaching technique development to be the most important need followed by (b) planning and organizing instructional materials, (c) evaluation techniques, and (d) use of instructional media.

Pucel (1978) conducted the study of the need for the teacher education program for part-time adult vocational instructors in Minnesota which was found that 93 percent of the coordinators and 87 percent of instructors felt there is a need for programs to develop teaching skills. The adult vocational instructors felt they needed substantial assistance in dealing with the human interactions in the classroom and techniques for identifying the individual needs and capacities of students. The majority preferred teacher education sessions to be held one day per week for between three and four hours.

Moreover, the advances in knowledge related to the psychology of learning, to teaching methods, and to provide

for individual differences, simplify the need for continuous professional growth for staff members. These efforts are necessary in order to provide high quality educational experiences. Buchan (1979) wrote in the paper entitled Community College Staff Development: The Teacher's Perspective:

While pedagogical advances are of primary concern, the next few years will be critical to the permanent establishment of responsible staff development programs. In those years, as developers strive for mutual trust between staff and administration, both sides must reap some rewards (p. 17).

This statement was also supported by the results of the study done by Schill (1980) recently. The findings were that the community college vocational instructors have shown a positive attitude toward teacher training courses. Pedagogical courses were found to be of value by vocational instructors with an average of more than seven years of classroom experience.

McCulloch (1979) stated in her study that graduate schools have produced college instructors as if the goals of these colleges and those of their students were all the same. They have traditionally emphasized a strong and often narrow study of the discipline and competency in research abilities. These emphases produce good researchers, but not necessarily good teachers; the profession that most graduate students eventually enter. Because of this there is

increasing recognition that the graduate schools are sorely failing in teacher preparation. Conference of a graduate degree simply does not bring with it the sudden wisdom and training needed to conduct a successful and interesting class. McCulloch's study focused on college professors' perceptions of their needs in teacher training. The study was to analyze these needs in reference to the type of college in which the instructor teaches. It was found that although teaching seems to be valued more highly in community colleges than in universities, these values do not have a significant impact on the level of interest of college faculty in teaching. Most instructors in all categories of colleges felt they need more knowledge and training in new methods of teaching, showing that low innovation levels are due to lack of knowledge on how to use them, not to lack of interest.

Teachers then, are in need of continued personnel development on a planned and continuing basis. The book Comprehensive Personnel Development for Vocational-Technical Education has this to say about personnel development and teacher education:

Behavioral psychology tells us that people respond better to challenge than to threat, better to praise than to criticism. The surest way to increase the effectiveness of any professional is to surround him with productive peers, expose him to new ideas and stimulate him into constructive analysis of his own performance. Many professionals in all fields operate capably in their jobs at less than their maximum level of production of efficiency. Accordingly, industry

spends considerable amounts to upgrade the performance of professional-technical and middle management personnel. Schools make little comparable effort to upgrade the efficiency of their professional personnel -- the teachers (Schaefer, 1972, p. 6).

The statement was supported by the findings of the research done in Ohio, according to Shoemaker (1972), which indicated that persons with a broad background in the occupational area in which they will teach, who are provided with a short pre-service and intensive in-service programs on a visitation basis from a teacher education center at a university, compare favorably with persons who are prepared through a collegiate program with fewer years of experience required. Bender (1978) also stated in his article:

These men were master mechanics. They knew what to do and how to do it. Such teachers do very well in the laboratory or otherwise guiding students in occupational experience; however, they have difficulty in making their classroom phase of the program effective by relating to other areas or instruction. Particularly the basics of education. From experience with industry-recruited teachers, I conclude that they serve best as part of the faculty that includes a number of professionally well-prepared people (p. 51).

Questions arising from the increasing number of post-secondary vocational-technical schools, the expanding programs in those schools, the content of technology teacher curriculum and the demand for qualified technology teachers gave impetus for the study of post-secondary teacher professional preparation done by Brown (1976). He found that typical technical teachers appeared to be experienced

technicians, or tradesmen with substantial teaching experience, interest in continuing professional and technical education and improving educational situations, and with varying educational background and certification. Most post-secondary teachers indicate long-term plans for teaching and for taking university courses. The survey portrayed a rather positive attitude toward both pre-service and in-service professional education courses. Substantial numbers of post-secondary technology teachers indicated high value and need for training in certain skills and knowledges. More than two-thirds of the teachers studied perceived twelve items of teacher preparation to be "very necessary" or "necessary". These were: classroom management, curriculum development, diagnosis of learning problems, performance objectives, new learning activities, selection of teaching methods, testing and evaluation, developing course outlines, directing laboratory and shop activities organization, using individualized instruction techniques, motivating students, and student interaction in learning. On the basis of the study, these twelve items may be considered essential blocks of a technical teacher preparation curriculum. Technology teachers sampled expressed enthusiasm for in-service training activities and indicated that most activities suggested in the survey would help them to become better and/or stronger in a respective technology. They placed particular emphasis upon such in-

service activities as: Demonstrations of Teaching, Observation of Instruction, Measurement of Incoming Student Competencies, University Courses, and Industrial Employment One Quarter.

Blank (1979) has done a similar study in order to identify professional competencies judged important by Florida's community college technical education instructors teaching in A.S. degree programs in five technologies. The study was designed to determine if competencies were important to instructors in particular technologies, and to determine if competencies were more important to first-year or experienced instructors. The results appeared as if the professional needs of technical teachers were somewhat different depending on the particular technology. This may be due to the differences in content taught, differences in characteristics of student clientele groups served or other factors. A comparison of full-time instructors mean score ratings of importance for a first-year teacher and mean score ratings of importance for an experiment leader led one to conclude that there were at least two entry level professional skills needed immediately by the newly employed technical teacher. These were skills in lesson and unit planning. Also, employed full-time teachers in Florida's community college technical programs needed in-service training in several specific competencies. Twelve competencies were identified by at least 20 percent of all full-time instructors combined as competencies in which they

needed additional mastery. A final conclusion was that the important area of competence needed by technical instructors is human relations.

The study by Greene and Dravland (1979) about the relationships between success in an education program and success in the teaching profession found that three factors thought to contribute the most to teaching success and those thought to be most important in determining teaching failure were classroom control, communication skills and preparation skills. Classroom control appeared to teachers to be far more related to teaching failure than to teacher success.

Beery (1962) in a study comparing provisionally certified beginning teachers with those who had completed the prescribed education program, concluded that the fully certified teachers were consistently and significantly rated by competent observers to be more effective. The single most important factor in teaching success and failure, mentioned most often by the teachers was relationships with children, whereas, principals most frequently mentioned classroom management skills.

In addition, Pinder and Rieber (1980) also conducted a survey recently on the need for in-service training for Industrial Arts teachers. They found that 45 Industrial Arts supervisors indicated they felt that first-year Industrial Arts teachers and teachers with provisional certification should have in-service training. Thirty-nine

supervisors felt that Industrial Arts teachers with certification in other disciplines needed in-service training, and 37 supervisors felt that teachers without any certification needed in-service training in Industrial Arts.

Furthermore, two documents were reviewed which contained portions of interest that related to skills needed by vocational teachers. These skills were specified as competencies. First, a document by Hamilton (1975) was reviewed for the purpose of examining a competency profile information. The profile contained 120 competencies in ten categories. Second, the Minnesota State Plan of Vocational Education (1978) was reviewed. Of special interest were the objectives listed for the five vocational certification courses required by the State of Minnesota for five year certification. The objectives listed for each course were in the form of competencies to be acquired upon its completion.

Summary

The basic duties, as an instructor, are to learn the subject to be taught, learn how to teach, learn how to prepare to teach, teach, and to continue to improve the technical knowledge and the techniques of teaching. An important part of the continuing education of the teacher is the development of skills. Skills such as presentation, developing curricula, evaluation, and administration can be practiced and learned but this will happen most readily when

one has greatest need. These are not skills to be mastered early at college and kept burnished and complete; they must be worked over and maintained by continual use (Kidd, 1973).

Therefore, staff development is designed to (a) develop appropriate attitudes, (b) develop a working knowledge of both vocational and basic skills content, and (c) develop the ability to apply appropriate pedagogy to the instructional program (Hendricks, 1980).

Consequently, professional development is necessary because it establishes a climate of receptivity for infusion of basic skills instruction into vocational-technical programs. Activities also serve as a mechanism for utilization and implementation of basic skills development strategies and materials.

An attempt was made in this chapter to indicate the relationship of completed studies to this investigation through the rationale, theoretical framework from which the teacher education, in terms of professional development programs, were assessed and developed.

CHAPTER III

METHODS OF INVESTIGATION

Introduction

This study was designed to identify perceptions of the vocational-technical instructors and their administrators toward the need for teacher education in terms of in-service and pre-service training programs according to instructional skills perceived to be important for instructors at four Institutes of Technology and Vocational Education in four different regions in Thailand. The instructors and administrators investigated in this study were those who were actively engaged in vocational and technical education of the 1982 school year.

Design

The data for this study were obtained by means of written questionnaires which were administered to eight sub-groups of stratified samples systematically selected. Lists of instructors and administrators from each participating institution were obtained by the investigator and fifteen names were drawn from each list randomly as an integrally selected sample.

The questionnaire was constructed by the investigator with the approval of the doctoral committee chairman and members, using Resource Person Guide to Using Performance Based Teacher Education Materials, as a reference (Hamilton, 1975). The questionnaire consisted of three sections; descriptive information, teaching skills, and teacher education preferences. The teaching skill section consisted of six categories; (a) course planning, items 1-7, (b) instructional skills, items 8-20, (c) classroom/student management skills, items 21-22, (d) implementation of media, items 23-24, (e) evaluation, items 25-27, (f) special needs skills, items 28-31. The questionnaire employed a "Likert Scale" as described by Oppenheim (1966). Respondents were provided a five point scale with which they indicated the degree of importance they ascribed to each statement in the instrument. The scale responses were least important, slightly important, moderately important, very important, and most important. The questionnaire was then translated into Thai language and tested with the other two Thai technical instructors who were doctoral students at Oklahoma State University at the time this study was being conducted. A final copy of the questionnaire with a copy in Thai language is included in the Appendix.

Description of the Population

The subjects, 60 administrators from the total population of 168, and 60 instructors from the total

population of 483 employed in this study were systematically selected in an attempt to get representative samples from the four major institutes of Technology and Vocational Education representing the four different regions of the country. The location of these four institutes can be seen in the map presented in Figure 5. The four institutions mentioned are:

1. The Institute of Technology and Vocational Education, Northeastern Campus, Nakorn Rajsimma, Thailand (located at number 8 on the map in Figure 5).
2. The Institute of Technology and Vocational Education, Thewes Campus, Bangkok, Thailand (located at number 14-24 on the map in Figure 5).
3. The Institute of Technology and Vocational Education, Northern Campus, Chiangmai, Thailand (located at number 1 on the map in Figure 5).
4. The Institute of Technology and Vocational Education, Southern Campus, Songkla, Thailand (located at number 28 on the map in Figure 5).

Questionnaire Administration and

Research Questions

Upon completion of the sampling selections, packets were prepared for each of the four participating institutions. Each packet contained questionnaires for both administrators and instructors from that institute. A data collection packet was distributed to each participating subject by a professional colleague of the investigator on

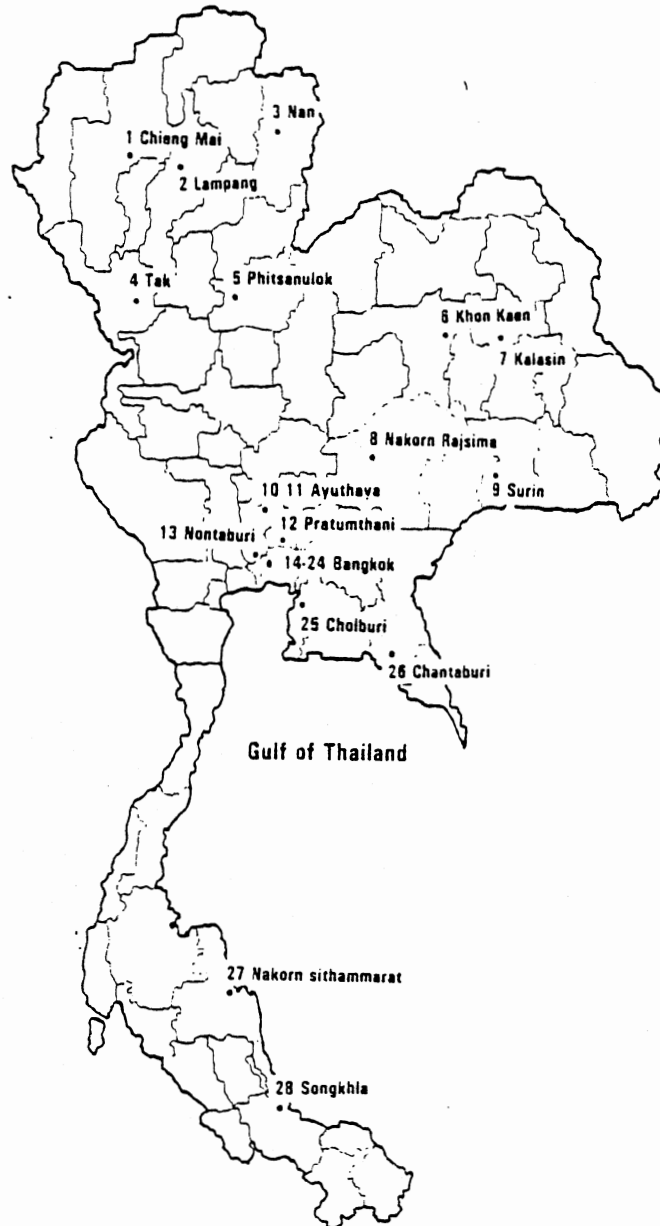


Figure 5. Location of the Campuses of the Institute of Technology and Vocational Education (Ministry of Education, 1982, p. 10.)

each of the institute campuses. The packets included a personalized cover letter and the appropriate instrument.

The following research questions were used to structure this study.

1. Are there differences in perception between the administrators and instructors concerning the importance of each instructional skills?
2. Are there differences in perceptions due to years of experiences of both instructors and administrators?
3. Are there differences in perceptions due to training abroad background?
4. Are there differences in perceptions due to formal teacher education background?

The statistical method used to analyze the differences of the perceptions in regard to the research questions is Chi-Square (Siegel, 1956). The significance level chosen for the study is $p \leq 0.05$.

The reader's attention is directed to a peculiar characteristics of the data. Irregular distribution of responses among the data cells is shown in Table XI through XLI might cause initial concern about the use of Chi-Square calculation. Close observation, however, shows a definite and consistent skew toward the right, diminishing the distortion that might otherwise be attributed to the empty or low frequency cells.

Statistical Treatment

The instruments used in collecting data from the administrators and instructors were identical except for the introduction questions for each section. This provided the basis for identifying the administrators' and instructors' perceptions toward teacher education programs. The treatment of data involved the use of frequency distributions, mean scores and rank-order to determine if responses to the questionnaire items indicated an identifiable pattern of agreement between the two groups of samples.

The five point rating scale was used to assess the perceived significant skills in regard to the 31 instructional competences included in Section II of the questionnaire. The numerical interpretation of the rating scale was: (1) the least important, (2) slightly important, (3) moderately important, (4) very important, and (5) the most important.

Mean scores for each of the 31 items were collated in individual tabular form for the purpose of analysis as to the respondent's rating of each item. The results are presented in Tables XI-XLI. A summary with recommendations for utilization and for further study may be found in Chapter V.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

Introduction

This study was designed to identify perceptions of the vocational-technical instructors and their administrators toward the need for teacher education. Subjects were questioned on matters related to in-service and pre-service training programs in accordance with skills perceived to be important at four campuses of the Institute of Technology and Vocational Education in Thailand.

Responses to Questionnaire

Sixty completed and returned administrator questionnaires and 60 completed and returned instructor questionnaires constituted 100 percent response to the survey. This unusually high responses must be attributed to the cooperation of those professional colleagues who assisted in the data collection at each of the four campuses.

Analysis of Descriptive Information
and Perceptions Concerning
Training Needs

Of the respondents, 26.7 percent had a vocational certificate, with 40 percent holding vocational diploma, 93.3 percent the baccalaureate, and 30.8 percent having earned the masters degree. These percentages, which the total exceed 100 due to multiple responses, are presented in Table I.

Of the respondents, 3.3 percent have had teaching experiences less than one year, 18.3 percent of 1-5 years, 25 percent of 6-10 years, 19.17 percent of 11-15 years, 19.17 percent of 16-20 years, and 15 percent is in the group of 21 years and over. These percentages are presented in Table II.

Of the respondents, 33.30 percent had formal teacher education, while 15 percent reported that they had no previous teacher education instruction at all. Other teacher education experiences reported were: pre-service teacher education workshop (42.5 percent), philosophy, history of vocational-technical education (63.3 percent), course construction (56.7 percent), test construction (68.3 percent), development of instructional media (70.83 percent), teaching methods (75.83 percent), individualized instruction (19.17 percent), educational administration

TABLE I
RESPONDENTS' EDUCATIONAL BACKGROUND

Education	Number	Percent
Vocational Certificate	32	26.7
Vocational Diploma	48	40.0
Baccalaureate Degree	112	93.3

Total percentage of respondents exceeds 100 percent due to multiple responses.

TABLE II
RESPONDENTS' YEARS OF TEACHING
EXPERIENCES

Years	Number	Percent
Less than one year	4	3.30
1 - 5 years	22	18.30
6 - 10 years	30	25.00
11 - 15 years	23	19.17
16 - 20 years	23	19.17
21 and over	18	15.00

(51.67 percent), and human relations (69.17 percent). These data are presented in Table III.

of the respondents, 27.67 percent have had training abroad background, while 73.33 percent have not. These percentages are shown in Table IV.

TABLE III
TEACHER EDUCATION EXPERIENCES

Category	Inst.	Admin.	Number	Percent
Formal teacher education	21	19	40	33.30
Have taken no teacher education instruction	12	6	18	15.00
Pre-service teacher education workshop	26	25	51	42.50
Philosophy, history of vocational-technical education	36	40	76	63.30
Course construction	34	34	68	56.70
Test construction	39	43	82	68.30
Development of instructional media	39	46	85	70.83
Teaching methods	40	51	91	75.83
Individualized instruction	9	14	23	19.17
Educational administration	25	37	62	51.67
Human Relations	38	45	83	69.17

TABLE IV
RESPONDENTS' TRAINING ABROAD BACKGROUND

Response	Number	Percent
Yes	32	26.67
No	88	73.33

Respondents were asked to indicate if a training program to help instructors develop teaching skills was needed. Table V indicates that 97.5 percent of the respondents felt there was a need for such a program and 80 percent of them stated that they would rather participate in one program per year.

Of the respondents surveyed, 39.17 percent indicated that they met their needs for improving teaching skills by self-study; while 38.33 percent stated that they had their needs met by local school staff, and 26.67 percent of them stated that their needs were not being met at the time of the survey. In Table VI are shown the percentages for each manner that needs for learning teaching skills are currently being met.

According to the types of program preferred, of the respondents surveyed, 71.67 percent indicated that they

TABLE V
 PERCENTAGES OF RESPONDENTS WHO AGREED
 THERE IS A NEED FOR PROGRAMS TO
 DEVELOP TEACHING SKILLS

Response	Number	Percent
Yes	117	97.50
No	3	2.50
Would like to participate in one program per year	96	80.00
Would like to participate in more than one activity per year	40	33.33

TABLE VI
 MANNER THAT NEEDS FOR LEARNING TEACHING
 SKILLS ARE CURRENTLY BEING MET

Manner	Number	Percent
Needs not currently being met	32	26.67
Local school staff	46	38.33
Teacher education at a university	22	18.33
Self-study	47	39.17

preferred both in-service and pre-service training programs, followed by 19.17 percent of those who favored in-service and 6.67 percent of those who favored pre-service only with 2.50 percent of no response to this question. These percentages are presented in Table VII.

For the mode of teaching, seminar discussion and workshop activities were preferred by both groups of respondents (61.67 and 57.50 percent), followed by group classroom activities (39.17 percent). In Table VIII are shown the percentages of preference for the mode of instruction of the program.

Respondents were asked to indicate the preference of times they would like to spend on a teacher education activity. The majority of them preferred the program to be four hours per day (35 percent), five days per week (73.33 percent), four weeks per activity (53.33 percent), and they preferred the program to be conducted during a regular workday (69.17 percent) of the summer recess as the greatest preference (47.50 percent), followed by semester break (32.50 percent). These data are presented in Table IX.

One concern of the study was to identify what would be the expectation of the respondents from participating in the program. The majority of the respondents (91.67 percent) indicated that job satisfaction would be their greatest motivation, followed by personal growth (56.67 percent), and to satisfy personal needs (37.50 percent). These percentages are presented in Table X.

TABLE VII
 TYPES OF PROGRAM PREFERRED

Program	Number	Percent
In-service	23	19.17
Pre-service	8	6.67
Both in-service and pre-service	86	71.67
No response	3	2.50

TABLE VIII
 PREFERRED MODE OF INSTRUCTIONS AS
 REPORTED BY RESPONDENTS

Mode of Instruction	Number	Percent
Group classroom activities	47	39.17
Seminar discussions	74	61.67
Workshop	69	57.50
Self-study materials such as tape cassettes, etc.	23	19.17
Correspondence	7	5.83

TABLE IX
TIME PREFERRED TO SPEND ON ACTIVITY

Hours Per Day	Number	Percent
2	9	7.50
3	5	4.17
4	42	35.00
5	38	31.67
6	19	15.83
7	3	2.50
8	4	3.33

Days Per Week	Number	Percent
1	4	3.33
2	7	5.83
3	11	9.17
4	10	8.33
5	88	73.33

Weeks Per Activity	Number	Percent
1	12	10.00
2	14	11.67
3	2	1.67
4	64	53.33
6	6	5.00
7	1	0.83

TABLE IX (Continued)

Weeks Per Activity	Number	Percent
8	11	9.17
10	3	2.50
12	3	2.50
15	1	0.83
16	3	2.50

Time of Day	Number	Percent
Weekends	17	14.17
During a regular workday	83	69.17
Evening	9	7.50
No answer	11	9.17

Time of Year	Number	Percent
Summer recess	57	47.50
Mid-semester break	22	18.33
Semester break	39	32.50
No answer	2	1.67

TABLE X
 PERCEIVED PRIMARY MOTIVATION TO
 PARTICIPATE IN TEACHER
 EDUCATION ACTIVITIES

Motivation	Number	Percent
Satisfy employer	1	0.83
Personal growth	68	56.67
Incentive pay raise	5	4.17
Satisfy personal needs	45	37.50
Job satisfaction	110	91.67

Analysis of Data Concerning
 Research Questions

Question Number One: Are there differences in perception between the administrators and instructors concerning the importance of each instructional skills? The data for all of the 31 questionnaire items are presented in Tables XI - XLI. A narrative description of responses to each item in the questionnaire is presented in order of ranking of mean scores. Chi-Square value and its significance for each item is also presented in the corresponding table for each item.

Rank Number One: Item Number Three

Item 3: "Conduct a task or content analysis to identify what topics should be included in the course." A study of the responses for item number three presented in Table XI reveals that instructors and administrators agreed as to the relative importance of conducting a task or content analysis to identify what topics should be included in the course. The agreement was indicated by the mutual rank of first assigned to the item by both groups with the instructors mean scores of 4.32 and the administrators mean scores of 4.50. Of the two respondent groups a total of 90.83 percent agreed that the statement is very important or the most important skill that instructors should possess. There was no significant difference between the administrators and instructors perceptions as indicated by a Chi-Square value of 3.66, $p = .30$.

Rank Number Two: Item Number Six

Item 6: "Identify and select appropriate ways to teach." The pattern of responses shown in Table XII, indicated that 92.50 percent of the respondents rated the item as very important or the most important skill for the instructors in the institute of technology and vocational education. The statement received a high rank as second in importance on the list by both groups. Teaching methodology was perceived to be a very important skill by both

TABLE XI

RESPONSE SUMMARY TO ITEM NUMBER THREE

Item 3: "Conduct a task or content analysis to identify what topics should be included in the course."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					5	4.17	20	16.67	35	29.17	60	4.50
Instructors			1	0.83	5	4.17	28	23.33	26	21.67	60	4.32
Totals			1	0.83	10	8.33	48	40.00	61	50.83	120	4.41

Chi-Square value is 3.66. Significance of difference between the perceptions by administrators and by instructors in $p = 0.30$, not significant at $p \leq 0.05$.

TABLE XII
RESPONSE SUMMARY TO ITEM NUMBER SIX

Item 6: "Identify and select appropriate ways to teach."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					3	2.50	29	24.17	28	23.33	60	4.42
Instructors					6	5.00	34	28.33	20	16.67	60	4.23
Totals					9	7.50	63	52.50	48	40.00	120	4.33

Chi-Square value is 2.74. Significance of difference between the perceptions by administrators and by instructors in $p = 0.26$, not significant at $p \leq 0.05$.

administrators and instructors. There was no significant difference between administrators' and instructors' perceptions as indicated by a Chi-Square value of 2.73, $p = .26$.

Rank Number Three: Item Number Seven

Item 2: "Identify and select instructional materials." Findings presented in Table XIII, indicates that instructors tended to place slightly more emphasis on ability to identify and select instructional materials than did administrators. It is interesting to note that none of the respondents of either group rated the item as least important or slightly important. This item was one of only two items that instructors rated higher than did administrators.

The administrators perceived the item as being fifth in importance with the group mean scores of 4.30 and instructors ranked it second with the group mean scores of 4.31. The overall rank of this item was third with the aggregate mean scores of 4.30. There was no significant difference between perceptions of the two groups as indicated by a Chi-Square value of 0.83, $p = 0.66$.

Rank Number Four: Item Number Four

Item 4: "Select and organize what is to be learned in the course." According to the aggregate mean score of 4.26 presented in Table XIV, the statement was ranked fourth in

TABLE XIII
RESPONSE SUMMARY TO ITEM NUMBER ELEVEN

Item 11: "Identify and select instructional materials."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					5	4.20	32	26.89	23	19.33	60	4.30
Instructors					7	5.88	27	22.89	25	21.01	59	4.31
Totals					12	10.08	59	49.58	48	40.34	119	4.30

Chi-Square value is 0.83. Significance of difference between the perceptions by administrators and by instructors in $p = 0.66$, not significant at $p \leq 0.05$.

TABLE XIV

RESPONSE SUMMARY TO ITEM NUMBER FOUR

Item 4: "Select and organize what is to be learned in the course."

Total Number and Percent of Responses by Each Category

	Least Important 1		Slightly Important 2		Moderately Important 3		Very Important 4		Most Important 5		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					6	5.00	28	23.33	26	21.67	60	4.33
Instructors			1	0.83	8	6.67	30	25.00	21	17.50	60	4.18
Totals			1	0.83	14	11.67	58	48.33	47	39.17	120	4.26

Chi-Square value is 1.89. Significance of difference between the perceptions by administrators and by instructors in $p = 0.50$, not significant at $p \leq 0.05$.

importance on the list of 31 items. The administrators ranked the item as third with the mean score of 4.33; while the instructors ranked it as fourth with the mean score of 4.18. The results indicate that both groups agreed with high percentage of 87.5 that the instructors should possess the ability to select and organize what is to be learned in the course. However, there was no significant difference between perceptions of the two groups as indicated by a Chi-Square value of 1.89, $p = .60$

Rank Number Five: Item Number
Twenty-Seven

Item 27: "Determine student grades in a vocational-technical course." The results of this item shown in Table XV, indicate that 30 of 60 administrators agreed that this skill is considered most important; whereas among instructors, 22 of 59 respondents rated this skill as most important. Administrators ranked the item as third and the instructors ranked it as fifth in importance. The overall rank according to the aggregate mean score was fifth. There was a statistically significant difference between perceptions of the administrators and the instructors concerning the importance of the statement as indicated by a Chi-Square value of 10.99, $p = 0.03$.

TABLE XV

RESPONSE SUMMARY TO ITEM NUMBER TWENTY-SEVEN

Item 27: "Determine student grades in a vocational-technical course."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					10	8.40	20	16.81	30	25.21	60	4.33
Instructors	1	0.84	3	2.52	3	2.52	30	25.21	22	18.49	59	4.17
Totals	1	0.84	3	2.52	13	10.92	50	42.02	52	43.70	119	4.25

Chi-Square value is 10.99. Significance of difference between the perceptions by administrators and by instructors in $p = 0.03$, not significant at $p \leq 0.05$.

Rank Number Six: Item Number

Twenty-Six

Item 26: "Develop a written test to determine student knowledge of course materials." In analyzing the data found in Table XVI concerning developing a test to determine student knowledge of course materials, it is interesting to note that instructors did not perceive the statement as important as did the administrators. The respondents of 1.67 percent which were instructors rated the item as slightly important but none of the administrators perceived it that way. However, the high percentage of respondents of both groups, 85 percent, rated the item as very important or the most important instructional skill for instructors. The instructor group ranked the item as seventh with the group mean score of 3.98; while the administrators ranked it sixth with the mean score of 4.27. The item received the overall rank as sixth with the aggregate mean score of 4.13. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 5.45, $p = 0.14$.

Rank Number Seven: Item Number

Nineteen

Item 19: "Relate classroom instruction to the job experiences of students." As indicated by data presented in Table XVII, 80 percent of the respondents of both groups

TABLE XVI
 RESPONSE SUMMARY TO ITEM NUMBER TWENTY-SIX

Item 26: "Develop a written test to determine student knowledge of course materials."

Total Number and Percent of Responses by Each Category

	Least Important 1		Slightly Important 2		Moderately Important 3		Very Important 4		Most Important 5		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					6	5.00	32	26.67	22	18.33	60	4.27
Instructors			2	1.67	10	8.33	35	29.17	13	10.83	60	3.98
Totals			2	2.67	16	13.33	67	55.83	35	29.17	120	4.13

Chi-Square value is 5.45. Significance of difference between the perceptions by administrators and by instructors in $p = 0.14$, not significant at $p \leq 0.05$.

TABLE XVII

RESPONSE SUMMARY TO ITEM NUMBER NINETEEN

Item 19: "Relate classroom instruction to the job experiences of students."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	11	9.17	3	26.67	16	13.33	60	4.05
Instructors					12	10.00	27	22.50	21	17.50	60	4.15
Totals			1	0.83	23	19.17	59	49.17	37	30.83	120	4.10

Chi-Square value is 2.14. Significance of difference between the perceptions by administrators and by instructors in $p = 2.14$, not significant at $p \leq 0.05$.

rated this item as very important or the most important instructional skill for vocational and technical instructors. Item 19 was one of the two items that instructors rated higher than did administrators. Instructors perceived this item as being sixth in importance with the group mean score of 4.15, administrators fourteenth with the group mean score of 4.05. The overall rank was seventh with the aggregate mean scores of 4.10. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 2.14, $p = 0.54$.

Rank Number Eight: Item Number Five

Item 5: "Select and prepare course objectives." The pattern of responses presented in Table XVIII indicates that the perceptions of both groups concerning the importance of the statement was not much different according to the mean score of the groups. The administrators ranked the statement as seventh with the group mean score of 4.18; while the instructors ranked it as eight with the group mean score of 3.97. The overall rank for this item placed by aggregate mean scores of 4.08 was eight. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 3.28, $p = 0.35$.

TABLE XVIII
 RESPONSE SUMMARY TO ITEM NUMBER FIVE

Item 5: "Select and prepare course objectives."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					9	7.50	31	25.83	20	16.67	60	4.18
Instructors			1	0.83	15	12.50	29	24.17	15	12.50	60	3.97
Totals			1	0.83	24	20.00	60	50.00	35	29.17	120	4.08

Chi-Square value is 3.28. Significance of difference between the perceptions by administrators and by instructors in $p = 0.35$, not significant at $p \leq 0.05$.

Rank Number Nine: Item Number
Twenty-Five

Item 25: "Develop ways to rate student's performance." Analysis of the responses given by administrators and instructors to item 25 were recorded in Table XIX. These data reveal that both groups ranked the item of equal importance as ninth; even though, the group mean score are slightly different. A high percentage of 80.83 percent of the respondents perceived the statement as very important or the most important skill for instructors. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 2.31, $p = 0.51$

Rank Number Ten: Item Number Thirteen

Item 13: "Direct student shop or laboratory experience." Data concerning directing student shop or laboratory experience are presented in Table XX. According to the group mean score, administrators tended to perceive this item as being slightly more important than did instructors. The administrators rated the item as eight in importance; whereas, instructors rated it as tenth. The rank that the item attained by aggregate mean of 4.00 was tenth. There were 77.5 percent of the respondents who rated the skill of directing student shop or laboratory experience as very important or the most important skill for instructors. There was no significant difference between

TABLE XIX
RESPONSE SUMMARY TO ITEM NUMBER TWENTY-FIVE

Item 25: "Develop ways to rate student's performance."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					9	7.50	35	29.17	16	13.33	60	4.12
Instructors			1	0.83	13	10.83	34	28.33	12	10.00	60	3.95
Totals			1	0.83	22	18.33	69	57.50	28	23.33	120	4.03

Chi-Square value is 2.31. Significance of difference between the perceptions by administrators and by instructors in $p = 0.51$, not significant at $p \leq 0.05$.

TABLE XX

RESPONSE SUMMARY TO ITEM NUMBER THIRTEEN

Item 13: "Direct student shop or laboratory experience."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					10	8.33	32	26.67	18	15.00	60	4.13
Instructors			2	1.67	15	12.50	32	26.67	11	9.17	60	3.87
Totals			2	1.67	25	20.83	64	53.33	29	24.17	120	4.00

Chi-Square value is 4.69. Significance of difference between the perceptions by administrators and by instructors in $p = 4.69$, not significant at $p \leq 0.05$.

the perceptions of the administrators and instructors as indicated by a Chi-Square value of 4.69, $p = 0.20$.

Rank Number Eleven: Item Number
Thirty-One

Item 31: "Identify and use appropriate ways of counseling to assist students." Analysis of responses in Table XXI indicates the closeness of ranking by the two groups. The instructors gave the item a rank of eleventh in importance; while the administrators attached a rank of twelfth to the item. The aggregate mean of 3.95 placed this item as eleventh. The statement received 75.84 percent of responses by both groups as very important or most important, with 49 of 60 administrators and 42 of 60 instructors. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 3.77, $p = 0.29$.

Rank Number Twelve: Item Number Sixteen

Item 16: "Introduce a lesson." The response pattern to this item shown in Table XXII indicates that 73.95 percent of the respondents which 37 of 60 instructors and 51 of 60 administrators rated the item as very important or the most important. It is striking to note that 3 of 59 of the instructors rated this skill as slightly important; while none of the administrators rated it lower than moderately important. The administrators ranked the item as ninth with

TABLE XXI

RESPONSE SUMMARY TO ITEM NUMBER THIRTY-ONE

Item 31: "Identify and use appropriate ways of counseling to assist students."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	10	8.33	32	26.67	17	14.17	60	4.08
Instructors			4	3.33	14	11.67	31	25.83	11	9.17	60	3.82
Totals			5	4.17	24	20.00	63	52.50	28	23.34	120	3.95

Chi-Square value is 3.77. Significance of difference between the perceptions by administrators and by instructors in $p = 0.29$, not significant at $p \leq 0.05$.

TABLE XXII

RESPONSE SUMMARY TO ITEM NUMBER SIXTEEN

Item 16: "Introduce a lesson."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					9	7.56	35	29.41	16	13.45	60	4.12
Instructors			3	2.52	19	15.97	26	21.85	11	9.24	59	3.76
Totals			3	2.52	28	23.53	61	51.26	27	22.69	119	3.94

Chi-Square value is 8.82. Significance of difference between the perceptions by administrators and by instructors in $p = 0.03$, not significant at $p \leq 0.05$.

the mean score of 4.12; whereas, the instructors ranked is as fourteenth with the mean score of 3.76 in importance. The item was ranked twelfth by both groups with the aggregate mean score of 3.94. There was a statistically significant difference between the perceptions of the two groups concerning the importance of this statement as indicated by a Chi-Square value of 8.82, $p = 0.03$.

Rank Number Thirteen: Item Number
Twenty

Item 20: "Classroom interaction skills." The results presented in Table XXIII show that the administrators perceived the item more important than the instructors did. The group mean score of the administrators was 4.12 and the item was ranked as ninth; while the mean score of the instructor group was 3.75 and the item was ranked as fifteenth. The overall rank of the item was thirteenth with the aggregate mean of 3.93. It is interesting to note that only 9 of 60 instructors rated the item as the most important compared to 18 of 60 administrators. There was a significant difference between the perceptions of the administrator group and the instructor group as indicated by a Chi-Square value of 9.52, $p = 0.02$

TABLE XXIII
 RESPONSE SUMMARY TO ITEM NUMBER TWENTY

Item 20: "Classroom-interaction skills."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			2	1.67	7	5.83	33	27.50	18	15.00	60	4.12
Instructors			2	1.67	20	16.67	29	24.17	9	7.50	60	3.75
Totals			4	3.33	27	22.50	62	51.67	27	22.50	120	3.93

Chi-Square value is 9.52. Significance of difference between the perceptions by administrators and by instructors in $p = 0.02$, not significant at $p \leq 0.05$.

Rank Number Fourteen: Item Number
Fourteen

Item 14: "Direct student in applying problem-solving techniques." As shown in Table XXIV, 73.33 percent of the total respondent group perceived the item as very important or the most important skill for instructors. Administrators rated this item fifteenth; while instructors rated it thirteenth in importance. The item received the rank of fourteenth in importance according to the aggregate mean of 3.92. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 4.26, $p = 0.23$.

Rank Number Fifteen: Item Number
Twelve

Item 12: "Direct student on how and what to study." The data presented in Table XXV indicate that 69.75 percent of the respondents agreed that directing students on how and what to study is very important or the most important skill for instructors. The item received the rank of eleventh by instructors with mean score of 3.82 but was ranked sixteenth by administrators with mean of 3.98. There was no significant difference between the perceptions of the administrators and instructors as indicated by a Chi-Square value of 4.93, $p = 0.18$.

TABLE XXIV
 RESPONSE SUMMARY TO ITEM NUMBER FOURTEEN

Item 14: "Direct student in applying problem-solving techniques."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	10	8.33	35	29.17	14	11.67	60	4.03
Instructors			2	1.67	19	15.83	28	23.33	11	9.17	60	3.80
Totals			3	2.50	29	24.17	63	52.50	25	20.83	120	3.92

Chi-Square value is 4.26. Significance of difference between the perceptions by administrators and by instructors in $p = 0.23$, not significant at $p \leq 0.05$.

TABLE XXV
RESPONSE SUMMARY TO ITEM NUMBER TWELVE

Item 12: "Direct student on how and what to study."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					14	11.76	32	26.89	13	10.92	59	3.98
Instructors			3	2.52	19	15.97	24	20.17	14	11.76	60	3.82
Totals			3	2.52	33	27.73	56	47.06	27	22.69	119	3.90

Chi-Square value is 4.93. Significance of difference between the perceptions by administrators and by instructors in $p = 0.18$, not significant at $p \leq 0.05$.

Rank Number Sixteen: Item Number
Twenty-Two

Item 22: "Identify, locate, and obtain necessary supplies, equipment, and fixtures." As shown in Table XXVI, 69.17 percent of the respondents perceived that instructors should be able to identify and obtain necessary supplies. Administrators rated this item as eighteenth; whereas, instructors rated it as sixteenth. With an aggregate mean response of 3.82 the two respondent groups agreed that in order to be effective a vocational-technical instructor should possess this characteristic. The Chi-Square value of 2.62 indicated that there was no significant difference between the perceptions of the administrators and instructors, $p = 0.62$.

Rank Number Seventeen: Item Number Ten

Item 10: "Employ positive means of providing feedback to students." In observing the pattern of responses for this item as recorded in Table XXVII it is interesting to note that only 8 of 60 instructors perceived that it is the most important thing that instructors have the ability to employ positive means of providing feedback to students; while 18 of 60 administrators did so. Moreover, 6 of 60 instructors rated the item as least important or slightly important but none of the administrators rated the item lower than moderately important. The group mean score pointed out that

TABLE XXVI

RESPONSE SUMMARY TO ITEM NUMBER TWENTY-TWO

Item 22: "Identify, locate, and obtain necessary supplies, equipment, and fixtures."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	15	12.50	32	26.67	12	10.00	60	3.92
Instructors	1	0.83	3	2.50	17	14.17	30	25.00	9	7.50	60	3.72
Totals	1	0.83	4	3.33	32	26.67	62	51.67	21	17.50	120	3.82

Chi-Square value is 2.62. Significance of difference between the perceptions by administrators and by instructors in $p = 0.62$, not significant at $p \leq 0.05$.

TABLE XXVII

RESPONSE SUMMARY TO ITEM NUMBER TEN

Item 10: "Employ positive means of providing feedback to students."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					14	11.67	28	23.33	18	15.00	60	4.07
Instructors	1	0.83	5	4.17	22	18.33	24	20.00	8	6.67	60	3.55
Totals	1	0.83	5	4.17	36	30.00	52	43.33	26	21.67	120	3.81

Chi-Square value is 11.93. Significance of difference between the perceptions by administrators and by instructors in $p = 0.02$, not significant at $p \leq 0.05$.

the administrators perceived this item as being more important than did instructors. The administrators rated the item as thirteenth with mean score of 4.07; while the instructors rated it as twenty-fourth with mean score of 3.55. The aggregate mean score by both groups was 3.81 which placed the item at the rank of seventeenth in importance. The result of the findings indicated that there was a significant difference of perceptions between the two groups as indicated by a Chi-Square value of 11.93, $p = 0.02$.

Rank Number Eighteen: Item
Number Fifteen

Item 15: "Direct student in the use of a project as a way to learn." According to the findings presented in Table XXVIII, only 2.50 percent of the respondent group perceived the item as least important or slightly important for instructors of vocational-technical institute. The response pattern to this item indicates that 66.66 percent of the respondent perceived the item as very important or the most important and both groups ranked it eighteenth in importance according to the aggregate mean of 3.77. There was no significant difference between the perceptions of the two groups indicated by a Chi-Square value of 3.56, $p = 0.47$.

TABLE XXVIII

RESPONSE SUMMARY TO ITEM NUMBER FIFTEEN

Item 15: "Direct student in the use of a project as a way to learn."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	17	14.17	31	25.83	11	9.17	60	3.87
Instructors	1	0.83	1	0.83	20	16.67	33	27.50	5	4.17	60	3.67
Totals	1	0.83	2	1.67	37	30.83	64	53.33	16	13.33	120	3.77

Chi-Square value is 3.56. Significance of difference between the perceptions by administrators and by instructors in $p = 0.47$, not significant at $p \leq 0.05$.

Rank Number Nineteen: Item Number One

Item 1: "Identify the learning characteristics of the student populations for which instruction will be developed." For this statement, 65.84 percent of the respondents as shown in Table XXIX rated it as very important or the most important skill that the instructors should possess. However, the administrators ranked the item twentieth in importance; while the instructors ranked it eighteenth. The aggregate ranking score of both groups for this item placed it at the nineteenth on the list of 31 items with the mean of 3.74. There was no significant difference between the perceptions of the administrators and the instructors as indicated by a Chi-Square value of 5.71, $p = 0.13$.

Rank Number Twenty: Item Number Two

Item 2: "Identify and clarify individual students needs." Data concerning identifying and clarifying individual student needs were presented in Table XXX. The findings reveal that although the instructors mean response, 3.62, lower than that of administrators, 3.85, the instructors ranked the item nineteenth in importance; whereas, the administrators ranked it twentieth. However, administrators tended to place more emphasis on this item than did the instructors. It is interesting to note that 10 of 60 administrators rated the item as the most important

TABLE XXIX

RESPONSE SUMMARY TO ITEM NUMBER ONE

Item 1: "Identify the learning characteristics of the student populations for which instruction will be developed."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	15	12.50	36	30.00	8	6.67	60	3.85
Instructors			6	5.00	19	15.83	26	21.67	9	7.50	60	3.63
Totals			7	5.83	34	28.33	62	51.67	17	14.17	120	3.74

Chi-Square value is 5.71. Significance of difference between the perceptions by administrators and by instructors in $p = 0.13$, not significant at $p \leq 0.05$.

TABLE XXX

RESPONSE SUMMARY TO ITEM NUMBER TWO

 Item 2: "Identify and clarify individual students needs."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	17	14.17	32	26.67	10	8.33	60	3.85
Instructors			8	6.67	12	10.00	35	29.17	5	4.17	60	3.62
Totals			9	7.50	29	24.17	67	55.83	15	12.50	120	3.73

Chi-Square value is 8.11. Significance of difference between the perceptions by administrators and by instructors in $p = 0.04$, not significant at $p \leq 0.05$.

instructional skill while only 5 of 60 instructors rated it that way. As indicated by a Chi-Square value of 8.11, the difference between perceptions of the two groups was statistically significant at $p = 0.04$.

Rank Number Twenty: Item Number
Seventeen

Item 17: "Direct individualized instruction through the use of learning packets, modules, etc." A study of the responses for item 17 presented in Table XXXI reveals that the respondents' perceptions toward the importance of this item was similar to item number two: "Identify and clarify individual student needs." As both items received the rank of twentieth assigned to them by both groups with the aggregate mean score of 3.73. However, item 17 was ranked seventeenth by the administrators with the mean score of 3.97; while the instructors ranked it twenty-sixth with the mean of 3.50. Data in the table shows that 45 of 60 administrators rated the item as very important or the most important skill compared to only 30 of 60 instructors who did so. On the contrary, 30 of 60 instructors compared to 15 of 60 administrators rated the item as slightly important or moderately important. There was a significant difference between the perceptions of administrators and instructors as indicated by a Chi-Square value of 12.34, $p = 0.01$.

TABLE XXXI

RESPONSE SUMMARY TO ITEM NUMBER SEVENTEEN

Item 17: "Direct individualized instruction through the use of learning packets, modules, etc."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators					15	12.50	32	26.67	13	10.83	60	3.97
Instructors			4	3.33	26	21.67	26	21.67	4	3.33	60	3.50
Totals			4	3.33	41	34.17	58	48.33	17	14.17	120	3.73

Chi-Square value is 12.34. Significance of difference between the perceptions by administrators and by instructors in $p = 0.01$, not significant at $p \leq 0.05$.

Rank Number Twenty-Two: Item Number
Twenty-Four

Item 24: "Locate, evaluate and order audio-visual instructional materials." From the data shown in Table XXXII the item received the overall rank of the twenty-second. The administrator group also ranked this item twenty-second; while instructor group ranked it twenty-first in importance. It is interesting to note that the findings shown the administrators perceived this skill to be the most important more than the instructors did. There was a significant difference between the perceptions of administrators and instructors as indicated by a Chi-Square value of 8.55, $p = 0.04$.

Rank Number Twenty-Three: Item Number
Twenty-One

Item 21: "Identify and use appropriate ways of monitoring students progress." Analysis of responses in Table XXXIII reveals that none of the respondents perceived the statement as least important. The administrator group ranked the item twenty-third; while the instructor group ranked it twenty-second in importance. The overall rank was twenty-third with the aggregate mean score of 3.66. However, only 10.92 percent of the total group perceived the statement as the most important skill. There was no

TABLE XXXII

RESPONSE SUMMARY TO ITEM NUMBER TWENTY-FOUR

Item 24: "Locate, evaluate and order audio-visual instructional materials."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			5	4.20	14	11.76	29	24.37	11	9.24	59	3.78
Instructors			2	1.68	24	20.17	31	26.05	3	2.52	60	3.58
Totals			7	5.88	38	31.93	60	50.42	14	11.76	119	3.68

Chi-Square value is 8.55. Significance of difference between the perceptions by administrators and by instructors in $p = 0.04$, not significant at $p \leq 0.05$.

TABLE XXXIII
 RESPONSE SUMMARY TO ITEM NUMBER TWENTY-ONE

Item 21: "Identify and use appropriate ways of monitoring student progress."

Total Number and Percent of Responses by Each Category

	Least Important 1		Slightly Important 2		Moderately Important 3		Very Important 4		Most Important 5		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.84	21	17.65	28	23.53	9	7.56	59	3.76
Instructors			2	1.68	26	21.85	28	23.53	4	3.36	60	3.57
Totals			3	2.52	47	39.50	56	47.00	13	10.92	119	3.66

Chi-Square value is 2.78. Significance of difference between the perceptions by administrators and by instructors in $p = 0.43$, not significant at $p \leq 0.05$.

significant difference between perceptions of the two groups as indicated by a Chi-Square value of 2.78, $p = 0.43$.

Rank Number Twenty-Four: Item Number

Twenty-Nine

Item 29: "Adjust the learning/classroom environment and materials to better serve individual students." The responses shown in Table XXXIV indicate that .83 percent of the respondents perceived the statement as the least important and five percent perceived it as slightly important. The administrators ranked the item twenty-fourth; whereas, the instructors ranked it twenty-second. There was no significant difference between perceptions of the two groups as indicated by a Chi-Square value of 4.50, $p = 0.34$.

Rank Number Twenty-Five: Item Number

Eleven

Item 11: "Provide instruction for the slower and the most capable students." The pattern of responses for item 11 presented in Table XXXV, indicate that 7.5 percent of the respondents rated the statement as the least important or slightly important. However, 57.5 percent of all the respondents perceived it as very important or the most important. The administrators ranked this item twenty-fifth; while the instructors ranked it twentieth in importance. There was no significant difference between the

TABLE XXXIV
 RESPONSE SUMMARY TO ITEM NUMBER TWENTY-NINE

Item 29: "Adjust the learning classroom environment and materials to better serve individual students with special needs."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			1	0.83	22	18.33	28	23.33	9	7.50	60	3.75
Instructors	1	0.83	5	4.17	19	15.83	29	24.17	6	5.00	60	3.57
Totals	1	0.83	6	5.00	41	34.17	57	47.50	15	12.50	120	3.66

Chi-Square value is 4.50. Significance of difference between the perceptions by administrators and by instructors in $p = 0.34$, not significant at $p \leq 0.05$.

TABLE XXXV
 RESPONSE SUMMARY TO ITEM NUMBER ELEVEN

Item 11: "Provide instruction for the slower and the most capable students."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators	1	0.83	2	1.67	23	19.17	25	20.83	9	7.50	60	3.65
Instructors			6	5.00	19	15.83	28	23.22	7	5.83	60	3.60
Totals	1	0.83	8	6.67	42	35.00	53	44.17	16	13.33	120	3.63

Chi-Square value is 3.80. Significance of difference between the perceptions by administrators and by instructors in $p = 0.43$, not significant at $p \leq 0.05$.

perceptions of the two groups as indicated by a Chi-Square value of 3.80, $p = 0.43$.

Rank Number Twenty-Six: Item Number
Twenty-Three

Item 23: "Prepare transparency materials for use with an overhead projector." The analysis of responses presented in Table XXXVI shows that the group mean scores of both groups are relatively close in value and this item received a mutual rank of twenty-fifth by both groups. However, the aggregate mean scores place this item at the rank of twenty-sixth on the list of 31 items. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 0.87, $p = 0.83$.

Rank Number Twenty-Seven: Item Number
Thirty

Item 30: "Identify resources, both in and outside of the school setting to aid in the development of individual student with special needs." Findings presented in Table XXXVII indicate that administrators and instructors, according to group mean scores, tended to rate the statement closely as to the relative importance of the item. Both administrator and instructor groups ranked this item twenty-seventh with the aggregate mean scores of 3.55. There was

TABLE XXXVI

RESPONSE SUMMARY TO ITEM NUMBER TWENTY-THREE

Item 23: "Prepare transparency materials for use with an overhead projector."

Total Number and Percent of Responses by Each Category

	Least Important 1		Slightly Important 2		Moderately Important 3		Very Important 4		Most Important 5		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			4	3.33	23	19.17	23	19.17	10	8.33	60	3.65
Instructors			4	3.33	27	22.50	22	18.33	7	5.83	60	3.53
Totals			8	6.67	50	41.67	45	37.50	17	14.17	120	3.59

Chi-Square value is 0.87. Significance of difference between the perceptions by administrators and by instructors in $p = 0.83$, not significant at $p \leq 0.05$.

TABLE XXXVII

RESPONSE SUMMARY TO ITEM NUMBER THIRTY

Item 30: "Identify resources, both in and outside of the school setting to aid in the development of individual student with special needs."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			4	3.33	22	18.33	27	22.50	7	5.83	60	3.62
Instructors	1	0.83	6	5.00	22	18.33	25	20.83	6	5.00	60	3.48
Totals	1	0.83	10	8.33	44	36.67	52	43.33	13	10.83	120	3.55

Chi-Square value is 1.55. Significance of difference between the perceptions by administrators and by instructors in $p = 0.82$, not significant at $p \leq 0.05$.

no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 1.55, $p = 0.82$.

Rank Number Twenty-Eight: Item Number
Eighteen

Item 18: "Present information by bringing in a subject matter expert as a resource person." Surprisingly, the instructors did not perceive the use of outside subject matter expert as strongly as administrators did. The data recorded in Table XXXVIII indicate that the administrator group ranked this statement twenty-eight; while the instructors ranked it twenty-ninth. However, there was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 5.40, $p = 0.25$.

Rank Number Twenty-Nine: Item Number
Twenty-Eight

Item 28: "Identify the student whose performance is impaired by social problems." A study of the responses for item 28 as presented in Table XXXIX reveals that administrators and instructors agree as to the relative importance of identifying the student whose performance is impaired by social problems. This agreement was indicated by the mutual rank of twenty-eight given to the statement by both groups. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 3.26, $p = 0.51$.

TABLE XXXVIII

RESPONSE SUMMARY TO ITEM NUMBER EIGHTEEN

Item 18: "Present information by bringing in a subject matter expert as a resource person."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			5	4.17	18	15.00	30	25.00	7	5.83	60	3.55
Instructors	2	1.67	10	8.33	16	13.33	29	24.17	3	2.50	60	3.35
Totals	2	1.67	15	12.50	34	28.33	59	49.17	10	8.33	120	3.50

Chi-Square value is 5.40. Significance of difference between the perceptions by administrators and by instructors in $p = 0.25$, not significant at $p \leq 0.05$.

TABLE XXXIX
RESPONSE SUMMARY TO ITEM NUMBER TWENTY-EIGHT

Item 28: "Identify student whose performance is impaired by social problems."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	None
Administrators			4	3.33	26	21.67	23	19.17	7	5.83	60	3.55
Instructors	1	0.83	6	5.00	24	20.00	26	21.67	3	2.50	60	3.40
Totals	1	0.83	10	8.33	50	41.67	49	40.83	10	8.33	120	3.48

Chi-Square value is 3.26. Significance of difference between the perceptions by administrators and by instructors in $p = 0.51$, not significant at $p \leq 0.05$.

Rank Number Thirty: Item Number Nine

Item 9: "Conduct group or panel discussions." According to the data presented in Table XL, 15 of 60 instructors rated this item least important or slightly important and the instructor group ranked the item thirty-first which is last on the list; while the administrator group ranked it thirtieth. This item received the lowest group mean scores of 3.00 by the instructors. There was no significant difference between the perceptions of the two groups as indicated by a Chi-Square value of 7.63, $p = 0.11$.

Rank Number Thirty-One: Item
Number Eight

Item 8: "Plan and direct individual or group field trips." Data concerning responses to item 8 were recorded in Table XLI. It is noted that 30 of the 31 items presented in this study were perceived to be of greater importance than the skill of planning and directing individual or group field trips. The administrator group ranked this item thirty-first, last on the list; whereas the instructor group ranked it thirtieth. However, there was no significant difference between perceptions of the two groups as indicated by a Chi-Square value of 5.49, $p = 0.24$.

Question Number Two: Are there differences in perceptions due to years of experiences of both instructors and administrators? The findings indicate that only item

TABLE XL
RESPONSE SUMMARY TO ITEM NUMBER NINE

Item 9: "Conduct group or panel discussions."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators			5	4.20	29	24.37	24	20.17	1	0.84	59	3.36
Instructors	2	1.68	13	10.92	29	24.37	15	12.61	1	0.84	60	3.00
Totals	2	1.68	18	15.13	58	48.74	39	32.77	2	1.68	119	3.18

Chi-Square value is 7.63. Significance of difference between the perceptions by administrators and by instructors in $p = 0.11$, not significant at $p \leq 0.05$.

TABLE XLI
 RESPONSE SUMMARY TO ITEM NUMBER EIGHT

Item 8: "Plan and direct individual or group field trips."

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Mean
Administrators	2	1.67	4	3.33	40	33.33	13	10.83	1	0.83	60	3.12
Instructors	1	0.83	11	9.17	32	26.67	13	10.83	3	2.50	60	3.10
Totals	3	2.50	15	12.50	72	60.00	26	21.67	4	3.33	120	3.11

Chi-Square value is 5.49. Significance of difference between the perceptions by administrators and by instructors in $p = 0.24$, not significant at $p \leq 0.05$.

nine and item 12 were perceived significantly different in importance among the groups of respondents with different years of working experiences.

It should be noted however that because of relatively large number of data cells having frequencies of five or less that extreme caution should be exercised in the interpretation of significance in these data.

Item 9: "Conduct group or panel discussion." As shown in Table XLII, there were 12 of 23 respondents with 16-20 years of working experiences who perceived this skill as very important or most important for instructors compared to 1 of 4 of those with working experiences less than one year, 7 of 22 of those with 1-5 years, 7 of 29 of those with 6-10 years, 5 of 23 of those with 11-15 years, and 9 of 18 of those over 20 years. There was a significant difference in perceptions at $p \leq 0.05$ among the groups as indicated by Chi-Square value of 32.80, $p = 0.04$.

Item 12: "Direct student on how and what to study." As shown in Table XLIII, 20 of 23 respondents with 16-20 years of working experiences perceived it as very important or most important compared to 1 of 4 of those with working experiences less than one year, 13 of 22 of those with 1-5 years, 20 of 29 of those with 6-10 years, 17 of 23 of those with 11-15 years, and 12 of 18 of those over 20 years. There was a significant differences in perceptions among the

TABLE XLII

RESPONSE SUMMARY TO ITEM NUMBER NINE BY EXPERIENCE LEVELS OF RESPONDENTS

Item 9: "Conduct group or panel discussion."

Experience

Total Number and Percent of Responses by Each Category

Experience	Least Important 1		Slightly Important 2		Moderately Important 3		Very Important 4		Most Important 5		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	Less than 1 year			1	0.84	2	1.68			1	0.84	4
1-5 years			6	5.04	9	7.56	7	5.88			22	18.49
6-10 years	1	0.84	4	3.36	17	14.29	7	5.88			29	24.37
11-15 years			4	3.36	14	11.76	5	4.20			23	19.33
16-20 years			1	0.84	10	8.40	12	10.08			23	19.33
20-Over	1	0.84	2	1.68	6	5.04	8	6.72	1	0.84	18	15.13
Totals	2	1.68	18	15.13	58	48.74	39	32.77	2	1.68	119	100.0

Chi-Square value is 32.80. Significance of difference between the perceptions of respondents is $p = 0.40$, not significant at $p \leq 0.05$.

TABLE XLIII

RESPONSE SUMMARY TO ITEM NUMBER TWELVE BY EXPERIENCE LEVELS OF RESPONDENTS

Item 12: "Direct student on how and what to study."

Experience

Total Number and Percent of Responses by Each Category

	Least Important		Slightly Important		Moderately Important		Very Important		Most Important		Total	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 1 year			1	0.84	2	1.68	1	0.84			4	3.36
1-5 years					9	7.56	7	5.88	6	5.04	22	18.49
6-10 years					9	7.56	16	13.45	4	3.36	29	24.37
11-15 years			2	1.68	4	3.36	11	9.24	6	5.04	23	19.33
16-20 years					3	2.52	11	9.24	9	7.56	23	19.33
20-Over					6	5.04	10	8.4	2	1.68	18	15.13
Totals			3	2.52	33	27.73	56	47.06	27	22.69	119	100.00

Chi-Square value is 27.13. Significance of difference between the perceptions of respondents is $p = 0.03$, not significant at $p \leq 0.05$.

groups at $p \leq 0.05$ as indicated by a Chi-Square value of 27.13, $p = 0.03$.

Question Number Three: Are there differences in perceptions due to training abroad background. The findings indicate that only item 15 and 21 were perceived significantly different between the two groups of respondents.

It should be noted however that because of relatively large number of data cells having frequencies of five or less that extreme caution should be exercised in the interpretation of significance in these data.

Item 15: "Direct student in the used of a project as a way to learn." The analysis of data presented in Table XLIV concerning this statement indicates that 24 of 32 respondents with training abroad perceived the item very important of the most important compared to 56 of 88 of those without training abroad education. There was a significant difference between the perceptions of the two groups at $p \leq 0.05$ as indicated by a Chi-Square value of 9.56, $p = 0.05$.

Item 21: "Identify and use appropriate ways of monitoring student progress." As presented in Table XLV, of all respondents with training abroad experiences, 21 of 31 or 67.74 percent perceived this statement to be very important or the most important compared to 48 of 88 or

TABLE XLIV

RESPONSE SUMMARY TO ITEM NUMBER FIFTEEN BY TRAINING ABROAD BACKGROUND OF RESPONDENTS

Item 15: "Direct student in the use of a project as a way to learn."

Experience Total Number and Percent of Responses by Each Category

	Least Important 1		Slightly Important 2		Moderately Important 3		Very Important 4		Most Important 5		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
With training			1	0.83	7	5.83	15	12.50	9	7.50	32	26.67
Without training	1	0.83	1	0.83	30	25.00	49	40.83	7	5.83	88	73.33
Totals	1	0.83	2	1.67	37	30.83	64	53.33	16	13.33	120	100.00

Chi-Square value is 9.56. Significance of difference between the perceptions of the two groups is $p = 0.05$, not significant at $p \leq 0.05$.

TABLE XLV

RESPONSE SUMMARY TO ITEM NUMBER TWENTY-ONE BY TRAINING ABROAD BACKGROUND OF RESPONDENTS

 Item 21: "Identify and use appropriate ways of monitoring student progress."

Experience

Total Number and Percent of Responses by Each Category

	Least Important <u>1</u>		Slightly Important <u>2</u>		Moderately Important <u>3</u>		Very Important <u>4</u>		Most Important <u>5</u>		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
With training			1	0.84	9	7.56	13	10.92	8	6.72	31	26.05
Without training			2	1.68	38	31.93	43	36.13	5	4.20	88	73.95
Totals			3	2.52	47	39.50	56	47.06	13	10.92	119	100.00

Chi-Square value is 9.88. Significance of difference between the perceptions of the two groups is $p = 0.02$, not significant at $p \leq 0.05$.

54.55 percent of those without training abroad background. There was a significant difference of perceptions between the two groups at $p \leq 0.05$ as indicated by a Chi-Square value of 9.98, $p = 0.02$.

Question Number Four: Are there differences in perceptions due to formal teacher preparation background. According to the findings, it was found that of all the 31 items none of the differences in perceptions was statistically significant between the two groups at $p \leq 0.05$.

CHAPTER V
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

Summary

There has been an increase in efforts to make the public aware of technical occupations and the related educational opportunities. Consequently, the ability of the Institute of Technology and Vocational Education in Thailand to provide vocational and technical education has been increased to meet public demands.

This study was undertaken in an attempt to identify the instructional skills perceived to be important for instructors of vocational-technical institutes in terms of needs for teacher education training programs. The perceptions were obtained from administrators and instructors of four vocational-technical institutions in Thailand.

The purposes of this descriptive and analytical study were to investigate whether or not a teacher education program should be implemented for vocational-technical instructors and whether the program should be in-service, pre-service or both. The study also investigated the

attitudinal difference between instructors and their administrators as to what content should be included in a teacher education program. To identify these teaching skills, a questionnaire was structured to obtain responses on a five point rating scale as to the degree of importance perceived by both groups.

Data collected by the questionnaires were tabulated and analyzed using frequencies, percentages and mean scores to determine if responses to the questionnaire items indicated an identifiable pattern of agreement in perception concerning the importance of each statement which ranged from least important (1), slightly important (2), moderately important (3), very important (4), to most important (5).

The Chi-Square statistical method was used to test the significance difference between the perceptions of the two groups toward each statement at the significant level of $p \leq 0.05$.

This study also attempted to see if those with different years of experiences, training abroad and with formal teacher preparation would perceived the importance of each statement significantly different from the others. The Chi-Square statistical method was also used to test the research questions.

Findings

The following findings emerge from the study as being of particular importance:

1. The majority of respondents, 93.30 percent, held a Baccalaureate degree.
2. It was found that 75.83 percent of respondents have had teacher education experiences in teaching methods; while 15.00 percent reported that they had taken no teacher education instruction at all.
3. It was found that currently 38.33 percent of instructors met their needs for learning teaching skills by local school staff, while 39.17 percent met these needs through self-study.
4. The percentage of respondents who agreed there is a need for programs to develop teaching skills was 97.50 while 80 percent preferred to participate in one training program per year.
5. The respondents of 91.67 percent stated that their expectations of training program was job satisfaction.
6. Modes of instruction for training program preferred by the respondents were seminar discussion, 61.67 percent, and workshop, 57.50 percent.
7. The majority of respondents, 71.67 percent, agreed that the training program should be both pre-service and in-service.
8. It was found that 35.00 percent of the respondents preferred the training program to be four hours per day, 73.33 percent preferred five days per week,

53.33 percent preferred four weeks per activity, 69.17 percent preferred that it be conducted during a regular workday, and 47.50 percent preferred that it be conducted during summer recess.

9. Of the 31 items submitted to the two respondent groups, none was perceived by either group as lower than 3.11 (moderately important) according to aggregate mean scores as shown in Table XLVI.
10. Item number 3, "Conduct a task or content analysis to identify what topics should be included in the course," received the highest rating of any item by both respondent groups.
11. Study of aggregate mean scores shows that the administrator group tended to rate most items higher than the instructor did.
12. Of the six categories of the questionnaires, five items of seven in the course planning category were ranked in the top ten of the 31 items on the list. Items 3, 6, 7 and 4 were the top four in order. Other items ranked in the top ten were all of those in evaluation category (items 25-27).
13. The aggregate mean score of the top ten items ranged from the highest of 4.40 to the lowest of 4.00.
14. The seven items that were perceived significantly different in importance between the two respondent

TABLE XLVI
 COMPILATION OF MEAN RESPONSES AND RANK ORDER BY RESPONDENT GROUP

Item	Administrators		Insturctors		Totals	
	Rank	Mean	Rank	Mean	Rank	Mean
3 Conduct a task or content analysis to identify what topics should be included in the course.	1	4.50	1	4.32	1	4.41
6 Identify and select appropriate ways to teach.	2	4.42	3	4.23	2	4.33
7 Identify and select instuctional materials.	5	4.30	2	4.31	3	4.30
4 Select and organize what is to be learned in the course.	3	4.33	4	4.18	4	4.26
27 Determine student grades in a vocational-technical course.	3	4.33	5	4.17	5	4.25*
26 Develop a written test to determine student knowledge of course materials.	6	4.27	7	3.98	6	4.13
19 Relate classroom instruction to the job experiences of students.	14	4.05	6	4.15	7	4.10
5 Select and prepare course objectives.	7	4.18	8	3.97	8	4.08
25 Develop ways to rate student's performance.	9	4.12	9	3.95	9	4.03

TABLE XLVI (Continued)

Item	Administrators		Insturctors		Totals	
	Rank	Mean	Rank	Mean	Rank	Mean
13 Direct student shop or labortory experience.	8	4.13	10	3.87	10	4.00
31 Identify and use appropriate ways of counseling to assist students.	12	4.08	11	3.82	11	3.95
16 Introduce a lesson.	9	4.12	14	3.76	12	3.94*
20 Classroom interaction skills.	9	4.12	15	3.75	13	3.93*
14 Direct student in applying problem-solving techniques.	15	4.03	13	3.80	14	3.92
12 Direct student on how and what to study.	16	3.98	11	3.82	15	3.90
22 Identify, locate, and obtain necessary supplies, equipment, and fixtures.	18	3.92	16	3.72	16	3.82
10 Employ positive means of providing feed-back to students	13	4.07	24	3.55	17	3.81*
15 Direct student in the use of a project as a way to learn.	19	3.87	17	3.67	18	3.77
1 Identify the learning characteristics of the student populations for which instruction will be developed.	20	3.85	18	3.63	19	3.74

TABLE XLVI (Continued)

Item	Administrators		Insturctors		Totals	
	Rank	Mean	Rank	Mean	Rank	Mean
2 Identify and clarify individual students needs.	20	3.85	19	3.62	20	3.73*
17 Direct individualized instruction through the use of learning packets, modules, etc.	17	3.97	26	3.50	20	3.73*
24 Locate, evaluate and order audio-visual instructional materials.	22	3.78	21	3.58	22	3.68*
21 Identify and use appropriate ways of monitoring students progress.	23	3.76	22	3.57	23	3.66
29 Adjust the learning/classroom environment and materials to better serve individual students.	24	3.75	22	3.57	24	3.65
11 Provide instruction for the slower and the most capable students.	25	3.65	20	3.60	25	3.62
23 Prepare transparency materials for use with an overhead projector.	25	3.65	25	3.53	26	3.59
30 Identify resources, both in and outside of the school setting to aid in the development of individual student with special needs.	27	3.62	27	3.48	27	3.55

TABLE XLVI (Continued)

Item	Administrators		Insturctors		Totals	
	Rank	Mean	Rank	Mean	Rank	Mean
18 Present information by bringing in a subject matter expert as a resource person.	28	3.55	29	3.35	28	3.50
28 Identify student whose performance is impaired by social problems.	28	3.5	28	3.40	29	3.48
9 Conduct group or panel discussions.	30	3.36	31	3.00	30	3.18
8 Plan and direct individual or group field trips.	31	3.12	30	3.10	31	3.11

*Significant difference in perceptions between administrator and instructor groups.

groups were items number 2, 10, 16, 17, 20, 24 and 27.

15. The study illustrates that the presence or absence of formal teacher education was not a factor in the perceptions of respondents.
16. Only item 12, "Direct student on how and what to study," was perceived significantly different among groups of respondents with different years of teaching experiences. Only two items, 18 and 23, received responses that were significantly different between those responses with and those without training abroad.

Conclusions

The following conclusions are drawn from this study:

1. It is clear that the teacher education training is perceived to be needed for the instructors in four campuses of the Institute of Technology and Vocational Education.
2. Both administrators and instructors agreed that the most important instructional skills are those concerning course planning, followed by evaluation skills.
3. Years of working experiences influence the perceptions of importance concerning directing students on how and what to study.

4. Training abroad experiences influence the perceptions of importance attributed to the use of subject matter resource persons, and preparation of transparency materials for use in the classroom.
5. The presence or absence of formal teacher education among the respondents did not affect perceptions toward any of the skills described in the instrument.
6. Seminar discussion and workshop dominated preferred styles of instruction for both in-service and pre-service programs.

Recommendations

The following recommendations are made regarding the use of the findings and future studies in order to maintain a staff of instructors that are adequately prepared to function in the best possible learning situation.

1. Emphasis should be given in training programs according to the descending rank order found in this study.
2. A need assessment should be conducted prior to conducting the program for those with different background knowledge and length of services
3. Time and instructional styles should not be overlooked as they play an important role regarding the success of the programs.

4. This study was conducted in four major campuses from the total of 28 and it is recommended that a similar study should be done with other campus populations.
5. Post-assessment is recommended to determine if needs undergo change as objectives of in-service education programs are achieved.

The investigator feels that more precise information is still needed to guide the staff developers in program planning. Further research is recommended in the following areas:

1. The relationship of different academic disciplines of instructors and their perceptions toward the importance of instructional skills for training program.
2. The relationship of those instructors with and without industrial experiences and their perceptions toward the needs for teacher education programs.
3. The identification of other instructional skills that are pertinent to vocational-technical education.

It is hoped that this study may be useful to others in determining vocational-technical teacher education needs. The investigator hopes that the findings of this study will be implemented by teacher trainers or staff development personnel in Thailand or else as appropriate to assure

continued upgrading of teacher education programs in vocational-technical education.

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APPENDIX

QUESTIONNAIRE

The following is a list of statements that relate to teaching-learning situations. Please respond to each question or statement in the appropriate space given for all three sections of the questionnaire. For Section II, the rating scale will indicate the degree of importance according to your perceptions regarding the statement, from least important to most important.

This information will be used only to better understand the needs of teacher education programs of vocational-technical instructors. Your cooperation in answering these questions will be of great assistance.

Section I: Descriptive Information

1. Please classify your specialty area.

2. Which of the following indicates your educational background? (check all that apply).

_____ Secondary school

_____ Highschool

_____ Vocational certification In _____

_____ Technical Diploma In _____

_____ Cert. in Formal Teacher Education

_____ Bachelor Degree In _____

_____ Master Degree In _____

_____ Training Abroad

3. If you have had any teacher education instruction which of the following most closely describes the instruction you have had. (check all that apply).

_____ Have taken no teacher education instruction

- Pre-service teacher education workshop(s)
 - Philosophy, history of vocational-technical education
 - Course construction
 - Test construction
 - Development of instructional media
 - Teaching methods
 - Individualized instruction
 - Education administration
 - Human relations
 - Others (please specify) _____
-

4. How long have you worked as an instructor or an administrator? (check only one).

- less than one year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

Section II - Teaching Skills
 Instructors should be able to:

Importance as a teaching skill in a training program

	Least Important	Slightly Important	Moderately Important	Very Important	Most Important
	1	2	3	4	5
A. <u>Course Planning</u>					
1. Identify the learning characteristics of the student populations for which instruction will be developed.	()	()	()	()	()
2. Identify and clarify individual students needs.	()	()	()	()	()
3. Conduct a task or content analysis or identify what topics should be included in the course.	()	()	()	()	()
4. Select and organize what is to be learned in the course.	()	()	()	()	()
5. Select and prepare course objectives.	()	()	()	()	()
6. Identify and select appropriate ways to teach.	()	()	()	()	()
7. Identify and select instructional materials.	()	()	()	()	()

B. Instructional Skills

- 8. Plan and direct individual or group field trips.
- 9. Conduct group or panel discussions.
- 10. Employ positive means of providing feedback to students.
- 11. Provide instruction for the slower and the most capable students.
- 12. Direct student on how and what to study.
- 13. Direct student shop or laboratory experience.
- 14. Direct students in applying problem-solving techniques.
- 15. Direct the student in the use of a project as a way to learn.

Least Important	Slightly Important	Moderately Important	Very Important	Most Important
1	2	3	4	5
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()
()	()	()	()	()

	Least Important	Slightly Important	Moderately Important	Very Important	Most Important
	1	2	3	4	5
16. Introduce individualized instruction through the use of learning packets, modules, etc.	()	()	()	()	()
17. Direct individualized instruction through the use of learning packets, modules, etc.	()	()	()	()	()
18. Present information by bringing in a subject matter expert as a resource person.	()	()	()	()	()
19. Relate classroom instruction to the job experiences of students.	()	()	()	()	()
20. Classroom-interaction skills.	()	()	()	()	()
C. <u>Classroom/Student Management Skills</u>					
21. Identify and use appropriate ways of monitoring student progress.	()	()	()	()	()
22. Identify, locate, and obtain necessary supplies, equipment, and fixtures.	()	()	()	()	()

	Least Important	Slightly Important	Moderately Important	Very Important	Most Important
	1	2	3	4	5
D. <u>Implementation of Media</u>					
23. Prepare transparency materials for use with an overhead projector.	()	()	()	()	()
24. Locate, evaluate and order audiovisual instructional materials.	()	()	()	()	()
E. <u>Evaluation</u>					
25. Develop ways to rate students' performance.	()	()	()	()	()
26. Develop a written test to determine student knowledge of course materials.	()	()	()	()	()
27. Determine student grades in a vocational-technical course.	()	()	()	()	()
F. <u>Special Needs Skills</u>					
28. Identify students whose performance is impaired by social problems.	()	()	()	()	()
29. Adjust the learning/classroom environment and materials to better serve individual student with special needs.	()	()	()	()	()

	Least Important	Slightly Important	Moderately Important	Very Important	Most Important
	1	2	3	4	5
30. Identify resources, both in and outside of the school setting to aid in the development of individual students with special needs.	()	()	()	()	()
31. Identify and use appropriate ways of counseling to assist students.	()	()	()	()	()

Section III - Teacher Education Preferences

1. Do you think there is a need for programs to help the vocational-Technical instructors develop teaching skills?

Yes () No ()

2. Would you be interested in participating in one or more teacher education activities (If your answer is Yes).

_____ No, I would not be interested in participating in any teacher education activity.

_____ Yes, I would like to participate in one teacher education activity only.

_____ Yes, I would like to participate in one per year.

_____ Yes, I would like to participate in more than one activity per year.

3. If you were to participate in a teacher education activity, how would you like to learn? (check all that apply).

_____ Group classroom activities

_____ Seminar discussions

_____ Local discussion groups or workshop

_____ Self-study materials such as tape cassettes, reading materials, etc.

_____ Correspondence

_____ Other (Please specify) _____

4. How would you like the program to be?

_____ In-service

_____ Pre-service

_____ Both of the above

5. How are most of your needs to learn teaching skills currently being met? (Check all that apply).

_____ Not aware of any needs

_____ Needs not currently being met

_____ School staff at the school in which I teach

_____ Teacher education at a university

_____ Self-study

_____ Other (Please specify) _____

6. If you participate in a teacher education activity, what do you expect to receive from this instruction? (check all that apply).

_____ Satisfy employer

_____ Personal growth

_____ Incentive pay raise

_____ Degree (Higher Degree)

_____ Satisfy personal needs

_____ Job satisfaction

7. If you were to participate in a particular teacher education activity, how much time would you be able to spend on this activity? (Supply numbers in all the blank spaces provided.)

_____ Hours of instruction per day

_____ Day(s) of instruction per week

_____ Week(s) of instruction per activity

8. Indicate the time of day you would prefer to participate in a teaching education activity. (check only one).

_____ Weekend

_____ During a regular work hours

_____ Evening

9. Indicate the time of year you would prefer to participate in a teacher education activity. (Check only one.)

_____ Summer recess

_____ During mid-semester break

_____ Semester Break

OKLAHOMA STATE UNIVERSITY

๑๖ พฤศจิกายน ๒๕๒๘


เรื่อง ขอความอนุเคราะห์ในการทบทวนแบบสอบถาม

เรียน อาจารย์ที่นับถือ

ข้าพเจ้า น.ส.สุภรณ์ พันธุ์รัตน-อิสระ อาจารย์สอนอยู่ที่วิทยาลัยเทคโนโลยีและ
อาชีวศึกษา วิทยาเขตเทคนิคภาคตะวันออกเฉียงเหนือ นครราชสีมา ขณะนี้กำลังศึกษาระดับ
ปริญญาเอก สาขาการอาชีวศึกษา ที่ Oklahoma State University มีความประสงค์
ใคร่ขอความอนุเคราะห์จากอาจารย์ โดยจะขอรบกวนเวลาให้อาจารย์ช่วยกรุณาทบทวนแบบสอบถาม
ที่แนบมานี้ให้ด้วย ก็จะเป็นพระคุณอย่างยิ่ง ทั้งนี้เพื่อที่จะได้ข้อมูลตามความเป็นจริง เพื่อนำไป
ประกอบการศึกษาวิจัยเกี่ยวกับ Perceptions of training needs in teacher
education programs ซึ่งเป็นวิทยานิพนธ์ที่ข้าพเจ้ากำลังศึกษาอยู่ โดยหวังว่าจะเป็นประโยชน์
ต่อการจัดการฝึกอบรมของข้าราชการ กรมวิทยาลัยเทคโนโลยีฯ ในอนาคตได้บ้างไม่มากนักขอ

ข้าพเจ้าหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากอาจารย์เป็นอย่างดี และ
ใคร่ขอขอบคุณอาจารย์มา ณ ที่นี้ด้วย ที่ได้กรุณาสละเวลาและให้ข้อมูลตามความเป็นจริง

ขอแสดงความนับถือ



ตอนที่ ๑

๑. กรุณาแจ้ง แขนง, คณะ, ภาควิชาที่ท่านบริหารงานอยู่ในปัจจุบัน

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๒. กรุณากรบาท (+) หมายข้อความที่ตรงกับประวัติการศึกษาของท่านถึงปัจจุบัน (ถ้าทุกข้อที่ตรง) และกรอกข้อความในช่องว่างด้วย

..... ม. ๖, ม.ศ. ๓

..... ม. ๘, ม.ศ. ๕

..... ปวช. สาขา (กรณียบอกสาขาที่จบ)

..... ปวส. สาขา (กรณียบอกสาขาที่จบ)

..... ปณ.

..... ปริญญาตรี สาขา

..... ปริญญาโท สาขา

..... เคยทุนงานต่างประเทศที่ ระยะเวลาดำเนินการ

..... อื่น ๆ (กรณียกข้อยกเว้น)

๓. กรุณากรบาท (+) หมายข้อความทุกข้อที่ท่านเห็นว่าตรงกับสาขาหรือวิชาที่ท่านเคยศึกษามาเกี่ยวกับทางด้านวิชาการศึกษา (ถ้าไม่เคยโปรดพิจารณาข้อ ๓.๑)

..... ๓.๑ ไม่เคยเรียนเกี่ยวกับวิชาการศึกษา หรือทฤษฎี-วิชาการเกี่ยวกับการเรียน - การสอนมาก่อนเลย

..... ๓.๒ เคยเข้ารับการอบรมทางด้านวิชาครูมาบ้าง แต่เป็นการอบรมระยะสั้น (ไม่นับปริญญาโท)

..... ๓.๓ เคยเรียนเกี่ยวกับประวัติ, ปรัชญา และวัตถุประสงค์ของการอาชีวศึกษามาบ้าง

..... ๓.๔ เคยเรียนเกี่ยวกับการจัดและการวิเคราะห์หลักสูตรทางด้านการศึกษาอาชีวศึกษามาบ้าง

..... ๓.๕ เคยเรียนเกี่ยวกับหลักการ, ทฤษฎีการออกข้อสอบ, การทดสอบ, การวัดผลทางด้านอาชีวศึกษา เพื่อการศึกษาทั่วไปมาบ้าง

..... ๓.๖ เคยเรียนเกี่ยวกับการจัดทำ, จัดทำ, การใช้สื่อทัศนวัสดุอุปกรณ์ช่วยสอนมาบ้าง

..... ๓.๗ เคยเรียนเกี่ยวกับทฤษฎีการเรียน - การสอนมาบ้าง

- ๑.๔ โดยเรียนหรืออบรมเกี่ยวกับการจัดพิมพ์ให้เด็กเฉพาะบุคคล (Individualized instruction) นานาง
- ๑.๕ เคยเรียนทางด้านการบริหารการศึกษาทั่วไปบ้าง
- ๑.๑๐ เคยเรียนเกี่ยวกับวิชาการทางด้านมนุษยสัมพันธ์บ้าง
- ๑.๑๑ อื่น ๆ ที่ท่านเคยเรียนมา ที่สัมพันธ์กับการเรียน - การสอน (กรุณาระบุ)
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๔. กรุณาถากบาทหน้าข้อความที่ตรงกับระยะเวลาของการทำงานในหน้าที่ผู้บริหารการศึกษาของท่านถึงปัจจุบัน

- | | |
|---------------------|------------------|
| น้อยกว่า ๑ ปี | ๑๑ - ๑๕ ปี |
| ๑ - ๕ ปี | ๑๖ - ๒๐ ปี |
| ๖ - ๑๐ ปี | เกิน ๒๐ ปี |

ระดับความสำคัญ

	น้อยที่สุด	น้อย	ปานกลาง	ค่อนข้างมาก	มากที่สุด
2. อื่น ๆ (กรุณาระบุ)					
.....					
.....					
ข. ทักษะเกี่ยวกับการสอน					
๕. ความรู้ความสามารถเกี่ยวกับการจัดและ การดำเนินการเกี่ยวกับการศึกษานอกสถานที่					
๑๐. ทักษะเกี่ยวกับการสอนแบบอภิปรายเป็นกลุ่ม (Group Discussion)					
๑๑. สามารถวิจารณ์และให้ข้อคิดเห็นแก่นักเรียน ได้โดยไม่ก่อให้เกิดทัศนคติในทางลบ					
๑๒. สามารถจัดบทเรียนให้กับเด็กที่เรียนช้า และเรียนเร็ว ในชั้นเดียวกันได้อย่าง เหมาะสม					
๑๓. ความรู้ความสามารถที่จะเป็นผู้แนะนำทาง วิชาการทั่ว ๆ ไปได้อย่างมีประสิทธิภาพ					
๑๔. ความสามารถที่จะเป็นผู้ดำเนินการเรียน ภาคปฏิบัติใน (lab) หรือ (lab) ได้เป็นอย่างดี					
๑๕. สามารถเป็นผู้แนะนำนักศึกษาเกี่ยวกับทฤษฎีการ เรียนรู้แบบอาศัยหลักการแก้ปัญหาแบบ ขั้นตอนตามหลักวิทยาศาสตร์					
๑๖. ความสามารถในการสอนโดยใช้ทฤษฎีการ เรียนรู้แบบโครงการหรือ Project เป็นหลัก					

ระดับความสำคัญ

	น้อยที่สุด	น้อย	ปานกลาง	ค่อนข้างมาก	มากที่สุด
๓๗. ความสามารถหรือทักษะในการนำนักเรียนเข้าสู่บทเรียนได้อย่างมีประสิทธิภาพ					
๓๘. ความสามารถในการจัดบทเรียนหรือรูปร่างได้เหมาะสมกับเด็กเป็นรายบุคคลหรือเป็นกลุ่ม					
๓๙. ความสามารถในการจัดหาทรัพยากรพิเศษเฉพาะสาขาวิชาให้ความรู้แก่นักเรียนได้อย่างมีประสิทธิภาพ					
๔๐. ทักษะในการจัดบทเรียนให้มีความสัมพันธ์กับประสบการณ์ในการทำงานจริง ๆ ของนักเรียนได้					
๔๑. ทักษะในการใช้บทสนทนาโต้ตอบกับนักเรียนในชั้นเรียนโดยไม่ทำให้เกิดทัศนคติทางคานสย					
๔๒. อื่น ๆ (กรุณาระบุ)					
ค. <u>ทักษะความเป็นผู้นำทางการศึกษาของครู</u>					
๔๓. ความสามารถในการจัดทำและเลือกใช้วิธีการอันเหมาะสมในการควบคุมและแสดงถึงผลแห่งความก้าวหน้าทางการศึกษาของเด็ก					
๔๔. ทักษะในการบอก, ระบุ, จัดหาและความรู้ในเรื่องพลัง, อุปสรรคและเครื่องใช้ที่จำเป็นเกี่ยวกับการเรียน - การสอนเมื่อจำเป็นในสาขาวิชานั้น ๆ					

ตอนที่ ๓

กรุณาให้ความเห็นของท่านเกี่ยวกับแนวความคิดต่อไปนี้ โดยกากบาทหน้าข้อความที่ท่านเห็นด้วยเท่านั้น

๑. ท่านเห็นด้วยหรือไม่ว่าวิทยาลัยเทคโนโลยีฯ ควรจะจัดให้มีโปรแกรมการให้การศึกษาอบรม เพิ่มเติมภายใน
 ทางด้านการเรียน - การสอนและเทคโนโลยีใหม่ ๆ ทางด้านการศึกษา หรือผลการวิจัย ฯลฯ
 แก่ครู - อาจารย์ประจำการอยู่เสมอ ๆ

๑.๑ เห็นด้วย ไม่เห็นด้วย

๑.๒ ข้าพเจ้าในฐานะผู้บริหาร/ครูเห็นว่าไม่มีความจำเป็นใด ๆ ที่ครู - อาจารย์
 จะต้องศึกษา อบรม เพิ่มเติม

๑.๓ ข้าพเจ้าคิดว่าครูควรจะได้มีโอกาสเข้าอบรมหรือเรียนอย่างน้อยหนึ่ง Course
 ต่อปี

๑.๔ ข้าพเจ้าเห็นว่าไม่ประโยชน์ และครู - อาจารย์แต่ละท่านควรจะได้มีโอกาส
 เข้าอบรมมากกว่า ๑ ครั้งต่อปี

(ถ้าตอบข้อ ๑.๑ หรือ ๑.๔ กรุณาทำเครื่องหมายสนองตามนี้)

๒. กรุณากากบาทหน้าข้อความเฉพาะที่ตรงกับความเห็นของท่านเท่านั้น (ถ้าได้มากกว่าหนึ่งท่านต้องการ)
 การอบรมควรจัดแบบ

๒.๑ Class-room

๒.๒ ควรเป็นแบบสัมมนา, อภิปราย มากกว่า

๒.๓ อบรมแบบ Workshop

๒.๔ ควรจะเป็นในรูปแบบของการเรียนด้วยตัวเอง เช่นแจก tape cassettes
 คำว่า, Sheets เป็นต้น

๒.๕ จัดแบบเรียนทางไปรษณีย์

๒.๖ ความเห็นอื่น ๆ (กรุณาระบุเพิ่มเติม)

.....

๓. ความเห็นเกี่ยวกับลักษณะของโปรแกรม

๓.๑ โปรแกรมควรจะเป็นแบบการจัดฝึกอบรมภายในเป็นช่วง ๆ ตามความต้องการ
 และความเหมาะสม (In-Service)

- ๓.๒ ควรเป็นแบบการจัดการศึกษา - อบรมก่อนการเข้ารับหน้าที่นั้น ๆ โดยตรง
(Pre-service)
- ๓.๓ ควรจัดให้มีทั้ง ๒ อย่างตามข้อ ๓.๑ และ ๓.๒ ถ้าเป็นไปได้
๔. ในปัจจุบันนี้ ถ้าท่านมีความต้องการที่จะเพิ่มพูนความรู้เกี่ยวกับเทคโนโลยีทางการเรียนการสอนอยู่บ้าง
ข้อใดในข้อความต่อไปนี้ ที่สอดคล้องกับสถานะของท่าน
- ยังไม่มีโอกาสตามความประสงค์เลย
 - ได้มีโอกาสเรียนบ้างกับ Staff ภายในสถาบัน
 - ได้มีโอกาสไปเรียนในมหาวิทยาลัยเพิ่มเติมอยู่แล้ว
 - เรียนด้วยตนเองอยู่
 - อื่น ๆ (กรุณาระบุ)
๕. ข้อใดคือไม่เป็นที่วิตกประสงค์ในการเพิ่มพูนความรู้ของท่าน ถ้าท่าน มีโอกาส (หากบาทใดมากกว่า
๑ ข้อ ถ้าข้ออื่น ๆ ตรงกับวัตถุประสงค์ของท่านเช่นกัน)
- เพื่อต้องการเอาใจเจ้านาย
 - เพื่อความก้าวหน้าของตนเอง
 - เพื่อได้เงินเดือนเพิ่มขึ้น
 - เพื่อความพอใจและสนองความต้องการของตนเอง
 - เพื่อหน้าที่การงานโดยเฉพาะเกี่ยวกับการสอน
๖. กรุณากรอกเวลาเป็นตัว เลขหน้าข้อความต่อไปนี้ ความความเห็นของท่าน โดยสมมติว่าท่านจะต้องเข้า
รับการอบรม Course หนึ่ง Course ใดแล้ว เวลาที่เหมาะสม หรือที่ท่านว่าควรจะเป็น คือ
(กรุณากรอกทุกข้อ)
- ชั่วโมง / วัน
 - วัน/สัปดาห์
 - สัปดาห์/ Course
๗. ช่วงเวลาของการเรียน, การอบรมที่ท่านคิดว่าเหมาะสมคือ (หากบาทหน้าข้อหนึ่งข้อใดเพียงข้อเดียว)
- ในวันสุดสัปดาห์
 - ในเวลาดราชการปกติ
 - คอนย่น

๔. ช่วงเวลาในรอบปีที่ท่านคิดว่าเหมาะสม คือ (กากบาทหน้าข้อหนึ่งข้อใดเพียงข้อเดียว)

- ช่วงหยุดภาคฤดูร้อน
 - ช่วงหยุดกลางภาคเรียน
 - ช่วงหยุดปลายภาคเรียน
-

VITA

Suporn Panrat-isra

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF EDUCATORS' PERCEPTIONS CONCERNING
TEACHER EDUCATION IN SELECTED INSTITUTES IN
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Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Nakorn Rajsimma, Thailand,
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Education: Graduated from Nakorn Rajsimma Teachers'
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University in July 1982.

Professional Experience: Worked for USMACTHAI/JUSMAG
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the Institute of Technology and Vocational
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Thailand, and taught Technical English and English
as a foreign language from 1977-1979.