

Abstract

Research Title : Teacher Participation in Implementating the Planning Process of

Nakhon Si Thammarat College of Agriculture and Technology

Researcher : Mr. Surat Rakbangboon

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The objective of the research on teacher participation in implementing the planning process of Nakhon Si Thammarat College of Agriculture and Technology is to study the levels of teacher participation in the implementation of five steps: 1. Participation in planning preparation 2. Participation in planning 3. Participation in the plan implementation. 4. Participation in monitoring and evaluation and 5. Participation in the according to the planning process of Nakhon Si Thammarat College of Agriculture and Technology, with a population of 47 teachers. Data were collected using a 37-item Likert's Scale. Data were analyzed using percentage, mean, standard deviation, and hypothesis testing using t-test and F-test. The results showed that

1. The level of teacher participation in implementating the planning process of Nakhon Si Thammarat College of Agriculture and Technology. Was at a high level with an average score of 3.89. From the participation level with a full score of 5 in each step, it was found that: 1. In the participation step of planning preparation, the average score was 3.94 (high) 2. In the participation step of planning the average score was 4.15 (high). 3. In the step of participation in the plan implementation, the average score was 3.94 (high). 4. In the step of involving the monitoring and evaluation, the average score was 3.87 (high) and 5. In the step of participation in the plan adjustment, the average score was 3.81 (high).

2. Comparison of differences in teacher participation levels in implementing the planning process of Nakhon Si Thammarat College of Agriculture and Technology was classified by work experiences as a teacher and responsibilities, It was found that teacher participation in implementing the planning process in the educational institute among teachers who had different experiences in working as teachers was statistically significant different at the 0.002 level. Where as the participation of teachers with different responsibilities in the implementation of the planning process in the educational institute was statistically significant different at the 0.000 level.