

Research Title	NEEDS FOR SELF-DEVELOPMENT IN ACCORDANCE WITH THE EDUCATIONAL REFORM GUIDE LINE OF ELEMENTARY SCHOOL TEACHERS UNDER OFFICE OF THE BASIC EDUCATION COMMISSION IN BANGKOK.
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Academic Year	2012

The purpose of this research was to study of Needs for self-development in accordance with the educational reform guide line of elementary school teacher under office of the basic education commission in Bangkok as perceived by elementary school teachers differed in sexes, working experiences, educational qualifications and ages

The samples of this study were 699 elementary school teachers. A set of questionnaires was used as the research instrument for data collection. The collected data were analyzed by applying percentage, mean, standard deviation, t-test, F-test, Scheffe' s method, the Friedman test, the Mann-Whitney U test and the X^2 test for two independent samples.

The findings of study were as follows:

1. Current state for self-development in accordance with the educational reform guide line of elementary school teachers was at the moderate level.
2. Elementary school teachers with different sexes had a statistically significant difference at the .01 level on the overall of current state for self-development in accordance with the educational reform guide line.

3. Elementary school teachers with different experiences on their jobs had no significant difference on the overall current state for self-development in accordance with the educational reform guide line.

4. Elementary school teachers with different educational qualifications had a statistically significant difference at the .01 level on the overall current state for self-development in accordance with the educational reform guide line. Teachers with higher degrees and bachelors degree had a statistically significant difference at the .05 level on the overall current state for self-development at higher degrees than those with lower degrees.

5. Elementary school teachers with different ages had a statistically significant difference at the .05 level on the overall current state for self-development in accordance with the educational reform Guide line. The overall current state for self-development of teacher aged between 50-59 years than those aged between 30-39 years were significantly different at the .05 level.

6. Needs for self-development in accordance with the educational reform guide line of elementary school teachers were at a high level.

7. Elementary school teacher with different sexes had no significant difference on the overall needs for self-development in accordance with the educational reform guide line.

8. Elementary school teachers with different experiences on their jobs had no significant difference on the overall needs for self-development in accordance with the educational reform guide line.

9. Elementary school teachers with different educational qualifications had no significant difference in their opinions on the overall needs for self-development in accordance with the educational reform guide line.

10. Elementary school teachers with different ages had a statistically significant difference at the .01 level on the overall needs for self-development in accordance with the educational reform guide line. The overall needs for self-development of teachers aged between 30-39 years at a higher level than those ages between 50-59 years were significantly different at the .05 level.

11. Elementary school teachers wanted the activities. Of self-development to be arranged from maximum levels such as attend in-service training, go to field studies, attend academic seminars, study academic documents and manuals, doing self-appraisal, conduction researches and publishing academic works, seek for news and information from mass media, join professional associations clubs/ chapters and further their education.

12. Elementary school teachers' activities of self-development in accordance with the educational reform guide line were statistically significant at the .01 level.

13. Elementary school teachers with different sexes who wanted to join professional associations, clubs/chapters and attend in-service training had a statistically significant difference at the .01 level. The male teachers wanted to join professional associations, clubs/chapters at a higher level than the female teacher. The female teachers wanted to attend in service training at a higher level than the male teacher.

14. Elementary school teachers with different experiences on their jobs wanted to study academic documents and manuals with a statistically significant difference at the .05 level. Elementary school teachers with more than 10 years experiences wanted to study documents and manuals at a higher level than those with less than 10 years experiences.

15. Elementary school teachers with different educational qualifications wanted to go to field studies and attend academic seminars with a statistically significant difference at the .05 level. Teacher with bachelors' degrees wanted to go to field studies and attend academic seminars at the first choice at a higher level than those with lower degrees and higher degrees.

16. Elementary school teachers with different ages wanted further their education with a statistically significant difference at the .01 level. The teacher aged between 20-29 years wanted to further their education at the first choice at the higher level than those aged between 30-39 years, 40-49 years and 50-59 years