

THESIS TITLE : A STUDY OF DESIRABLE CHARACTERISTICS OF STUDENTS
OF THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES,
KHON KAEN UNIVERSITY, AS PERCEIVED BY LECTURERS
AND STUDENTS

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ABSTRACT

The main purposes of this thesis were to study present characteristics and those characteristics which are desirable of students in the Faculty of Humanities and Social Sciences, Khon Kaen University, and to propose ways to develop these desirable characteristics in these students.

The sample comprised all administrators and lecturers from the Faculty of Humanities and Social Sciences, together with 281 students who were randomly selected from the same faculty. The data were collected by using questionnaires and personal interviews constructed by the researcher. The data were analyzed using the ready-made SPSSX program. The research findings were as follows:

1. With respect to the eight major characteristics examined in this study--intelligence, professionalism, emotional control, social skills, self-dependence, ethics, attitude, time management-- the lecturers rated the students at present to be at an average level on Likert scale while the students rated their peers at average or above average levels.

2. In terms of desirable characteristics, the majority of lecturers had high expectancy for all eight aspects. The lecturers of Thai language expected the students to develop self-dependence and ethics the most, while the lecturers of Community Development expected them to develop intelligence and ethics the most.

When the students were asked to give ratings, they had high expectations of developing all eight characteristics to the highest degree except the students of Business Administration who expected to attain ethics to the highest degree but to a somewhat lower degree in the other aspects.

3. As for ways to develop these characteristics, the lecturers and the students seemed to be in complete agreement that all eight aspects should be of high concern. However, the lecturers of French chose the emotional aspect as being the most important, while the lecturers of Community Development thought the attitudinal and emotional aspects to be of the highest importance.

As for student opinion, the students of Library and Information Science and those of Community Development respectively rated the professional and attitudinal aspects the highest.

4. Referring to what needed urgent attention, the top priority expressed by the lecturers was the institution of the teaching and learning process that would enable students to acquire knowledge, synthesize, analyze and solve problems individually (34%). The second priority was equipping classrooms appropriately for the teaching and learning of a subject (14.9%)

The highest priority as claimed by the students in general was directed to improvement in subject content and the organization of a practical learning process that would be in line with economic, social, and technological needs (28.6%).

A secondary concern was that teaching and learning would enable them to seek knowledge, synthesize, analyze and solve problems individually (14.1%).

According to personal interviews conducted with all administrators in the faculty, it was found that their opinions about student development were in full agreement with those of the lecturers and the students.