

ABSTRACT

Thesis Title : A study of the problems of the teachers' virtue and moral inculcation to primary school students in Burapha group under Bangkok Metropolitan Administration

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The purposes of this study were to study the problems of the teachers' virtue and moral inculcation to primary school students in Burapha group under Bangkok Metropolitan Administration, and to verify the hypothesis that teachers with different genders, ages, levels of education, marital status, teaching experiences, fields of teaching, training backgrounds in virtue and moral inculcation to students and involvement with the student body, and teaching in different school and sizes grades had different problems in such inoculation. A sample of 345 primary school teachers randomly selected, using stratified random sampling, from the population of 2,618 primary school teachers (N=2,618) in Burapha group under Bangkok Metropolitan Administration. The instrument used in this study was a 52-item, rating-scaled questionnaire with 0.95 coefficient of reliability. All questionnaires or 100% were returned and analyzed in terms of frequency, percentages, means, standard deviation, t-test and one-way analysis of variance. If the results were significantly different at the

0.05 level, Scheffe's post hoc comparison was used to test the pair mean value.

The results of this study indicated the follow:

1. The teachers in the study had problems in the virtue and moral inculcation to the students at a high level, when their student were influenced by the media and at a moderate level by the teaching and learning activities, the teacher conduct, friends and their own home environment.

2. Male and female teachers had significantly different problems in the virtue and moral inculcation to the students when their students were influenced by their home environment and the media. However, this was not true with the influence of the teaching and learning activities, the teacher conduct and friends.

3. The teachers with different age had significantly different problems in the virtue and moral inculcation to the students only when their students were influenced by friends.

4. The teachers with different levels of education had significantly different problems in the virtue and moral inculcation to the students only when their students were influenced by their own home environment.

5. The marital status of teachers--being single, married, or divorced--had significantly different problems in the virtue and moral inculcation to the students in all areas of influence.

6. The teachers with different teaching experiences had significantly different problems in the virtue and moral inculcation to the students only when their students influenced by friends.

7. The teachers teaching in different fields of study had significantly different problems in the virtue and moral inculcation to the students only when the students' home environment was concerned.

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8. Different school sizes and grades, training backgrounds and the teacher involvement had no significant effects on the inculcation of virtue and moral to the students.