

**THESIS TITLE :** A STUDY OF SOCIAL STUDIES TEACHERS' BEHAVIOR IMPACT  
ON SOCIAL STUDIES TEACHING IN SECONDARY SCHOOLS  
UNDER THE JURISDICTION OF THE DEPARTMENT OF  
GENERAL EDUCATION IN KHON KAEN PROVINCE

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### ABSTRACT

The purpose of the present study was to investigate social studies teachers' behavior which impacts the teaching of Social Studies subjects. The sample consisted of 218 social studies teachers in secondary schools under the jurisdiction of the Department of General Education in Khon Kaen Province. The teachers were selected through the simple random sampling method. The instrument used in the study was a questionnaire relating to social studies teachers' behavior according to the standard criteria of teaching profession within the three scopes of 1) knowledge and teaching ability, 2) moral and professional ethics and 3) development mindedness. Analysis of the data collated was done by means of computing the percentage, standard deviation, a t-test and One-Way ANOVA through a SPSS/PC+ computer program.

The findings showed that:

1. On the aspect of knowledge and teaching ability, it was found that, as a whole, the social studies teachers expressed a “high” level of concurrence regarding this aspect. They expressed a “highest” concurrence of opinion on the matters of lesson planing and reviewing the learners’ past learning and skills. Their next priority was the application of psychological principles to teaching which were consistent with the learners’ development. They agreed “least” with the notion of regular coordination with parents.

2. On the aspect of moral and professional ethics, as a whole, the teachers expressed a “high” level of concurrence regarding this aspect. They expressed a “highest” level of concurrence on the matter of the teachers should be kind and friendly to their students. The teachers should also be dependable to their students. Their next priority was the ability to solve immediate situation facing the class. They agreed least with the point of paying attention and providing aids to students and colleagues to keep their interest.

3. On the aspect of development mindedness, as a whole, the teachers expressed a “high” level of concurrence regarding this aspect. They expressed a “highest” level of concurrence on the matter of determination to perform one’s task to the best of his/her ability for the benefits of the public. There next priority was for the teachers to behave well so as to serve as a model for their own community. They agreed least with the point that teachers should act as leader for natural resources conservation campaigns.

4. A comparison of male and female social studies teachers’ behavior that would impact the teaching of Social Studies subjects showed that there was no significant difference in their behavior regarding this matter.

5. A comparison of social studies teachers’ behavior that would impact the teaching of Social Studies subjects by their ages showed that there was no significant difference in their behavior in relation to their ages.

6. A comparison of social studies teachers’ behavior that would affect the teaching of social studies subjects showed that teachers with deferent lengths of service had no significantly deferent opinions regarding the behavior that would affect the teaching of social studies subjects in secondary schools.