

THESIS TITLE : A STUDY ON THE LEVEL OF FACTORS CONTRIBUTING TO
THE DEVIANT BEHAVIORS OF THE STUDENTS IN SECONDARY
SCHOOLS AS PERCEIVED BY TEACHERS AND STUDENTS UNDER
THE JURISDICTION OF THE DEPARTMENT OF GENERAL
EDUCATION IN CHAIYAPHUM PROVINCE

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ABSTRACT

The purposes of this research were to 1) to determine the factors contributing to the deviant behavior of students in secondary school level, Matayom 3, under the jurisdiction of the Department of General Education in Chaiyaphum province, 2) to compare the opinions of teachers and students regarding the perceived factors contributing to this deviant behavior, 3) to ascertain to what level the interrelationship between these factors served to promote and support deviant behavior.

The sample subjects utilized in this research consisted of 240 teachers and administrators and 240 students with a total of 480

persons, The sample subjects randomly selected from 48 secondary schools in Chaiyaphum province. The instruments used in this research were two sets of questionnaires which were used to determine the opinions regarding the factors contributing to students deviant behavior. Teachers and administrators received one set while students received the other. The degree of statistical reliability of the questionnaires was determined to be within 0.88. 460 completed questionnaires were returned for a completion percentage of 95.83. The earned data were analyzed by the computer program SPSS/PC+ to acquire percentage, mean, and standard deviation, t-test values, and correlation coefficient.

Research findings

1) The research determined 7 factors existing at "high" levels that contributed to students deviant behaviors. The three most influential factors prioritized respectively were ; peer group influence, environment and family.

2) It was found that teachers and students differed in opinion regarding the perceived factors that contributed to students deviant behavior. Statistical analysis of the data supported this finding within a .05 level of difference. Thus, it could be concluded that the opinion of the teachers was higher than opinion of the students.

3) It was found that there were positive correlations between the seven factors contributed to student behaviors at .001 level of significance. In addition, the three most influential factors that had strong correlations were community, mass media, and family relations.