

Thesis Title Comparison of Moral Reasoning of Prathom Suksa 5
Students Learning Through Two Different Concept
Teaching Approaches

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Abstract

The purpose of this research was to compare the moral reasoning of Prothom Suksa 5 students learning by two approaches of concept teaching -- the group process and the teacher-directed discussion. Fifty-six students in Prathom Suksa 5 of Jam Pa Wai School, Muang District, Payao Province, were sampled to be the research subjects. The students were assigned to be in two groups, 28 students for each group. Mean scores of Moral Education subject in the second term of the academic year 1991 were used for the assignment. The teaching was conducted during the third term of the same academic year.

The research tools were (1) two sets of lesson plans -- one for the group process method and the other for the teacher-directed dicussion method, constructed by researcher and examined by specialists (2) a test of moral reasoning. The reliability of the test was .84.

When analyzed in terms of three different topics taught, the result showed that the two sampling groups' mean scores of moral reasoning in responsibility, honesty, and discipline reached satisfactory level and were not significantly different. This means that both teaching methods could help enhancing decision-making process and concepts equally well. Besides, other outcomes were apparently distinctive. Students in both groups showed much enthusiasm in class activities. Good learning atmosphere prevailed in all classes. Many important skills, e.g. data interpretation, data collection and analysis, discussion, concept conclusion and democratic ways of living were also experienced.