

Thesis Title : Moral Education Activities of Puttisophon School,
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Abstract

The purposes of this research were to study Moral Education teachers' roles in providing instructional and other activities for moral development in Puttisophon School, to survey students' opportunity in receiving moral education in the subjects other than Moral Education courses, to analyze types of school activities and environments promoting students' morality, and to analyze school policy concerning moral development. Approaches for moral development in elementary schools would then be finally proposed. Data were collected from the two moral Education teachers, two third-grade classes and two fifth-grade classes where the two teachers' teaching behaviors were observed, 257 students of fifth and sixth grades were given questionnaires to survey students' opportunity in receiving moral education in other subjects. Six classroom teachers of first to sixth grades and 4 school administrators were interviewed. The researcher constructed the Instructional Observation Fore, the guideline for Interviewing, and the Questionnaire. The Questionnaire was tried out and tested for its reliability which was found to be 0.98. The data, collected between December 1989 to February 1990, were then classified and calculated to find percentages, and presented descriptively, using tables and diagrams. The findings were as follows :

Puttisophon School promoted students' morality by setting school policies suggesting that every school teacher should try to be a good model for students and should always teach moral education to students in their subjects wherever appropriate, that school environments and activities should be so arranged to foster students' moral education, and that students behave according to the school policies. The environment of Puttisophon School including school buildings were found to be well-managed, pleasant and clean. Every classroom has on its wall the school motto. Teachers offices which were scattered around the balconies of each floor brought closer relationship between students and teachers. School administrators and teachers behaved as good models for students. Chetta Chedi, more than 400 years old, was the single special core in school that held everyone's morale and spirits together, teachers and student alike.

Students' daily activities were arranged to build up their discipline and responsibility. Occasional activities were those concerning religion, traditions and cultures. The examples of those activities were : meditating, temple visiting, cleaning up classrooms and school ground, and also special morning activities. According to students' opinions, the opportunity for receiving moral education in 9 subjects in Puttisophon School was at the average of 76%. Both Moral Education teachers' distinctive personal characteristics and ways of lives contribute harmoniously to their being Moral Education teachers. They always participated in social welfare activities. Their families gave them good support. In classes, both of them used various teaching methods, taught students to practice some religious activities such as praying, meditating, ways of loving and forgiving, and emphasized those moral thoughts and practices essential for everyday lives.

To conclude, schools should have clear policy concerning moral development. Moral education teachers should have both professional competencies and good family background. Teachers of different subjects should also teach morality whenever possible. School environments and supporting activities should be seriously concerned.