

ACHARA PHANURAT : INTERNAL AND EXTERNAL FACTORS OF TEACHERS COLLEGE IN THE VALUE INCULCATION RELATED TO BEING TEACHERS OF ETHNIC THAI-KHMER TEACHERS COLLEGE STUDENTS. THESIS ADVISOR : ASSO.PROF. PRACOB COOPARAT, Ph.D., PROF.PATYA SAIHOO, Ph.D. 260 PP. ISBN 974-581-877-1

The purposes of this research were to study value related to being teachers of ethnic Thai-Khmer teachers college students and to study internal and external factors of teachers college in the value inculcation related to being teachers of ethnic Thai-Khmer teachers college students.

Results indicated that the ethnic Thai-Khmer teachers college students had 22 values which were instrumental values being used in this ethnic group. The similarities and differences of value usage depended on the variables of social background, learning achievement, residents during the study, economic status, and gender which were able to be ordered according to the usage. These values occurred in two characteristics: original values which were inculcated by permanent conditioning and newly inculcated values. External factors of teachers college in the value inculcation were family (examples, teaching of parents and relatives), community and cultural status (differences of Khmer villages, liquor influence, group beliefs, races, group taboos, gossip, relationship between males and females), schools (examples from teachers, influence of schools), peers (choosing friends in the same race). Internal factors of teachers college in the value inculcation were buildings and atmosphere in the teachers college (peacefulness, large area, distance between buildings) teachers (had not enough time for students, not punctual, not fair, text oriented) students affairs (had no stimulation, few students participate in the activities, limited creative activities) dormitories (very old, no facilities, cramped bedrooms, limited cleanliness and order, unstrict discipline but encouraging association between friends, freedom in cooking, working) instructional status in classrooms (limited time from the teachers, less creative assignments, spoonful teaching methods, no follow up, conflict between teachers) peers (participate with classmates and roommates.). Values related to begin teachers was 10 values found: knowledge seeking value, diligent value, creative thinking value, self-reliance value, obedient and acceptant value, patriotic value, polite value, grateful value, self-discipline value, and helpful value.