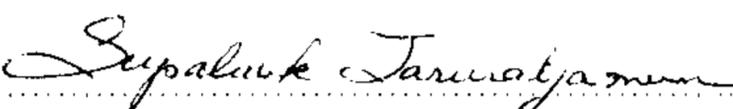


THESIS TITLE : THE EFFECTS OF THE ACTIVITIES BASED ON
KOHLEBERG'S THEORY ON PRIMARY STUDENTS'
MORAL REASONING
AUTHOR : MISS SUPRANEE THAMPITUG
THESIS ADVISORY COMMITTEE :


..... Chairman
(Associate Professor Dr. Neon Pinpradit)


..... Member
(Assistant Professor Supaluck Jaruratjamorn)

ABSTRACT

The purposes of the present study were 1) to compare students' moral reasoning before and after receiving training in activities which were based on Kohlberg's theory 2) to compare moral reasoning of students who were taught moral education by applying teacher's manual with those who were taught by applying teacher's manual plus a training in activities based on Kohlberg's theory and 3) to compare students' post-training moral reasoning between the students who had different language proficiency. The sample consisted of two classes of Prathom Suksa V (Fifth Grade) students in the Municipal Suan Sanook School, Muang District, Kohn Kaen Province during the 1998 school year. One class of the students were assigned to experimental group and the other class to control group. The control group was taught through the teacher's manual, and the experimental group was taught by applying teacher's manual plus a training in activities based on Kohlberg's theory, totaling 12 periods of 50 minutes each. The instruments used in the study included 1) a moral reasoning test which was developed by the present researcher and Jiraporn Saengnirun and had a reliability of 0.76 2) a language proficiency test which was adapted from Duangduen

Pantumnawin's language proficiency test (1978) with a reliability of 0.71 3) 12 moral dilemmas which were created by the researcher herself and 4) an activity training program for 12 periods which was organized by following Kohlberg's theory. Analysis of the collected data was done by means of t-test and correlation coefficient.

The finding showed that :

1.The students who were trained by the activities based on Kohlberg's theory had a significantly higher post-training moral reasoning score than their own pre-training one at the .05 level of significance.

2.Students of the experimental group who were trained by the activities based on Kohlberg's theory had a significantly higher moral reasoning score than students of the control group who did not receive the same activity training at the .05 level of significance.

3.There was no significance difference in post-training moral reasoning between the students of high and low language proficiency.

It is concluded that the training activities based on Kohlberg's theory can help develop the students' moral reasoning and therefore such activities should be incorporated into the moral education courses for the purpose of developing students' moral reasoning.