

# **Instructional Model for the Development of Students' Characteristics Relating to the Responsibility of Rajamangala Institute of Technology Students**

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## **Abstract**

The purposes of this research are to develop and study the result of the implementation of the instructional model, which was prepared for the enhancement of students' characteristics relating to the responsibility of students in Rajamangala Institute of Technology. The researchers used 1) document study & survey research 2) pretest-posttest control group design, and 3) one group pretest-posttest research design, and 4) action research methodology also for the study. The sample were consisted of 205 diploma and bachelor degree students who study Life and Social Skill course in the first and second semester of academic year 2001. The main tools of this research were the lesson plan, instructor's handbook, instructional evaluation forms, responsibility measured forms, and moral reasoning measured form. The results of study have shown the effectiveness of instructional model in high level. In comparing the level of students' responsibility and moral reasoning between pretest and posttest, there were the statistically significant differences. From the qualitative data analysis, the researchers found the most of students were very enthusiastic and interested in the instructional activities. But there are some instructional tools and some steps of activities have to be improved. The contract couples which most of them are students' parents also pointed that there are more higher responsibility in their students.

**Keywords :** Instructional Model, Characteristic, Responsibility, Ethics

## PREFACE

Rajamangala Institute of Technology (RIT) provided the education for the certificate to graduate degree students since 1975. The graduate students of RIT have got intelligence and ability to support the development of nation, society and economic. RIT had provided the direction for the institute developing follow the RIT development plan 8 (1997 – 2001) continuously, which this plan had focussed on the development of personal characteristics (RIT, 1997).

Paopoksatit, S. (1999: 1–2) studied about the expected characteristics of RIT graduates. She studied the opinion of graduates, lecturers, and graduates' boss, and found that the most important characteristics were about the character of moral or professional ethics. Kirima, V. (2000) studied the opinions of 116 RIT lecturers who taught about ethics in RIT during academic year 1998 –1999, and found that:

1) almost lecturers agreed that ethic and character development in student were important at highest level, 2) the characteristics and ethic should focus on the responsibility, honesty, and disciplinary, 3) there were problems at high level in very much issues.

Thus, the policies and necessity above are cause of the instructions about characteristics should be improved. The researchers were very interest in the instructional model development for this aspect, and used the way of Character Education to the main idea of student center instructions. The ideas of instructional techniques were Cooperative Discipline, Contract System, Value Clarification, Behavioral Modification, Cooperative Learning, and Concept Mapping. Some of the ways in action research had been used for seeking the efficient instruction focus on the students characteristics relating responsibility, which the researchers expected that it could be used for the students' goal in education.

### **The purposes of this research were:**

- 1) Develop the instructional model for the enhancement of students characteristics relating responsibility for RIT students

- 2) Study the result of the implementation of this instructional model, which effect to the student's responsibility level and moral reasoning developments.

## **Research Methodology**

### 1. Research Design

This research is used True – Experimental design in Pretest Posttest Control Group Design (Thaveerat, P., 1997) for the main ways of the study. Some of Action Research way had been used in this research, which were designed by using the principle of Kemmis & Mc Taggart (1994).

### 2. Population

The populations of this research were RIT students.

### 3. Sample

The samples was the RIT students in four campuses that studied Life and social course in first and second semester of academic year 2001. The sample random sampling technique was used for the sampling, and 205 students were the groups for the study.

### 4. Steps of the research

The steps of this research were;

4.1) Studied the need and some information for the responsibility development, and also the theories and ideas about instructional model for expected characteristics. Then, the instructional model for the development of responsibility was studied for the feasibility in using model.

4.2) Developed the instructional model for the enhancement of characteristics in responsibility.

4.3) The instructional model was checked and try-out.

4.4) The instructional model was used for the model implementation.

4.5) Evaluated the instructional model implementation.

4.6) The development of the instructional model was concluded and reported.

## 5. The Tools

The tools are used in this research;

5.1) The tools is used in the process of experiment were:

- (1) Instructional documents which included lesson plans and teachers handbook.
- (2) Instructional evaluation forms.

5.2) The tools for reflecting the result of model implementation were

1. Responsibility measured forms.
2. Moral Reasoning measured forms.

## 6. Data collecting

The steps of data collecting were;

6.1) The information and data for design the instructional model were collected from a lot of documents, experts, teachers and some administrators.

6.2) The pretest data from responsibility measured forms and moral reasoning measured forms were collected for the comparing which posttest data after instructional model finished.

6.3) The information which going on the steps of instruction were collected by the researcher and colleagues.

6.4) The information concern the model improved was collected for the consideration of researcher team and recorded them.

6.5) After the model implementation, using both measured forms again collected posttest data.

## 7. Data Analysis

7.1) Based information for using to develop instructional model were analyzed and concluded for the descriptive report.

7.2) Information of the model improving that had been evaluated, were analyzed and shown with some tables.

7.3) The reliability of responsibility-measured form and moral reasoning form were analyzed by the computer package.

7.4) The data from both measured forms (in 7.3) were analyzed to show mean (x), standard deviation (S.D.) and compare means between pretest and posttest with

t-test. These quantitative data were considered concluding with the information from observing. Then, all information were processed and presented by descriptive and table reports.

7.5) The data from instructional evaluation and several qualitative data were analyzed and synthesis before concluded to the qualitative information. Then, they were presented with qualitative data.

## 8. Place and Time

Rajamangala Institute of Technology, 4 Campuses between April 2001 to February 2002.

## **Result**

The results of study found that the instructional model were satisfied at high level, and can be used for the instruction effectively in the opinions of several experts. From the comparing between pretest and posttest, found the enhancement of students responsibility and moral reasoning. All of results can be explained that:

### 1. From quantitative data analysis:

- Responsibility level after learning was higher than before learning at significant .05.
- Moral Reasoning level after learning was higher than before learning at significant .05.

### 2. From quantitative data analysis

Most of students were enthusiastic and very interested in the instructional model. But some instructional activities and time using should be improved also to motivation and reinforcements should be improved also to motivate students continuously. The students' tasks that prepare for students should be more clearly, and some wording in activity papers should be improved.

Most of students also found them have higher responsibility, and they could have their performances for both themselves and society responsibility. But most of them still told that there was some more personality should be improved.

The students' contract couple of the most students argued that they found that their students have higher responsibility especially in studying. Some of them also felt

proudly in their students, when they know that their children do something for society.

All research participants agree that the instructional model can be used for teaching appropriately. Most of students were interested and collaborate in the instructional activities fairly. But everyone believes that students could get more experiences to develop themselves.

### **Conclusion and Comment**

The instructional model for the enhancement of students characteristics relating to the responsibility for Rajamangala Institute of Technology (RIT) students in this research were constructed with the integration of several instructional techniques. From the study, found the effectiveness of model and increasing of students' responsibility and moral reasoning levels. Most of them were interested and enthusiastic in the instructional model. But some instruments and steps of instruction should be improved. The most of students found they were more responsibility, but they felt that there were some personality still should developed and they will improve it next time. The most of students contract couples argued that their students were more responsibility especially in their studying.

From the results of study, can be concluded that this instructional model for the enhancement of student's responsibility can be used for the instructional effectively. But the instruction should be studied with others institute to see any results, and should have any research by using the others instructional techniques to develop others students characteristics next.

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## Acknowledgement

Thank you very much our teachers for all present and last time who gave me every knowledge until we can provide this research. Especially thanks former director Mr. Suriya Boonsong and Mrs. Napaporn Boonsong who gave all of academic knowledge and some fund for research. We also thank you very much our director RIT Patumthani Campus Director Sitthiporn Rattanavichai, Assistance Director Division of Resesrch and Development Dr. Danai Vannavanich and Dr.Anchalee Sawadtham who advice a lot of thing to our team until this research could be completed.

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