

PSYCHO-SOCIAL FACTORS RELATED TO TEACHING BEHAVIOR
OF PROFESSIONAL ACCOUNT TEACHERS

AN ABSTRACT

BY

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The two main purposes of this study were: 1) To study the power of predicting the teaching Behavior of Professional Account teachers on social characteristics and psychological characteristics between the whole group and the small groups 2) To find out the interaction between social characteristics and psychological characteristics related to teaching behavior of professional account teachers between the whole group and the small groups.

The sample used in the study consisted of 269 professional account teachers. The selected by simple random sampling. Variables used were divided into six independent. Two social characteristics factors consisted of: social support; acknowledge good climate of school. Four psychological characteristics factors consisted of: the four paths of accomplishment in Buddhism or iddhipada; good attitude towards teaching account; teacher teaching account efficacy and professional account teacher identity. The dependent variable was teaching behavior of professional account teachers.

In data analysis, the descriptive statistics; Stepwise Multiple Regression Analysis and Two-way Analysis of Variance. The analyses were conducted in both individual groups and the whole groups.

The research findings were as follows:

First, the three variables jointly predicting teaching behavior of professional account teachers at 41 percent were good attitude towards account teaching which served as the highest predictor, acknowledgement of account teaching efficacy of account teachers, and social support which was the lowest of the three. Having considered each group, it was found that good attitude towards account teaching was the first variable that predicted teaching behavior of the professional account teachers who were young, obtained a Bachelor's degree, obtained higher than a Bachelor's degree, had no experience in accounting, had experience in accounting, had little experience in teaching, and had much

experience in teaching. As for the group of aged professional account teachers, acknowledgement of account teaching efficacy was found to be the first variable predicting teaching behavior of the professional account teachers.

Second, the two-way analysis of variance showed that the professional account teachers with excellent account teaching behavior in both teaching preparation and teaching performance were little-experienced teachers, comprising the teachers with high Iddhipada and high social support. The professional account teachers with excellent teaching preparation included those who were young, obtained higher than a Bachelor's degree, and had accounting experience. This group consisted of professional account teachers with high professional account teacher identity and those who had high acknowledgement of good climate of school.

From the above results, the researcher had some recommendations in practice. The group of professional account teachers with little experience in teaching should develop their awareness in the importance of good account teaching, put the love in teaching, be determined to accomplish the assigned goals. The group of young professional account teachers who had higher than a Bachelor's degree and accounting experience should develop themselves to be more scrupulous and cautious and have a continuous development in professional accounting.

Recommendations for future research are the following. Experimental research should be conducted in order to develop a training handbook used for encouraging the professional account teachers with little teaching experience to become aware of the importance of good account teaching, to put the love in teaching, to be determined to succeed in the assigned goals, and to be willing to improve and develop better teaching. For the group of young professional account teachers who earned higher than a Bachelor's degree with accounting experience, experimental research should also be conducted in order to develop a training handbook for the reinforcement of individual prominent characteristics of professional account teachers including systematic thinking, being observant, being scrupulous and cautious, being orderly, being patient, being accurate, being honest, being responsible, and continuous self-development in order to be proficient in the fields related to professional accounting such as laws, business running, and information technology.