

โมเดลเชิงสาเหตุความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรี ทางด้านศึกษาศาสตร์

A Causal Model on Self-Discipline of Bachelor's Degree Students in Education Program

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์ 2) ศึกษาองค์ประกอบที่มีอิทธิพลต่อความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์ และ 3) พัฒนาโมเดลเชิงสาเหตุของความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์ กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้จากการสุ่มแบบจัดชั้นภูมิจากนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์ จำนวน 242 คน ซึ่งใช้การคำนวณหาขนาดกลุ่มตัวอย่างโดยให้ค่ากลุ่มตัวอย่างมากกว่า 20 เท่าของจำนวนตัวแปรเชิงประจักษ์ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือแบบสอบถามมี 2 ตอน ตอนที่ 1 เป็นแบบสอบถามแบบตรวจสอบรายการ ตอนที่ 2 เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ วิเคราะห์ข้อมูลโดยใช้สถิติ ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน ค่าสหสัมพันธ์แบบเพียร์สัน และการวิเคราะห์เส้นทางความสัมพันธ์

ผลการวิจัยพบว่า 1) ความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์อยู่ในระดับมาก 2) องค์ประกอบสิ่งแวดล้อม และองค์ประกอบบุคคล มีอิทธิพลต่อความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์ อยู่ในระดับมาก 3) โมเดลเชิงสาเหตุความมีวินัยในตนเองของนักศึกษาระดับปริญญาตรีทางด้านศึกษาศาสตร์ มีความสอดคล้องกับข้อมูลเชิงประจักษ์ ผลการตรวจสอบความสอดคล้องโดยมีค่าไคสแควร์=21.08, df=40, p=.9939, GFI=.99, และRMR=.057 ตัวแปรในโมเดลสามารถอธิบายความแปรปรวนของความมีวินัยในตนเองได้ร้อยละ 70 ความมีวินัยในตนเองได้รับอิทธิพลจากปัจจัยสิ่งแวดล้อมมากกว่าปัจจัยภายในตัวบุคคล

คำสำคัญ ความมีวินัยในตนเอง องค์ประกอบสิ่งแวดล้อม นักศึกษาปริญญาตรี

ABSTRACT

The purposes of this research were to: 1) study on self-discipline of bachelor's degree students in Education Program, 2) study the factors effecting to self-discipline of bachelor's degree students in Education Program, 3) develop and verify the causal model on self-discipline of bachelor's degree students in Education Program. The samples, 20 times of observed variables were obtained with stratified random sampling, were 242 bachelor's degrees' students. Data were collected with 5-level rating scale questionnaire with reliability of 0.92. The data were analyzed by statistics of frequency, percentage, mean, standard deviation, Pearson's product moment correlation, and path analysis.

The findings were revealed that: 1) Self-discipline of bachelor's degree students in Education Program were at high levels. 2) Environment factor and personal factor were effecting to self-discipline of bachelor's degree students in Education Program at high levels, and 3) The causal model of undergraduate students' self-discipline in Education Program was harmonious with the empirical data. The model indicated that the Chi-square was equal to 21.08, $df=40$, $p=.9939$, $GFI=.99$, and $RMR=.057$. The model accounted for 70% of variance in self-discipline. Environment factor was more effective than personal factor.

Keywords: self-discipline environment factor undergraduate student

BACKGROUND AND STATE OF PROBLEMS

The global trends changed Thai culture to be disadvantaged because of lacking of good preparation on it and that was leading up to causing of problems in Thai social system. The aforementioned effects which caused changing of materialism trend and consuming culture were affected to the virtue and morality of people until worrying in psychological social problems were occurred, 7-virtue problem issues, such as, morality deterioration, social problem, basic problem in media, quality of educational standard rather low, instruction was lacking of the integration,

the religious institution emphasized on materialism, Thai social was sinking in the trend of consumes, the development plan in National Education, 2002-2016 Buddhist Eras, had analyzed the critical problem issues in morality, virtue, values, desirable traits, and have the way of good life and so on.

When we studied the dharma elements and the morality it revealed that both of the virtue and the morality had "discipline" as always an involving element. From surveying of discipline characteristic of Thai social, Bunthita Sakudom (1980), found that the discipline was divided into two kinds,

external discipline and internal discipline. Both kinds were different disciplines. External discipline was expressed the behavioral that looks from the external and be the behavior of effectively good to their own, public, and the social as well. It was the rules, regulations, order, or agreement. Thus, the behavior that expressed was consequent from the teaching, enforcement, or positively and negatively reinforcement. External discipline must be supervised because of the executor might not follow the discipline that was setting up by someone either. Internal discipline was expressed like the external discipline, but a group who has the internal discipline can control themselves. Both of temper and the behavior could not control from the external discipline. In building up that discipline, the internal discipline is regarded as the best of all because of the internal discipline is significant to morality expression and the virtue of a person which is identified whether who has spiritual maturity. It is the key of successful in every aspect. Moreover, it is still a tool to indicate a quality of person as well. (Akkavit Na Thalang, 1998; Jalun Thongkasem, 1983; Brotherton, 2002).

From research studied on the discipline found that there was few researches study in the sense of cause and effect relationship. The research that bound for cause and effect relationship was the most appropriated for the educational research in behavioral science and the social science by emphasizing on

the ideas, theories then building up the model to show the relationship structure between these variables. The researcher can prove the created cause and effect relationship model by collecting the data and check the structural relations of the variables (Sirichai Kanchanavasi, 1998) whether it is consistency to the empirical data or not. The best way in approving of these is using the LISREL programming. (Linear Structural Relationship model) (Nonglak Wiratchai, 2002). The LISREL model has dominant characteristic that makes research results correctly and reliably, because of analytical data technique of LISREL is covered almost of advanced technique in any kinds. Moreover, it still using as a tool to prove the theory that the researcher wants to study, in the sense of the validity of structural and to prove the validity of the model as well. Besides that the agreement at the beginning of the LISREL model has much more flexible than the regression analysis and influential analysis of others programming, which will make the data corresponding to the statistics agreement extremely well. (Nonglak Wiratchai, 1999)

From the theories, ideas, and the related researches indicate an importance of self-discipline which self-discipline was enriched from many causes and have relationship with many variables. Moreover, the enrichment of discipline must begin in the childhood period. The measurement of which who was achieved the mental maturity it could be measured by the end of teenager

or the beginning of adult ages. From preceding studies were to study of relationship between self-discipline and all variables in the character of subdivision which divided into the following interesting points of each researcher. The thing that missed in self-discipline studied in the past was the causal relations between variables with overall self-discipline including with the evolution of data analysis by programming with LISREL which was having the dominant part that made the research results believable and appropriate too. Thus, the researcher is interested to study in bachelor's degree students which ages are in between the end of teen-ager and at the beginning of adult which is regarded as a spiritual development in the stable level. The study in causal relationship of self-discipline in the character of multi-group analysis with LISREL is to indicating that which variables are important to self-discipline elements. The model pattern is whether changing with the differentiated samples. The study should be concluded the valuables that can make various data more than the preceding and would be the advantages in any kinds to Education Program. Moreover, it can induce to applying with others university as well.

RESEARCH OBJECTIVES

1. To study on self-discipline of bachelor's degree students in Education Program
2. To study the factors effecting to self-discipline of bachelor's degree students in Education Program

3. To develop and verify the causal model on self-discipline of bachelor's degree students in Education Program.

RESEARCH HYPOTHESIS

The model on self-discipline of bachelor's degree students in Education Program was harmonious with empirical data.

CONCEPTUAL FRAMEWORK

From the meaning of self-discipline can summarize that self-discipline is the ability of behavioral supervision that inspiring to own hopes. The supervision is created from the internal motivation and the expressed behavior which corresponded to good regulations of social including with the principles, ideas, theories, and the related researches. The researcher has developed the cause and effect model of self-discipline of bachelor's degree students in Education Program by including with the elements of self-discipline of Nattaporn Staporn, (1997), motivation in morality theory of Peck and Havighurst, and learning social manner in Buddha intellectual theory of Phra Thammapidok (1996) which were combined to synthesize and getting 3 latent variables, 1 exogenous latent variables with 8 manifest variables and 2 endogenous latent variable with 4 manifest variables as shown in figure 1.

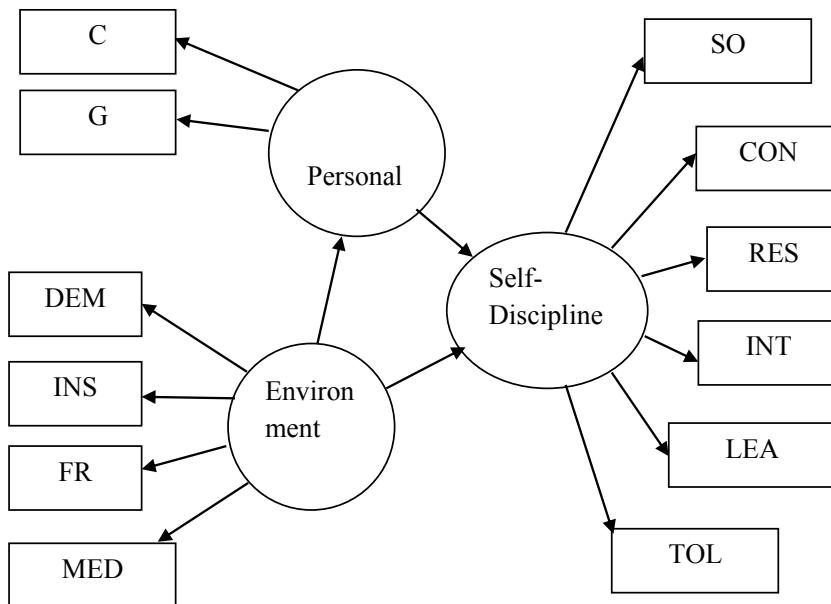


Figure 1: Conceptual frame work

METHODOLOGY

1. Population and samples:

1.1 Population used in the research was bachelor's degree students in Education Program in totaling of 632 students, 566 students were in the major of Early Childhood Education, 66 students were in the major of Technology and Education Innovation.

1.2 Samples, 20 times of observed variables were obtained with stratified random sampling method, were 242 bachelor's degree students in Education Program , 217 students were in the major of Early Childhood Education, 25 students were in the major of Technology and Education Innovation.

2. Variables used in the research.

2.1 Endogenous latent variable was the self-discipline which composed of the manifest variables as: 1) the practical

according to regulations of the social, self-confidence, responsibility, intention, leadership, and tolerance. 2) Personal factor: It composed of 2 manifest variables of Ego controlling and super Ego controlling.

2.2 Exogenous latent variables were composed of Environmental factor and they composed of 4 manifest variables as democratic nurture, instructor's self-discipline, self-discipline of close friends, and the influencing of media.

3. **Research Instrumental** was a 3-part questionnaire with reliability of 0.92.

4. **Data analysis** was using by statistics of percentage, mean, standard deviation, the variability coefficient, the correlation coefficient of Pearson, and path analysis.

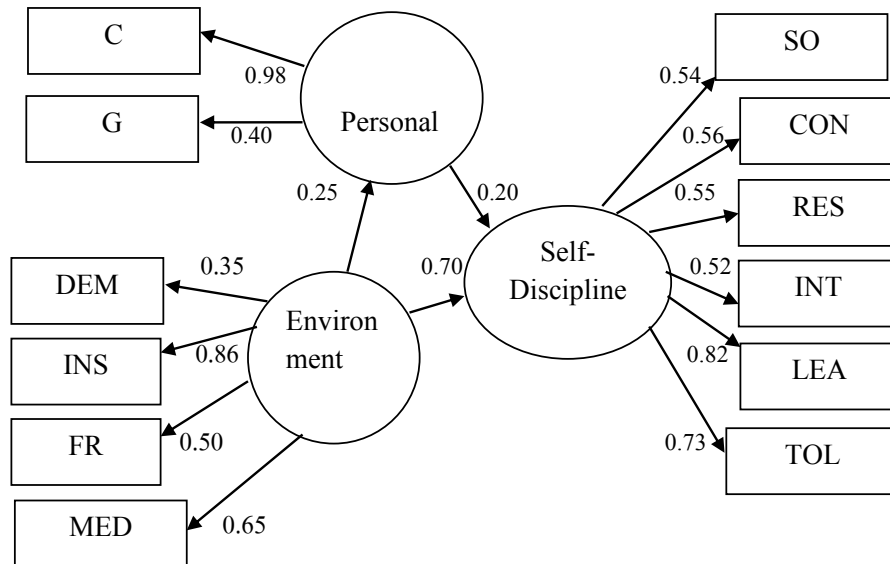
FINDINGS

Table 1: Means, standard deviations, and ranking orders of all manifest variables.

	Mean	Std.Deviation	Ranking orders
SO-Social	3.53	.405	6
CON-Self-Confidence	3.20	.603	11
RES-Responsibility	3.31	.438	7
INT-Intention	2.98	.580	12
LEA-Leadership	3.23	.427	10
TOL-Tolerance	3.27	.406	8
DEM-Democratic nurture	3.91	.549	3
INS-Instructor's self-discipline	3.57	.429	4
FR-Close friend's self-discipline	3.27	.496	9
MED-Media's influencing	3.54	.498	5
C-Ego	4.59	.471	1
G-Super Ego	4.51	.626	2
TOTAL	3.57	.246	

From table 1 showed that Ego of personal factor was at the highest mean followed by super Ego, democratic nurture,

instructor's self-discipline, and the lowest mean was intention.



Chi-Square=21.08, df=40, P-value=0.99396, RMSEA=0.00

From figure 2: The mode which is significant and harmonious with empirical data

From figure 2 showed the fit model of bachelor's degrees student's self-discipline in Education Program which was harmonious with empirical data. The model indicated that the Chi-square was equal to 21.08, $df=40$, $p=.9939$, $GFI=.99$, and $RMR=.057$.

DISCUSSIONS

1. Student's self-discipline of Early Childhood major and Technology and Innovation major were at high levels. In order that democratic nurture aspect was at low level which was leading up to the student's self-discipline, the low democratic nurture that student percept, the less discipline on students would be.

2. Environment factor and personal factor were influencing to self-discipline of students at high levels. In order that close friend's self-discipline was students' role model to copy and follows day by day.

3. The causal model on self discipline of bachelor's degrees students' in Education Program was harmonious with empirical data. The model indicated that the Chi-square was equal to 21.08, $df=40$, $p=.9939$, $GFI=.99$, and $RMR=.057$. The model accounted for 70% of variances in self-discipline. Environment factor was more effective than personal factor. In order to develop the model on self-discipline and its antecedent of bachelor's degrees student's in Education Program, the model results could be discussed as follows:

3.1 Personal factor of Early Childhood major and Technology and Innovation major were influencing to self-discipline at 20 percentages.

Environment factor of Early Childhood major and Technology and Innovation major were influencing to self-discipline at 70 percentages.

3.2 From research results of the level of self-discipline found that the student's self-discipline was at high level.

Instructor's self-discipline was a manifest variable of environment factor, a latent variable, and instructor's self-discipline, the indicator of environment factor, was at very high level with factor loading of 0.86, in order that instructors were role model of students. The more of instructor's self-discipline has the high of student's self-discipline would be. This corresponded to Supatra Pinthaphat (2009) who mentioned that the environment would affect the behavior of a person, such as, family, instructor, friend, and a mass media.

Media factor was a manifest variable of environment factor, a latent variable, and was the indicator of environment factor with factor loading of 0.65, in order that because of media has a highly daily life impact and most of students are using media, then media would be the high influencing variable of environment factor. This corresponded to Pranee Phumbangpa (2000) who mentioned that a role of mass media could be fully appreciated and fast impacted.

Democratic nurture was a manifest variable of environment factor, a latent variable, and was the indicator of environment factor with factor loading of 0.35, in order that because of democratic nurture had very low factor loading, therefore, this observed variable had very low impact to environment factor.

Ego factor was a manifest variable of personal factor, a latent variable, and Ego factor was influencing to personal factor at very high level with factor loading of 0.98. In order that Ego factor was a sub conscious of each people, the more Ego had the high self-discipline should be.

Super Ego factor was a manifest variable of personal factor, a latent variable, and Super Ego factor was influencing to personal factor with factor loading of 0.40. In order that because of super Ego would control by students in a suitable level and would not be expressed for so high which was leading up to a high aggressively person. This corresponded to motivation theory of the morality of Peck and Havighurst (1960) who said that the power control on Ego and Super Ego in a person will be varied depending on morality acknowledgement of a person.

The model of self-discipline and its antecedent of bachelor's degrees students in Education Program were harmonious with empirical data. The total effect of personal factor to self-discipline factor was equal to 0.65. The direct effect from environment factor

to personal factor was equal to 0.25, environment factor to self-discipline factor was equal to 0.70, and from personal factor to self-discipline factor was equal to 0.20. The indirect effect, the factor loading was equal to 0.45.

PRACTICAL APPLICATIONS

From a model on self-discipline of bachelor's degrees students in Education Program we found that all manifest variables were influencing to student's self-discipline with statistical significance. Therefore, researcher should suggest for future use as follows:

1. From the fit model indicated that environment factor had influential to student's self-discipline more than personal factor. Instructor's self-discipline and media factors were the most and running up factors effecting to student's self-discipline. Therefore, instructors should be role model for students to be in line with rules and the regulations of social environment. And also instructors should enrich virtue and morality to students day by day until they graduate from school and getting the good and happiness on living in the social.

2. Media and friends were other things which were highly effective to student's self-discipline. Therefore, students should select good media and friends to getting into good things for walking in the good way of life.

3. Ego was the highest influential factor as well. Ego will drive students to be the best in self-discipline, in other way round super ego

itself could be the negative reinforcement for self-discipline too. Therefore, instructors should control Ego and Super Ego of students to be in line with social culture for good sake.

FURTHER RESEARCH SHOULD BE CONDUCTED

1. From the fit model found that environment factor had influencing to student's self-discipline more than personal factor. The environment factor was composed of democratic nurture, instructor's self-discipline,

friends, and media. Therefore, the next study should be focused on each factor that influencing to environment factor individually.

2. Democratic nurture of environmental variable was the lowest influential factor for student's self-discipline. Therefore, it should be study another factor, such as, father's self-discipline or what's ever.

3. The research was using only the students in bachelor's degree level in Education Program, moreover, it should be studied all students of the whole Kingdom of Thailand.

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