Students' Behaviors and Self Development Classroom Learning Environments in RajabhatMahaSarakham University

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ABSTRACT

The purposes of this study were investigated improving and developing students' interpersonal behaviors and their self developments of their learning achievements in the course of human behavior and self development (subject code:1200006)in the second semester of the academic year 2013 in RajabhatMahaSarakham University with the administered to sample size of 88 students from 4 learning groups; two groups of environment science, computer engineering, and industrial management technology, Using the 3-learning instrument questionnaires of their 3-assessing actual perceptions in three times (in December, January, and February), 12-learning test scores, students' reporting activities' scores, student's work sheets and assignments, and final test score were analyzed and assessed students' learning achievements in term of students' grades by the Microsoft excel's and the SPSS system's analysis. Statistically significant differences were found between the students' perceptions of actual 1, actual 2, and actual 3 environments and indicate that validities and reliabilities to student interpersonal behavior and self development in human behavior and self development classes. Associations between students' perceptions with their learning achievementswith theStudents' Learning Achievements Scores (SLAS)also were found.The multiple correlationsR^2 are significant for the 3-actual questionnaires and considered associations with the student'svalue indicates that 18%, 36%, and 59% of the variance in students' learning achievements. It was concluded that, after students learning, work sheets and assignments well-done, always sat in class, built ideas for reporting activities, and preparing her/his self development to learning, and description with their group, they should ensured and improved themselves in their learning achievement successfully. Based on all findings, suggestion for improving the human behavior and self development class with students' perceptions are provided and developed students' learning achievement.   **Copyright © WJDCER, all rights reserved.**

Key words: Students' behavior, self development, learning environments, and RajabhatMahaSarakham University

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BLACKGROUD

RajabhatMahaSarakham University is located in Muang District of MahaSarakham Province, in the heart of Northeast Thailand. The University prides itself in having trained its students to become graduates in the field of education, as well as other professions who serve in a variety of sectors in many parts of the country. Since its establishment in 1925, the Institute has played an important role in the development of the community and the

region. It has been part of the name MuangTakasila which is used to refer to MahaSarakham as a prominent source of education where people can seek knowledge of various disciplines.

RajabhatMahaSarakham University envisions itself as one of the best leading higher education institutions in the Northeast. Its ultimate goal is for community development. Though its main expertise lies in training teachers and developing skills in the teaching profession, its other professional programs are no less remarkable. The Institute plays an active role in education and strengthening the community by offering courses and programs that blend universal bodies of knowledge with local wisdom. In so doing, the Institute makes use of appropriate technology, consistently upgrades its staff development, and offers quality higher education programs under a quality assurance system. Through commitment of personnel at all levels, the Institute seeks to achieve academic excellence in offering and implementing programs that also nurture in the students love and appreciation for their local and national heritage, as well as an awareness of universal cultural understanding (RajabhatMahaSarakham University, 2013).

The University prides itself in having trained its students to become graduates in the field of education, as well as other professions who serve in a variety of sectors in many parts of the country. Since its establishment in 1925, the Institute has played an important role in the development of the community and the region. It has been part of the name MuangTakasila which is used to refer to MahaSarakham as a prominent source of education where people can seek knowledge of various disciplines. In 1974, began to offer Bachelor's degrees in Education.

RajabhayMahaSarakham University and community services, apart from implementing its regular educational programs through the six faculties, the University also provides community services through its various resources as follow faculty of education, humanities and social sciences, science and technology, management science, agriculture technology, and information technology. The programs offered in education, science, art, law, and engineering bachelors' degree programs in four-five year programs. Most of students who sat at the bachelor degree must be registered a psychology controlled course with a subject of Human Behavior and Self Development course, 3(2-2-5) (Subject code: 1200006). The course syllabus is analyze human behavior, human component, factor of human behavior and theory and principal of human behavior change, self understanding and other, principle and self development, human relationship, human communication, group work participant, and living happiness. The purposes of this course are to understand human behavior foundation and self principal, to analyze the human behavior problems in psychology, to develop right and satisfy of human behavior, to be able to use technique for self development, to design self development procedure and self motivation successfully, and to design self structural thinking maturity, to be able to analyze human behavior and thinking synthesis with learners' participant and communicating skills for working relations happiness.

The hosted of this course is controlled with the staff of the psychology department, faculty of education, and this staff is not enough to teach and arrange to support the whole students of university, some of lecturers who were invited for teaching and cooperative teaching with the same course syllabus, controlling text book, teaching style format, using item test and examination test, assessment and evaluation, and actual assessing students; student's reporting, port folio, self developing project, midterm test score, and final examination score. The environment of classroom is an important part of the educational process for both students and teachers. In many schools we can find many students with bad behaviors. It can disturb the classroom environment. Some examples of Thai student behaviors are: doing another thing in the classroom, entering and leaving the learning environment.

Learning environmentrefers to the diverse physical locations, contexts, and culture in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to *classroom*, which has more limited and traditional connotations. Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as "positive learning environment" or "negative learning environment" are commonly used in reference to the social and emotional dimensions of a school or class (The Glossary of Education Reform, 2013).

INSTRUMENTS FOR ASSESSING CLASSROOM ENVIRONMENT

Thirty years ago, Herbert Walberg and Rudolf Moos began seminal independent programs of research which form the starting points for the work reviewed in this chapter. Walberg developed the widely-used *Learning Environment Inventory* (LEI) as part of the research and evaluation activities of Harvard Project Physics (Walberg & Anderson 1968). Moos began developing the first of his social climate scales, including those for use in psychiatric hospitals and correctional institutions, which ultimately resulted in the development of the *Classroom Environment Scale* (CES) (Moos 1979; Moos &Trickett 1987). The way in which the important pioneering work of Walberg and Moos on perceptions of classroom environment developed into major research programs and spawned a lot of other research is reflected in books (Fraser 1986; Fraser & Walberg 1991; Moos 1979; Walberg 1979), literature reviews (Fraser 1994; MacAuley 1990; von Saldern 1992) and monographs sponsored by the American Educational Research Association's Special Interest Group (SIG) on the Study of Learning Environments (e.g., Fisher 1994).

Most learning environment questionnaires provide information on the measure of students' learning outcomes, and students' perceptions of their learning environment. Learning environments instruments essentially, measures the meaningful environments for students to a given classroom Moreover, there are many instruments to assess learning environments. Some of those instruments are Learning Environment Inventory (LEI), Classroom Environment Scale (CES), Individualised Classroom Environment Questionnaire (ICEQ), My Class Inventory (MCI), College University Classroom Environment Inventory (CUCEI), Questionnaire on Teacher Interaction (QTI), Science Laboratory Environment Inventory (SLEI), Constructivist Learning Environment survey (CLES), What Is Happening In this Class? (WIHIC), and Cultural Learning Environment Questionnaire (CLEQ)(Farser, 1997).

Approaches to Study Educational Environments

Using students' perceptions to study educational environments can be contrasted with the external observer's direct observation and systematic coding of classroom communication and events (Brophy& Good 1986). Murray (1938) introduced the term *alpha press* to describe the environment as assessed by a detached observer and the term *beta press* to describe the environment as perceived by milieu inhabitants. Another approach to studying educational environments involves application of the techniques of naturalistic inquiry, ethnography, case study or interpretive research. Defining the classroom or school environment in terms of the shared perceptions of the students and teachers has the dual advantage of characterising the setting through the eyes of the participants themselves and capturing data which the observer could miss or consider unimportant. Students are at a good vantage point to make judgements about classrooms because they have encountered many different learning environments and have enough time in a class to form accurate impressions. Also, even if teachers are inconsistent in their day-to-day behaviour, they usually project a consistent image of the long-standing attributes of classroom environment(Fraser & Tobin 1991).

Application on Learning Environment Instrument, the QSBSDQuestionnaire

Although some notable prior work has focused on the institutional environment in RajabhatMahaSarakham universities, surprisingly little work has been done in higher education classrooms which is parallel to the traditions of classroom environment research at the secondary and primary school levels. Consequently, the Questionnaire on Students Behavior and Self Development (QSBSD) instrument was developed and applied for assessing the classroom learning environmentuse in 4 science and engineering studentclasses in Students Behavior and Self Development course. The final form of the QSBSDcontains seven-item behaviour scales, namely, Self Understanding, Self Conception, Self Acknowledgement Influence, Self Esteem, Self Development Process, Self Prognostication, and Self Development Procedure. Each item has the five response alternatives are Almost Never, Seldom, Sometimes, Often and Very Often.

Applications of this research instrument on each scale of this instrument were used, researcher emphasized to educators and psychologist's thinking. The first scale; the 7-item of *Self Understanding* scale that it's applied from the text contents of this course in Chapter 1 (Human Understanding), Chapter 2 (Fundamental Factors of Human Behavior) and Chapter 3 (Human Ingredient) (Psychology and Guidance Department, 2013). The second scale; the 7-item of *Self Conception* scale Self-concept is distinguishable from self awareness, which refers to the extent to which self knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self esteem is evaluative and opinionated. Self-concept is made up of one's self schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present,

and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior. The third scale; the 7-item of *Self Acknowledgement Influence* scale, self-theory focuses on the internal aspects of the individual, being concerned with what goes on inside the organism. Constructs based on internal conditions which have not yet been open to direct observation are extremely difficult to translate into manipulable and controllable components with Hurlock's thinking (Hurlock, 1974).

The fourth scale; the 7-item of *Self Esteem* scale, followed as Branden's thinking, Self-esteem or self appreciation is the evaluative aspect of the self-concept that corresponds to an overall view of the self as worthy or unworthy (Baumeister, 1998). This is embodied in Coopersmith's (1967) classic definition of self-esteem: The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself (Branden, 1994: 4). The fifth scale; the 7-item of *Self Development Process* scale, followed as the Six-Step Personal Development Process by Dr. David Watterson (Watterson, 2014), Personal development is a continuous cycle. Successful personal improvement depends on the framework we establish for ourselves - goals and the strategies to achieve them: Determine directions, Assess strengths, Identify learning pathways, Take actions, Evaluate results, and Reset directions. The sixth scale; the 7-item of *Self Prognostication* scale, since prognostication appears increasingly important in clinical practice, especially in end-of-life care, people examined physicians' experiences and attitudes regarding it, PraP. A.Payutto, Physicians gives the 7- prognostications; (1) commonly encounter situations that require prognostication, (2) feel poorly prepared for prognostication, (3) find it stressful and difficult to make predictions, (4) believe that patients expect too much certainty and might judge them adversely for prognostic errors, (5) adaptation of attitude and thinking to life suitability's, making consciousness to excite every time, and (7) vary in how they regard the key concept of being "terminally solving problem and self rely on oneself." (Payutto, 2014).

Finally, the seventh scale; the 7-item of *Self Development Procedure* scale; to apply from the text content of this course in Chapter 5 the seven steps for self procedures compose with the survey and self introspective, prominent and weakness points analyze, solve a problem and goals of behavior, basically compile data, Selecting methods for self improvement, self experimental improvement and development, and self assessment and extend result (Psychology and Guidance Department, 2013). Suggestion that this research instrument which applied in the the text contents of theHuman Behavior and Self Development course to the Questionnaire on Students Behavior and Self Development (QSBSD)focuses on the nature and quality of interpersonal relationships between students of their behaviours to their Self Development sustainable on themselves.Also, researcher modified the QSBSD to form the *Principal Interaction Questionnaire* which assesses students' or principals' perceptions of the same seven dimensions of a principal's interaction with students' leaning environmental the Human Behavior and Self Development course.

Personal Forms of Scales

Fraser and Tobin (1991) point out that there is potentially a major problem with nearly all existing classroom environment instruments when they are used to identify differences between subgroups within a classroom (e.g., males and females) or in the construction of case studies of individual students. The problem is that items are worded in such a way that they elicit an individual student's perceptions of the class as a whole, as distinct from a student's perceptions of his/her own role within the classroom. For example, items in the traditional class form might seek students' opinions about whether '*the work of the class is difficult*' or whether '*the teacher is friendly towards the class*'. In contrast, a personal form of the same items would seek opinions about whether '*I find the work of the class difficult*' or whether '*the teacher is friendly towards me*'. Confounding could have arisen in past studies which employed the class form because, for example, males could find a class less difficult than females, yet males and females still could agree when asked for their opinions about the class as a whole. The distinction between personal and class forms is consistent with Stern, Stein and Bloom's (1956) terms of 'private' beta press, the idiosyncratic view that each person has of the environment, and 'consensual' beta press, the shared view that members of a group hold of the environment.

Actual Form of the QSBSD

The QSBSD instrument uses the 3-actual form which is same form instrument of students' assessments of their perceptions which compare the personal and class version. The actual form as a personal version of students will give "meaningful and sensitive investigations of the environments existing within a class for different subgroups of students" (Fraser, McRobbie, Giddings 1992: 7).Students had chosen the three actual formsto learning environments in their classes. The result could be different or similar, but the teacher could have valuable information of their students' perceptions on actual responsibilities. The difference between the three actual learning environments could be used as information for teachers to choose the appropriate strategies to minimize the differences of students' outcomes. Therefore, the using of QSBSDcould be used for university-based professional development and guiding to improve the effectiveness of human behavior and self development course's teaching.

RESEARCH AIMS

1. To describe the 4-bachelor student programs' perceptions of their actual 1, actual 2, and actual 3 to theirpsychologyclassroom learning environments in human behavior and self developmentclasses in RajabhatMahaSarakhamUniversity.

2. To investigate relationships between the 4-bachelor student programs' perceptions of their actual 1, actual 2, and actual 3 psychology classroom environments in human behavior and self development classes in RajabhatMahaSarakhamUniversity.

3. To associate correlations between the 4-bachelor student programs' perceptions of their actual 1, actual 2, and actual 3 to their psychology classroom learning environments in human behavior and self development classes and their achievements towards their psychology classroom learning environments in RajabhatMahaSarakham University.

4. To analyze the Questionnaire on Students Behavior and Self Development (QSBSD) instrumentand the Test of Self Student-Related Attitude (TOSRA) a valid and reliable instruments for use in this study.

5. To develop and improve learning activities of the 4-bachelor student programs'achievements in human behavior and self developmentclasses in RajabhatMahaSarakhamUniversity.

RESEARCH METHODOLOGY

The purpose of this research was to describe effects of the 4-bachelor student programs' perceptions of their actual 1, actual 2, and actual 3 to theirpsychology classroom learning environments in human behavior and self developmentclasses in RajabhatMahaSarakham University classes, in order to improve the performance of students in psychology classroom learning environments in human behavior and self developmentclasses. Quantitative data were gathered with the two instruments, namely, the Questionnaire on Students Behavior and Self Development (QSBSD) instrument and the Test of Self Student-Related Attitude (TOSRA).

Sample

The main study involved science and engineering programs' students who were sophomore students(second year) enrolled at the Human Behavior and Self Developmentcourse in the second semester in the academic year 2013, RajabhatMahaSarakham, Thailand. Overall, data were collected using the Thai version of the QSBSDand the TOSRA from a sample of 88 students in 4 classes, such as; 2 classes of Environmental Sciences, Industrial Technology, and Computer Engineering programs in Faculty of Science and Technology. The setting up of the sample and the consequent collection of data were then able to proceed.

Research Instruments

The Questionnaire on Students Behavior and Self Development (QSBSD)

The QSBSD was designed from the researcher for measuring the Human Behavior and Self Developmentclassroom environment. Because one of the purposes of this study is to investigate differences in student's perceptions of their human behavior and self development classroom environments on the three actual versions for use in the present study. All items of the QSBSDwere selected for including version. The applied version was to contain with49 items and seven scales which are Self Understanding, Self Conception, Self Acknowledgement Influence, Self Esteem, Self Development Process, Self Prognostication, and Self Development Procedure. The instrument uses a five-point response format (Almost Never (0), Seldom (1), Sometimes (2), Often (3) and Very Often (4)), maximum and minimum scores on each scale were as 28 and 0. Students are required to circle their response alternative on the

questionnaire itself. It was used to measure the classroom environment of human behavior and self developmentclasses in Thailand in the present study.

The 12-Assessment Tests

Researcher designed the assessing test for each chapter, 370 items from 12 chapters of the sub contents on this Human Behavior and Self Development courses; Introduction, Fundamental Factors of Human Behavior, Human Ingredient, Self Studies, Self Development Process, Self Administration, Self Individual Connection, Personnel Relationship Goodness, Team Working, Life Skill Peacefully, and Life Promotion Happiness Chapters. On each chapter, researcher assessed students' achievement for each content with the sub testing differences assessments scores, its total was 370 items and 370 scores, adapted these actual scores to 60%, students' work assignments and reported from their mission works in 15%, attending class 5%, and the 100-examination test transferred to 20%, this system indicated that was students' achievements on this course.

Students' Learning Achievements Scores (SLAS)

The evaluation of student's outcomes and achievements were composed with the total students' scores from the total of the 12-sub assessments' tests was 570 items and 370 scores, adapted these actual scores to 60%, students' work assignments and reported from their mission works in 15%, attending class 5%, and the 100-examination test transferred to 20%, this system indicated that total was 100%, to divide this total score with 25, finally students' achievements on this course scores from 0.00 to 4.00.

Steps on Assessing Students' Perceptions with the QSBSD

Using the QSBSD for assessing students' perceptions of their actual 1 form on the 3rd -4th week, actual 2 form on the 8th - 9th week, and actual 3 form on the 13th - 14th week for associating classroom psychology of students on theirhuman behavior and self developmentenvironments in human behavior and self developmentclasses.

Data Analysis

Quantitative data were obtained using the two questionnaires (QSBSD and the SLAS). Appropriate statistical procedures were selected to determine whether the Thai versions of the questionnaires are valid and reliable. These were those tests traditionally used with learning environment questionnaire: internal consistency reliability, and ability to differentiate between students in different classrooms. Simple and multiple correlation analyses were used with the actual and preferred versions. A *t*-test for correlated samples was used for each individual QSBSD scale to investigate whether students have significant different perceptions of their three actualclassrooms. All data collected remained confidential and all respondents were volunteers and had given signed permission.

RESULTS

Validation of the QSBSD

Description of quantitative data of analyzing responses for the 4-bachelor student programs' perceptions of their actual 1, actual 2, and actual 3 to theirpsychology classroom learning environments in human behavior and self developmentclasses in RajabhatMahaSarakham University to students' assessments, and internal consistency (Cronbach alpha coefficient) and the mean correlation of each scale with the other scales were obtained for the sample in this present study as indices of scale reliability and descriminant validity for the Actual 1, Actual 2 and Actual 3 Forms of the QSBSDare reported in Table I-III.

Table I: Scale Means' Score, Means, Varience, and Standard Deviations, Crobach's Alpha Reliability, Discriminant Validity, and F-Test Analysis for Actual 1 Form of the QSBSD.

Scale	Scale Mean	Mean	Std. Validation	Cronbach's Alpha Reliability	Discrim. Validity	*F*-test
Self Understanding	19.58	2.80	2.95	0.67	0.70	32.17***
Self Conception	21.11	3.02	2.78	0.64	0.70	56.66***
Self Acknowledgement						
Influence	21.24	3.18	3.40	0.72	0.69	47.32***
Self Esteem	21.65	3.09	2.73	0.62	0.71	84.56***

Scale	Scale Mean	Mean	Std.	Cronbach	Discrim.	F-test
Self Development Process	19.83	2.95	3.47	0.75	0.69	3.12**
Self Prognostication	20.70	2.96	3.40	0.75	0.69	6.43***
Self Development Procedure	20.13	2.86	3.38	0.71	0.69	97.38*

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)
*** Correlation is significant at the 0.001 level (2-tailed)

The internal consistency reliability of the QSBSD version used in this study was determined by Cronbach alpha coefficients for the scales of the QSBSD using actual 1 of student scores. Table I reports the internal consistency reliability of the QSBSD, which ranged from 0.62 to 0.75 when using the students' actual 1 scores.

Table II: Scale Means' Score, Means, Variance, and Standard Deviations, Crobach's Alpha Reliability, Discriminate Validity, and F-Test Analysis for Actual 2 Form of the QSBSD.

Scale	Scale Mean	Mean	Std. Validation	Cronbach's Alpha Reliability	Discrim. Validity	F-test
Self Understanding	21.38	3.05	2.65	0.77	0.81	54.36***
Self Conception	21.29	3.14	2.72	0.78	0.80	11.54***
Self Acknowledgement Influence	23.23	3.32	2.48	0.75	0.81	4.71***
Self Esteem	22.55	3.22	2.70	0.76	0.81	36.16***
Self Development Process	22.07	3.15	2.96	0.85	0.79	65.01***
Self Prognostication	22.38	3.19	3.13	0.87	0.79	3.04*
Self Development Procedure	21.39	3.06	3.13	0.82	0.80	22.72***

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)
*** Correlation is significant at the 0.001 level (2-tailed)

In the same as the result in Table II, the internal consistency reliability of the QSBSD version was determined by Cronbach alpha coefficients for the scales of the QSBSD using actual 2 of student scores. Table II reports the internal consistency reliability of the QSBSD, which ranged from 0.75 to 0.82 when using the students' actual 2 scores.

Table III: Scale Means' Score, Means, Variance, and Standard Deviations, Crobach's Alpha Reliability, Discriminate Validity and F-Test Analysis for Actual 2 Form of the QSBSD.

Scale	Scale Mean	Mean	Std. Validation	Cronbach's Alpha Reliability	Discrim. Validity	F-test
Self Understanding	22.03	3.15	3.36	0.82	0.88	20.39***
Self Conception	22.98	3.28	2.77	0.87	0.87	6.37***
Self Acknowledgement Influence	23.45	3.35	2.62	0.89	0.87	2.32*
Self Esteem	22.77	3.25	2.76	0.88	0.87	9.28***
Self Development Process	22.84	3.26	3.12	0.91	0.87	3.87**
Self Prognostication	23.08	3.30	3.18	0.91	0.87	2.91*
Self Development Procedure	22.35	3.18	3.31	0.84	0.88	6.21***

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)
*** Correlation is significant at the 0.001 level (2-tailed)

In Table III, the internal consistency reliability of the QSBSD version used in this study was determined by Cronbach alpha coefficients for the scales of the QSBSD using actual 3 of students' scores. Table III reports the internal consistency reliability of the QSBSD, which ranged from 0.82 to 0.91 when using the student actual 3 scores. These results suggest in Table I – Table III that the QSBSD is a reliable instrument for use in human behavior and self development classes.

Comparisons between the 4-Bachelor Student Programs' Perceptions of their Actual 1, Actual 2 and Actual 3 Forms in their Psychology Classroom Learning Environments in human behavior and self development Classes

The results of this study also indicate that using the QSBSD helps psychologist lecturer to gain better picture of learning environment and the perceived learning needs of their students. It also provides support for the idea that lecturers needed to take differences into consideration when planning and designing the psychology on human behavior and self developmentcurriculum for the science students in the human behavior and self development environments. Figure 1 illustrates the differences between the Actual 1, Actual 2 and Actual 3 Forms and indicates that students would experience actual more than actual and enhanced in all of scales in the self development of students.
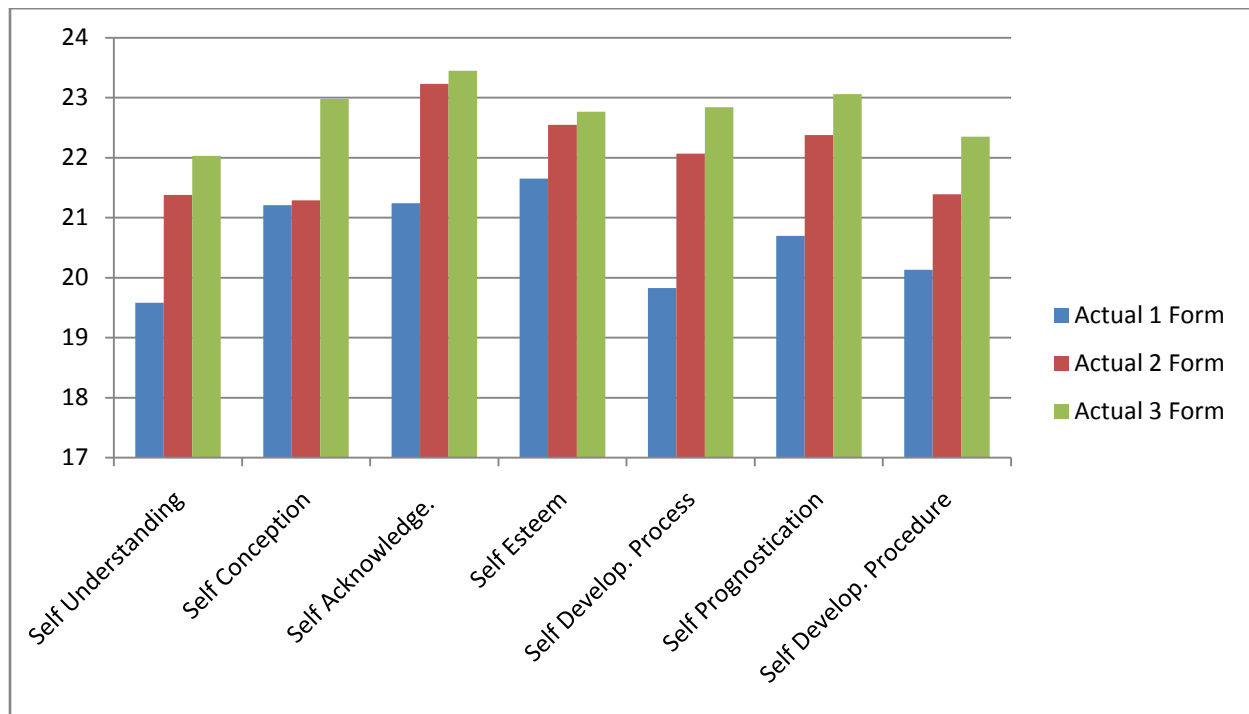

Figure 1. Significant differences between science students' perceptions of their actual 1, actual 2 and actual 3 scores on the QSBSD.

Figure 1 presents a pictorial of the Actual 1 and Actual 2 Forms with the Actual 3 Form and indicates students would greatest more self understanding, self conception, self acknowledgement influence, self esteem, self development process, self prognostication, and self development procedurebehaviors in their psychology classroom learning environments in human behavior and self developmentclasses.

On each the actual perceptions of 88 students on the 4-bachelor student programs' perceptionsof their psychology classroom learning environments in human behavior and self developmentclasses were measured using the QSBSD. The QSBSD data for the 4 groups for statistical significant with *t*-test analysis is reported in Table IV.

In Table IV, these results that the QSBSD is a reliable for use inhuman behavior and self development classes although some caution needs to be taken when considering the results from the use of all scales. Another criterion for establishing the validity of this learning environment instrument is its ability to differentiate between perceptions of students in different classroom. It is assumed that students in different classes would perceive different environments from those within their own classes. This characteristic was explored using of one-way analyses of variance on the scales of the QSBSD. The last column in Table IV reports the result of the analyses, which suggests that each scale of the QSBSD was able to differentiate significantly ($\rho<0.05$) between classes. The *Eta*^{2} statistic which is the ratio of "between" to "total" sums of squares and represents the proportion of variance in scale scores accounted for class by membership, ranged from 0.11 to 0.33 for different scales.

Table IV: Mean Square, Ability to Differences between Classroom (ANOVA) for Pair Sample of three Actual Forms of the QSBSD

Scale	Scale Mean			*t*-value			ANOVA Results $(Eta)^2$		
	Actual1	Actual2	Actual3	Act2-Act1	Act3-Act1	Act3-Act2	Act2-Act1	Act3-Act1	Act3-Act2
Self Understanding	2.80	3.05	3.15	4.76***	6.14***	2.66*	0.21*	0.30**	0.28*
Self Conception	3.02	3.14	3.28	10.97***	14.08***	2.33*	0.18*	0.13*	0.20*
Self Acknowledgement Influence	3.18	3.32	3.35	2.69**	2.98**	2.58*	0.21*	0.21*	0.13*
Self Esteem	3.09	3.22	3.25	2.39*	2.89**	2.37*	0.33**	0.18*	0.14*
Self Development Process	2.95	3.15	3.26	2.77**	4.90***	2.75*	0.11*	0.13*	0.22*
Self Prognostication	2.96	3.19	3.30	3.64***	5.07***	2.48*	0.22*	0.18*	0.19*
Self Development Procedure	2.86	3.06	3.18	2.87**	6.17***	1.98*	0.17*	0.20*	0.15*

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)
*** Correlation is significant at the 0.001 level (2-tailed)

As reported in Table IV, the reliability coefficients for different QSBSDscales, these figured suggest that the scales of the QSBSD measure district although somewhat overlapping aspects of the psychology classroom learning environments in human behavior and self developmentclasses. The distinct of the scales also was checked with analysis significantly.

The 49-item QSBSDwas also subjected to a series of one-way analyses of variance. As show in Table IV, the *eta*^{2}statistic ranged from 0.11 to 0.33 for different between actual 2and actual 1forms,actual 3 and actual 1 forms,and actual 3and actual 2 forms for differences. They were confirmed that each scale differentiated significantly ($\rho<0.05$) between perceptions of the 4-bachelorscience students in different classrooms.

Associations between the 4-bachelor Science Students' Perceptions of Psychology Classroom Learning Environments in Human Behavior and Self Development classes with the TOSRA

In this study, it was also considered important to investigate associations between the 4 bachelor science students' perceptions of their psychology classroom learning environments in human behavior and self developmentclasses with their attitude toward self development. The cronbach alpha reliability of the selected TOPRA was 0.84, when using individual student as the unit of analysis. This suggests that the scale is reliable for measuring students' attitudes in human behavior and self developmentclasses. These involved: simple correlational and multiple regression analyses of relationships between the set of three actual environment scales as a whole and the TOSRA that it's reported in Table V.

In Table V, three main methods of data analysis were used to investigate this environment-attitude relationship. The sample correlation values (r) are reported which show statistically significant correlations ($p<0.05$) between students attitudinal outcomes and their human behavior and self development classroom environment on all scales. These

associations are positive for all scales of the Actual 2 and Actual 3 Forms in their classes where the students perceived greater Self Understanding, Self Conception, Self Acknowledgement Influence, Self Esteem, Self Development Process, Self Prognostication, and Self Development Procedurebehaviors there was a more favourable learning achievement towards their human behavior and self development classes. In the other hand, the sample correlation values (r) are reported which show two of seven scales statistically significant correlations between students' learning achievements and outcomes and their human behavior and self development classroom environment on all scales of the Actual 1, 2 and 3 Forms.

Table V. *Associations between the QSBSD Scales and Student's Learning Achievement to Human Behavior and Self DevelopmentClasses in Term of Simple and Multiple Correlations (R) and Standardized Regression Coefficient (β)*

Scale	Actual 1 Form		Actual 2 Form		Actual 3 Form	
	Simple Correlation Attitude (r)	Standard Regression Weight Attitude (ß)	Simple Correlation Attitude (r)	Standard Regression Weight Achievement (ß)	Simple Correlation Achievement (r)	Standard Regression Weight Achievement (ß)
Self Understanding	0.04	0.07	0.18*	0.21**	0.42***	0.42***
Self Conception	0.23**	0.35**	0.36**	0.38*	0.46***	0.49***
Self Acknowledgement Influence	0.08	0.15*	0.11*	0.25**	0.24**	0.27**
Self Esteem	0.07	0.12*	0.16*	0.24**	0.35**	0.38***
Self Development Process	0.04	0.10	0.18*	0.22**	0.33**	0.35**
Self Prognostication	0.03	0.05	0.16*	0.26**	0.32*	0.34**
Self Development Procedure	0.12*	0.17*	0.16*	0.21*	0.31*	0.34**
Multiple Correlation (R)	0.425		0.598**		0.765***	
$R^2$0.1806			0.3576		0.5852	

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)
*** Correlation is significant at the 0.001 level (2-tailed)

The second type of analysis consisted of the more conservative standardized regression coefficient (β) which measures the association between students' perceptions on each scale of the QSBSD and their learning achievements towards human behavior and self development when the effect of relationships between scales are controlled. The multiple correlations *R* is significant for Actual Forms of the QSBSD and show that when the scales are considered together there is a significant ($\rho<0.05$) association with the Students' Learning Achievement Scores (SLAS) (see Table V) The R^2 values indicate that 18% of the variance in students' learning achievement on the first assessment on the 3rd -4th week to their perceptions of their learning in their human behavior and self developmentclasses, the second of the R^2 values indicate that 36% of the variance in students' learning achievement on the second assessment on the 8th - 9th week to their perceptions of their learning in their human behavior and self developmentclasses with actual 2 form, and third of the R^2 values indicate that 59% of the variance in students' learning achievement on the third assessment on the 13th - 14th week to their perceptions of their learning in their human behavior and self developmentclasses with actual 3 form.The beta weights (β) show that in classes where students perceived greatest Self Understanding, Self Conception, Self Acknowledgement Influence, Self Esteem, Self Development Process, Self Prognostication, and Self Development Procedurebehaviors, there were the most favourable learning achievement towards their human behavior and self development classes.

Improvement and Development on the 4-Bachelor Science Students' Learning Achievements with the QSBSD

Table V is compared to investigate associations between the 4-bachelor science students' perceptions of their psychology classroom learning environments in human behavior and self developmentclasseswith their learning achievements toward human behavior and self development. Using the QSBSD instrument in the higher education level, RajabhatMahaSarakhamUniversity, Thailand, will help lecturers to evaluate their learning environments in

human behavior and self developmentclassesin order to improve their education process. Furthermore, the information from the QSBSD could be useful as the guide to enhance the effectiveness of human behavior and self development. The effectiveness in human behavior and self developmentis very important because the practical work is high cost and time consuming. Therefore, evaluation of the human behavior and self developmentteaching is important for improving and developing students' learning achievement successfully.

CONCLUSION

The three actual perceptions of 88 sophomore students of their human behavior and self developmentclassroom environments were measured with the QSBSD. The comparisons of the Actual 1 and 2 Forms with the Actual 3 Form indicated that students would prefer more self understanding, self conception, self acknowledgement influence, self esteem, self development process, self prognostication, and self development procedurebehaviors and an enhanced in their human behavior and self development. In general, students' perceptions of their actual 3 classroom environment in human behavior and self development classes to be greatest, and their actual 2 classroom environment in human behavior and self development classes to be greatestthan what they actually perceive to be provided in their actual 1. The results of this study also indicate that using the QSBSD helps Thai human behavior and self developmentteachers or lecturers in their educational institutes to gain a better picture of learning environment and the perceived learning needs of their students.

An investigation of the association between students' perceptions of learning environments with their attitudes to their human behavior and self development classes, with regard to the QSBSD, it was found that all of seven scales were positively associated with students' attitude to human behavior and self developmentclasses. The multiple correlation R is significant for the QSBSDand shows that when the scales are considered together there are significant associations with the TOSRA. The R^2 values indicate that 18.06%, 35.76% and 58.52% with actual 1, actual 2 and actual 3 forms of the valiance in students' attitudes to their human behavior and self developmentclasses were attributable to their perceptions of their human behavior and self developmentclassroom environments. The beta weights (β) show that in classes where the students perceived greater than all scales in their human behavior and self developmentlessons.

Learning environment is an important aspect in education process. It not only influences the students' outcomes and achievements, but also teacher performances. Teacher could use the information from learning environment assessments to improve their education process. Furthermore, one instrument which could evaluate learning environments,the Questionnaire on Students Behavior and Self Development (QSBSD). This instrument provides the information of students' perceptions on actual human behavior and self developmentclassroom learning environments. The information from this instrument could be used for improvement and effectiveness teaching in human behavior and self developmentcourse.

DISCUSSION

As described in the results section, RajabhatMahaSarakham University's students show similar answering patterns to those from other countries as reported in previous studies when they are asked to reply to the QSBSD research instrument questionnaire. Overall, RajabhatMahaSarakham University's students show relatively favourable perceptions of their human behavior and self development lessons, with the lowest score occurring for the Self Understanding scale. It seems that students are not cleared or understood learning activities related to human behavior and self development in psychology lessons are operated rather as supplementary to theory classes rather than being independently important in their own right. Several theories of personality development stress that adulthood and aging are periods of qualitative change, of discontinuity, and of transformations of earlier life patterns. These changes are believed to arise in relation to the demands of the person's changing biological status and social context, the family, the workplace, and society in general. Thus, personality development is both an individual and a social phenomenon (Encyclopædia Britannica, 2013). Internationally, because of human behavior, the potential and expressed capacity for physical, mental, and social activity during the phases of human life for students' understanding should be shown their behavior to others. Another important aspect of human behavior is their core faith. This faith can be manifested in the forms of religion, philosophy, culture, and/or personal belief and often affects the way a person can behave. 80% of the United States public claims some sort of belief in a higher power, which makes religion a large importance in society (Anholt and Mackay, 2010). Students should be not experienced on their daily life to develop themselves for understanding self behaviors to their development.

The finding also further supports previous related research in that a variety of studied indicated that students actual 3 the most positive learning environment than they before actually to be present (Fisher, Henderson, & Fraser, 1995, 1997; Fisher, Fraser, &Wubbels, 1993; Fisher, Fraser, &Rickards, 1997; Fisher &Rickards, 2000, Fisher, Rickards, Gho, & Wong, 1997; Goh& Fraser, 1998; Khine& Fisher, 2001; Koul& Fisher, 2005; Santiboon&Fisher, 2004, Kijkosol& Fisher, 2005; Sittikosol& Malone, 2008; Santiboon, 2008, 2009, 2010, 2011, 2012, 2013, 2014).

Overall, this study replicated previous studies using the QSBSD, with the findings being consistent with the situation in RajabhatMahaSarakhamUniversity in Thailand.   It is also noteworthy that this study showed distinctive and more positive learning environment perceptions among students from the 4-bachelor science program students, Faculty of Science and Technology with the curriculum of psychology course from Faculty of Education.

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