

Abstract

Thesis Title: **A Comparative Study of Teacher’s Perceptions on Tzu Chi Humanities Approach between Teachers in Taiwan and Thailand**

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Level of Study : Master of Education
Program of Study : Educational Administration
Faculty : Graduate School of Education
Year : 2009
Keywords : Comparative study, teacher’s perceptions, Tzu Chi Humanities Approach

The objectives of the study were (1) to identify demographic factors relating teacher’s perceptions on Tzu Chi Humanities Approach in Taiwan and Thailand. (2) to investigate teacher’s perceptions on Tzu Chi Humanities Approach, and (3) to find out the similarities and differences of teacher’s perceptions on Tzu Chi Humanities Approach between Taiwan and Thailand. The study was conducted on 52 teachers worked under Tzu Chi Schools in Taiwan and Thailand, in order to compare the perceptions on Tzu Chi Humanities Approach.

A Survey method had been used and the instrument was constructed by the researcher based on the philosophy of Tzu Chi's mission of education. The data obtained from 52 returned questionnaire was analyzed by using Statistical Package for the Social Sciences (SPSS). Statistics applied for this research study were: Frequencies, Percentage, Mean, Mode, Standard Deviation, Chi-Square Test and t-test.

The study showed that the ranking among components of Tzu Chi Humanities Approach, which were School Atmosphere, Daily Living Education, Student's Discipline, Humanities Curriculum and Voluntter Works, that were perceived by teachers in Taiwan and Thailand similarly, with only a different order of Student's Discipline and School Atmosphere. The rest of the components were ranked exactly at the same order: Daily Living education, Humanities Curriculum and then Volunteer Works. The result revealed that Taiwanese teachers concerned "Student's Discipline" the most, whereas Thai teachers considered "School Atmosphere" should be place at the firs place.

The study also showed that there were similarities and differences perceived by teachers in Taiwan and Thailand. Independent Sample t-test at the significance level of 0.05 showed the result that there was no difference of teacher's perceptions on School Atmosphere and Volunteer Works under Tzu Chi Humanities Approach. However, there were significant differences of teacher's perceptions on Daily Living Education, Student's Discipline and Humanities Curriculum under Tzu Chi Humanities Approach.