

## Antecedents of Teaching Skill for Students' Psychological Enhancement in University Lecturers

**Authors :** Duangduen L. Bhanthumnavin, Duchduen E. Bhanthumnavin

**Abstract :** Widening gap between new academic knowledge in all areas and habit of exploring and exploiting this precious information by students causes an alarm and need for urgent prevention. At present, all advanced nations are committed to WHO's Sustainable Development Goals (SDGs), which require some objective achievements by the year 2030 and further. The responsibility has been enforced on university lecturers, in addition to the higher education learning outcomes (HELO). The two groups of goals (SDGs and HELO) can be realized if most university instructors are capable of inculcating some important psychological characteristics and behavioral change in the new generations. Thus, this study aimed at pinpointing the significant factors for additional teaching skills of instructors regardless of the area of study. University lecturers from various parts of Thailand, with the total of 540 persons, participated in this cross-sectional study. Based on interactionism model of behavior antecedents, it covers psychological situational factors, as well as their interaction. Most measuring instruments were summated rating with 10 or more items, each accompanied by a six-point rating scale. All these measures were constructed with acceptable standards. Most of the respondents were volunteers who gave their written responses in a meeting room or conference hall. By applying Multiple Regression Analysis in the total sample as well as in the subsamples of these university instructors, about 70 to 73 predictive percentages with 4 to 6 significant predictors were found. The major dependent variable was instructor's teaching behavior for inculcating the psycho-moral strength for academic exploration and knowledge application. By performing ANOVA, the less-active instructors were identified as the ones with lower education (Master's level or lower), the minimal research producers, and the ones with less in-service trainings. The preventive factors for these three groups of instructors were intention to increase the students' psychological development as well as moral development in their regular teaching classes. In addition, social support from their supervisors and coworkers was also necessary. Recommendations for further research and training are offered and welcomed.

**Keywords :** psychological inculcation, at-risk instructors, preventive measures, undergraduate teaching

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