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Title	A development of story telling activities package to promote self-discipline characteristic of first year Kindergarten students.
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Key word	story telling activities package , self-discipline

Abstract

The purposes of this study were; 1) to create the story telling activities package to promote self-discipline characteristics of first year Kindergarten students to get the efficient criteria 2) to implement the story telling activities package with first year Kindergarten students to promote self-discipline characteristic 3) to evaluate the first year Kindergarten student's satisfaction after using the story telling activities package to promote self-discipline characteristic. This study was divided into 3 stages as follows:

The first stage was to create the story telling activities package to promote self-discipline characteristics of first year Kindergarten students to get the efficient criteria. There were 5 experts to consider the appropriation of the story telling activities package and the achievement test. The package and achievement test were developed according to 5 experts. After that 3 first year Kindergarten students of Ban-suradech samakki School were tried out to investigate the clearance of language, contents , activity time and 9 first year Kindergarten students of Ban-suradech samakki School to reach 80/80 efficient criteria of the story telling activities package. The instruments used were 4 packages of the story telling activities package to promote self-discipline characteristics of first year Kindergarten students. The statistics used to analyze the data were percentage, means and standard deviation.

The second stage was to implement the story telling activities package to promote self-discipline characteristics of first year Kindergarten students. The samples

were 22 first year Kindergarten students of Ban-nongluang School, Kamphangphet derived by purposive sampling. The instruments used were 4 packages of the story telling activities package to promote self-discipline characteristics of first year Kindergarten students, achievement test, and self-discipline behavior test. The statistics used to analyze the data were percentage, means, standard deviation and dependent t-test.

The third stage was to evaluate the first year Kindergarten students' satisfaction after using the story telling activities package to promote self-discipline characteristics. The samples were 22 Kindergarten students who participates the activities. The instruments used were interview and the statistics used to analyze the data were means and standard deviation.

The results were as follows:

1. The story telling activities package to promote self-discipline characteristic of first year Kindergarten students could reach the efficient criteria at 82.22/85.56.
2. After the implementation of the story telling activities package, the posttest of self-discipline characteristic scores of first year Kindergarten students was significantly higher than the pretest at .01 level, and the result of behavioral evaluation on self-discipline characteristic were appropriate at high level.
3. The first year Kindergarten students' satisfaction after using the story telling activities package to promote self-discipline characteristic were appropriate at high level.