

Pinarpa Congsawadvorakul 2010: The Effects of Provision of 5-Es Inquiry Learning Cycle on Preschool Children's Vegetable and Fruit Consumption Behavior. Master of Education (Early Childhood Education), Major Field: Early Childhood Education, Department of Education. Thesis Advisor: Miss Oraphan Butkatunyoo, Ph.D. 137 pages.

The purposes of this research were to study the trend of children's vegetable and fruit consumption behavior and to compare attitude on preschool children's vegetable and fruit consumption behavior between before and after participating in 5-Es inquiry learning cycle activities. Subjects used in this research were 23 4- to 5- years preschool children who studied in kindergarten class level 2 in the second semester year of 2009. Subjects were selected by using cluster sampling technique from Boriboonsilrungsit School. The research instruments were 16 plans of provision of 5-Es inquiry learning cycle on vegetable and fruit, preschool children vegetable and fruit consumption behavior questionnaire for parents, preschool children vegetable and fruit consumption behavior observation form , and preschool children vegetables and fruits consumption attitude test on vegetable and fruit consumption behavior of preschool children. The obtained data was analyzed by mean, standard deviation, dependent t-test and content analysis.

The results of this research shown that provision by 5-Es inquiry learning cycle on preschool children vegetable and fruit consumption behavior was improved in term of quantity and demand. The average score of vegetable consumption rose from 1.56 to 3.00. The average score of fruit consumption enhanced from 2.21 to 3.65. Preschool children have familiarity in vegetable and fruit resulted in volume and desire of consumption, consumption behavior likely increased in posttest when compared with pretest. Preschool children who participated in 5-Es inquiry learning cycle on vegetable and fruit consumption behavior had higher attitude after the experiment than before at the level of .05 significance.

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Student's signature

Thesis Advisor's signature