

Piyawan Klinchan 2009: The Effects of The F.R.S. Model with Trisikkha Principles in Developing Self – Discipline in Learning on Desirable Characteristics of Mathayomsuksa 1 Students, Tedsabanmuangthaklong 1 School in Pathum Thani Province. Master of Arts (Educational Psychology and Guidance), Major Field: Educational Psychology and Guidance, Department of Educational Psychology and Guidance. Thesis Advisor: Associate Professor: Rungsang Arunpairojana, Ph.D. 142 pages.

The purposes of this research were: 1) to establish collaboration among families, Buddhist religious and schools (the F.R.S Model) in providing behavioral support for students. 2) to develop a self-discipline in learning development program for Mathayomsuksa 1 students, based on the F.R.S. model with Trisikkha Principles. 3) to compare self-discipline in learning before and after treatment of the experimental group. 4) to compare desirable characteristics before and after treatment of the experimental groups.

The study was a quasi-experimental research design. The sample comprised 20 Mathayomsuksa 1 students who exhibited self-discipline in learning problems and enrolled in the second semester, academic year 2008, Tedsabanmuangthaklong 1 School in Pathum Thani Province. The sample was randomly assigned to form the experimental and the control groups, 10 students in each group. The program consisted of 12, fifty – minutes sessions. The research instruments were; 1) the self-discipline development program based on the F.R.S. model with Trisikkha Principles, 2) the self-discipline in learning questionnaire, 3) desirable characteristics questionnaire, and , 4) students' opinions towards the self-discipline in learning development program. The data were analyzed by using the Wilcoxon Matched Pairs Signed – Rank test and the Mann – Whitney U test.

The findings showed that 1) there were significant difference at the 0.05 level between the pre- and post-test scores of self-discipline in learning and desirable characteristics of the experimental group. 2) there were significant difference at the 0.05 level of the self-discipline in learning and desirable characteristics after the experiment between the experimental and control groups. 3) there was no differences between the pre- and post-test scores on self-discipline in learning and desirable characteristics of the controlled group, and 4) student' opinions were in favor of the self – discipline in learning development program.

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Thesis Advisor's signature

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