

Suthathip Krawkrieng 2009: The Effect of Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority Based on Stephen R. Covey's Concept for Mathayomsuksa Four Students at Rajavinit Bangkhen School. Master of Arts (Educational Psychology and Guidance), Major Field: Educational Psychology and Guidance, Department of Educational Psychology and Guidance. Thesis Advisor: Associate Professor Jittinun Boonsathirakul, Ed.D. 180 pages.

The purposes of this research were: 1) to study the Effects of Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority Based on Stephen R. Covey's Concept for Mathayomsuksa Four Students at Rajavinit Bangkhen School. 2) to compare Proactive, Goal Setting, and Set Priority of experimental group student who participated in The Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority with control group students 3) to study experimental group's opinions toward participating in The Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority. This research was the quasi experimental design. The population were 374 students of Mathayomsuksa Four. Two classes were selected by using cluster sampling which were an experiment group and a control group. The experimental group participated in Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority for 16 sessions, 50 minutes per each session. The instruments used in this research were: the Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority Based on Stephen R. Covey's Concept, Proactive, Goal Setting, and Set Priority Based on Stephen R. Covey's Concept scale, the Student's Learning and Opinion session Record towards the Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority, the student's Opinion Questionnaire towards the Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority and the researcher. Mean, standard Deviation Content Analysis, the Paired-Sample t-test and Independent Sample t-test were utilized for analyzing data.

The research indicated that: 1) the posttest scores from Proactive, Goal Setting, and Set Priority Based on Stephen R. Covey's Concept scale of experimental group were higher than their pretest scores at .05 level of significance. 2) the posttest scores from Proactive, Goal Setting, and Set Priority Based on Stephen R. Covey's Concept scale of the experimental group were higher than the posttest scores of the control group at .05 level of significance 3) the experimental group reported that participating in the Participatory Learning Program on Developing Proactive, Goal Setting, and Set Priority help them to improved their be proactive skills, the being with the end in mind skills, and put first things first skills that help them to set goals, know how to plans effectively and be the independence person. These three factors foster students to have more effective ways of life.

Student's signature

Thesis Advisor's signature

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