

**Thesis Title:** Use of Activity Sets to Develop Self-Concepts of Prathom Suksa Students

**Author:** Mr. Rachan Laourakpol

**M.Ed.:** Elementary Education

**Examining Committee:**

Assoc. Prof. Weena	Warotamawit	Chairman
Assist. Prof. Prasit	Malumpong	Member
Lecturer Paiboon	U-panno	Member

### **Abstract**

This research was aimed to develop and use the physical and intellectual self-concepts development activity sets of Prathom Suksa Students, to study students' self-concepts before and after using activity sets and also to study self-concepts of students who were treated and were not treated by the activity sets.

The sample used in this research was Prathom Suksa 6 students during second semester of 1996 academic year at Samakhom Payabaan Thai School, Song Kwae sub-district, Nan province. There were 38 students which were divided into two groups of 19 students in each and the two groups were assigned as experimental group and control group. The instruments used in this research were two activity sets of physical self-concepts development and intellectual self-concepts development. In each set, there were 10 activities and needed 30 periods for teaching. Moreover, there were physical self-concepts and intellectual self-concepts tests and data collected were analyzed by using mean and t-test.

The findings of this research were as follows:

1. There were 2 activity sets of physical self-concepts development and intellectual self-concepts development. Each set consisted of 10 activities.
2. The self-concepts post-test mean scores, both of physical and intellectual, of students in experimental group were higher than pre-test mean scores at the significance of .01.
3. The self-concepts mean scores of students who were treated by the physical and intellectual self-concepts development activity sets were higher than the mean scores of the students who were not treated at the significance of .01.