

Thesis Title Effects on toy playing to creative thinking
 of pre-school children.

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ABSTRACT

The purposes of this research were to study the effects on toy playing to creative thinking of pre-school children, and to compare children creative development of 3 groups of students after playing toys as follow : Group 1, playing "Building Blocks", Group 2, playing "Dream Triangle," and Group 3, free playing (children could go anywhere and play anything they liked) in fluent thinking, original thinkind and elaborative thinking. The research hypothesis was children creative development after the experiment of playing "Dream Triangle", would be higher than playing "Building Block," and Controled Group, free playing.

The samples were kindergarten students of the Demonstration School of Chulalongkorn University (elementary education) academic year 1986, aged 5-6 years old. The total of 33 samples were divided into 3 groups, each group consisted of 11 students. Group 1 played "Building Blocks," Group 2 played "Dream Triangle" and Group 3 played freely. Before and after toy playing, all the samples did the

Torrance Test of Creative Thinking Figural Form A, which was adapted, revised and analyzed grading and test reliability and validity by Dr. Aree Rungsinunt. The data were analyzed by mean of t-test and one-way ANOVA, and computed by IBM/PC of the Computer Center, Faculty of Education, Chulalongkorn University, using the Basic Program Language of Associate Professor Prakong Karnasoot

The samples Group 1, playing "Building Blocks," and Group 2, playing "Dream Triangle," had creative development in original thinking and elaborative thinking. However, Controlled Group, free playing, had no development in any aspect. Moreover, Group 2, playing "Dream Triangle," had higher development in fluent thinking than Controlled Group, free playing, but not different from Group 1, playing "Building Blocks" significantly at the level .05.