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DANAI DUANGPHUMMES : DEVELOPMENT OF A PHYSICAL EDUCATION INSTRUCTIONAL MODEL TO DEVELOP CRITICAL THINKING PROCESSES AND SPORTSMANSHIP OF ELEMENTARY SCHOOL STUDENTS. THESIS ADVISOR : ASSOCIATE PROFESSOR AIMUTCHA WATTANABURANON, Ed.D., THESIS CO-ADVISOR : ASSOCIATE PROFESSOR RAJANEE QUANBOONCHAN, Ph.D., 543 pp.

The purpose of this research was to develop a physical education instructional model to develop critical thinking processes and sportsmanship of elementary school students. The fourth grade students were selected by purposive selection from Watbangpakok School in Rajburana District, Bangkok. They were divided into 4 groups (each group consisted of 40 students): group 1 used the physical education instruction to develop critical thinking processes, group 2 used the physical education instruction to develop sportsmanship, group 3 used the physical education instruction to develop critical thinking processes and sportsmanship and group 4 used the physical education conventional instruction. The research instruments with 0.8 - 1.0 index of item objective congruence value were composed of lesson plans, critical thinking processes test with 0.75 reliability and sportsmanship test with 0.91 reliability. All subjects in each group were taught by the researcher for 16 weeks. The data were then analyzed in terms of means, standard deviation, t-test for dependent sample, one-way analysis of variance and Tukey's test.

The findings of this research were as follows:

1. The physical education instructional model to develop critical thinking processes and sportsmanship of elementary school students included 7 steps which were: 1) Introduction 2) Explanation and Demonstration 3) Practices 4) Discussion 5) Application 6) Assessment and 7) Conclusion. The index of item objective congruence (IOC) was equal to 1.0 which showed its quality and appropriateness for application.

2. The followings showed the results of physical education instructions:

- 2.1 The critical thinking processes scores of students in group 1 and group 3 were higher than before instruction at .05 level of significance. Students in group 1 and group 3 had higher critical thinking processes scores than students in group 2 and group 4 at .05 level of significance.

- 2.2 The sportsmanship scores of students in group 1, group 2, group 3 and group 4 were all higher than before instruction at .05 level of significance. Students in group 2 had higher sportsmanship scores than students in group 1 and group 4 at .05 level of significance while the students in group 3 had higher sportsmanship scores than students in group 4 at .05 level of significance.