

Thesis Title The Effectiveness of Training Rover Scouts and
Girl Guides Emphasizing Student-Student Teaching
and Exhibition on Disseminating Family Life
Education Knowledge to Vocational School Students

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Date of Graduation May 16, 1988.

Abstract

The main objective of this research was to compare the effectiveness of the training programs emphasizing student-student teaching method and exhibition on knowledge, attitudes toward family life education and opinion regarding the training program of rover scouts and girl guides. In addition, the knowledge, attitudes toward family life education and opinion of vocational school students who were educated by those trained rover scouts and girl guides were considered.

The subjects were composed of 576 students randomly selected from 12 vocational schools. Of these subjects, 63 rover scouts and girl guides attended the training program emphasizing student-student teaching while 63 rover scouts and girl guides were trained emphasizing exhibition. One hundred and fifty students were selected and assigned to be educated by those rover scouts and girl guides using student-student teaching. Another one hundred and fifty students were chosen and assigned to be educated by those rover

scouts and girl guides using exhibition. Moreover, one hundred and fifty students were selected and assigned into a control group.

Every subject was pretested and posttested of knowledge and attitudes toward family life education through questionnaires. Opinion of the subjects was asked at the completion of training course and experiment.

The statistical methods used to analyze data were t-test, paired-sample t-test and analysis of variance. Ninetyfive percent of confidence interval was applied in testing hypotheses.

The findings of the research revealed that:

1. After the experiment, the posttest mean score of knowledge regarding family life education of rover scouts and girl guides attended the training program emphasizing students-student teaching was significantly higher than the pretest mean score ($p<0.001$).

2. After the experiment, the posttest mean score of knowledge regarding family life education of rover scouts and girl guides attended the training program emphasizing exhibition was significantly higher than the pretest mean score ($p<0.001$).

3. After the experiment, there was no statistical difference between posttest mean score of knowledge regarding family life education of rover scouts and girl guides who attended the training program emphasizing student-student teaching and exhibition ($p>0.05$).

4. After the experiment, the posttest mean score of knowlege regarding family life education of students who were educated by student-student teaching was significantly higher than the posttest mean score of those who were educated by exhibition ($p<0.05$).

5. After the experiment, the posttest mean score of knowledge regarding family life education of students who were educated by student-student teaching was significantly higher than

the posttest mean score of those students who received no intervention ($p<0.05$).

6. After the experiment, the posttest mean score of knowledge of students who were educated by exhibition was significantly higher than the posttest mean score of those students who received no intervention ($p<0.05$).

7. After the experiment, the posttest mean score of attitudes towards family life education of rover scouts and girl guides attended the training program emphasizing student-student teaching was significantly higher than the pretest mean score ($p<0.001$).

8. After the experiment, the posttest mean score of attitudes towards family life education of rover scouts and girl guides attended the training program emphasizing exhibition was significantly higher than the pretest mean score ($p<0.001$).

9. After the experiment, there was no statistical difference between posttest mean score of attitudes towards family life education of rover scouts and girl guides who attended the training program emphasizing student-student teaching and exhibition ($p>0.05$).

10. After the experiment, the posttest mean score of attitudes towards family life education of students who were educated by student-student teaching was significantly higher than the posttest mean score of those who were educated by exhibition ($p<0.05$).

11. After the experiment, the posttest mean score of attitudes towards family life education of students who were educated by student-student teaching was significantly higher than the posttest mean score of those who received no intervention ($p<0.05$).

12. After the experiment, the posttest mean score of attitudes towards family life education of students who were educated by exhibition was significantly higher than the posttest mean score of those who received no intervention ($p<0.05$).

13. After the experiment, the posttest mean score of opinion toward the training program of rover scouts and girl guides who were attended the training program emphasizing student-student teaching was significantly higher than the posttest mean score of those who were attended the program emphasizing exhibition.

14. After the experiment, students who were educated by student-student teaching had positive opinion toward this dissemination method.

15. After the experiment, students who were educated by exhibition had positive opinion toward this dissemination method.