

**Thesis title:** The Effects of Using a Guidance Activities Package to Develop Honest and Proper Words Usage of Prathom Suksa V Students at Tessaban 3 Wat Chai Mongkon School in Ang Thong Province

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### Abstract

This research was conducted with Prathom Suksa V students at Tessaban 3 Wat Chai Mongkon School in Ang Thong province with the following purposes: (1) to compare scores on honest and proper words usage of experimental group students before and after using a guidance activities package to develop honest and proper words usage; (2) to compare scores on honest and proper words usage of experimental group students who were trained with the guidance activities package with the counterpart scores of the control group students who received a set of information on honest and proper words; and (3) to compare scores on honest and proper words usage of the experimental group students at the end of the experiment with their counterpart scores at the end of the follow-up period.

This study was a quasi-experimental research. The sample consisted of 60 purposively selected Prathom Suksa V students studying in the 2013 academic year at Tassaban 3 Wat Chai Mongkon School in Ang Thong province. Then one group containing 30 students was randomly assigned as the experimental group to be trained with a guidance activities package to develop honest and proper words usage for 10 periods; while the other group containing also 30 students, the control group to receive a set of information on honest and proper words to study for also 10 periods. The employed research instruments were a guidance activities package to develop honest and proper words usage, a set of information on honest and proper words, and a scale to assess honest and proper words usage, with reliability coefficient of .95. Statistics employed for data analysis were the mean, standard deviation, and t-test.

The research findings showed that (1) the post-experiment scores on honest and proper words usage of the experimental group students were significantly higher than their pre-experiment counterpart scores at the .01 level; (2) the post-experiment scores on honest and proper words usage of the experimental group students who were trained with the guidance activities package were significantly higher than the post-experiment counterpart scores of the control group students who received the information on honest and proper words at the .01 level; and (3) the scores on honest and proper words usage of the experimental group students at the end of the experiment were not significantly different from their counterpart scores at the end of the follow-up period.

**Keywords:** Guidance activities package, Honest and proper words usage, Prathom Suksa