

Thippharat Trisirisakhor 2012: A Construction of Quantitative and Qualitative Chairball Skill Test for Prathomsuksa Students in School Office of Tesaban Muang Samutsongkharm. Master of Arts (Physical Education), Major Field: Physical Education, Department of Physical Education.
Thesis Advisor: Mrs. Jathamas Butcharoen, Ph.D. 123 pages

The purposes of this research were to construct of quantitative and qualitative chairball skill test for Prathomsuksa students in School Office of Tesaban Muang Samutsongkharm. The population were 283 grade 4 students in school Office of Tesaban Muang Samutsongkharm. The test was consisted of 2 item for quantitative (subjective) tests, namely: two-hand overhand passing against the wall, and movement, the other two for objective tests on qualitative, namely: two-hand chest pass, and one-hand overhand pass. Content validity was approved by 7 experts. Test – retest for reliability, and the objectivity of the test was evaluated by 2 evaluators. Data were analyzed for mean, standard deviation, Pearson product moment correlation coefficient, and t-score.

The results were as follows: 1) the quantitative and qualitative chairball skill test for Prathomsuksa students in school office of Tesaban Muang Samutsongkharm possessed content validity. 2) the reliability of two-hand overhand passing against the wall, movement, two-hand chest pass, and one-hand overhand pass were .72 .83 .74 and .74. 3) the objectivity of two-hand overhand passing against the wall, movement, two-hand chest pass and one-hand overhand pass were .74 .90 .90 and .80. 4) norms were also established for both Prathomsuksa students in School Office of Tesaban Muang Samutsongkharm in all items, and then classification of achievement for each items was made based on five categories: superior, good, fair, poor, and inferior.

It can be concluded that the quantitative and qualitative chairball skill test possessed a satisfactory quality for application to the Prathomsuksa students in School Office of Tesaban Muang Samutsongkharm

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Thesis Advisor's signature