

Isaya Naknawa 2007: Using of Participatory Learning Program for Developing Self – Discipline in Learning of Mathayomsuksa I Students at Surousamose School, Chachoengsao Province. Master of Arts (Educational Psychology and Guidance), Major Field: Educational Psychology and Guidance, Department of Educational Psychology and Guidance. Thesis Advisor: Assistant Professor Unchun Keartibutra, M.Ed. 179 pages.

The purposes of this research were 1) to study the effect of the participatory Learning Program for Developing Self – Discipline in Learning of Mathayomsuksa I students at Surousamose School, Chachoengsao Province, 3) to study the opinions of students attended the program, on the program itself.

The cluster sampling sample consisted of two 30 student – classrooms in Mathayomsuksa I at Surousamose School, Chachoengsao Province. The classrooms were randomly assigned to be an experimental group and a control group. The experimental group participated in the Participatory Learning Program for Developing Self – discipline in Learning for fourteen 50 minute-session, three sessions a week, while the control group received no treatment but normal school condition. Data were collected from both students and teachers using the Student Self – report Form on Discipline in Learning, the Teacher Interviewing Form on students' Self – discipline in learning, and the Student Questionnaire on the participating in the program. Analyzing the data was done by Arithmetic mean, Standard deviation, t – test, and content analysis .

The findings revealed that : The posttest scores on the Students' Self-report Form on Discipline in Learning of the experimental group were statistically significant higher than their pretest scores at .05 level, and also were higher than the posttest scores of the control group. In general, developed self-discipline in learning of student met the teachers' satisfaction. However, there were few of students' concerned behavior needed to be modified. The experimental group found that they learned the knowledge of self-discipline in learning while attending the program. Such knowledge was practical to be used in every day life. The students also reported that they enjoyed the activities in the program.

Isaya Naknawa  
Student's signature

U. Keartibutra  
Thesis Advisor's signature

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