



A Curriculum Development to Enhance Social and Emotional Learning for Teacher Students

การพัฒนาหลักสูตรเสริมสร้างการเรียนรู้ทางอารมณ์ และสังคมสำหรับนักศึกษาครู

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Abstract

This research and development study aims to develop and identify efficient curriculum enhancement of social and emotional learning (SEL) for teacher students. This is divided into five phases: (1) Contextual study; a focused group activity was done by eight Nakhon Ratchasima Rajabhat University (NRRU) lecturers, (2) Curriculum design; a proposed curriculum for SEL was conducted based on the results of the contextual study, (3) Curriculum assessment; examination and evaluation of the SEL curriculum by five experts: The appropriation of the curriculum's components and their relation to other components in the curriculum, (4) Curriculum implementation; the implementation of the SEL curriculum was conducted for nine weeks by two sampling groups made up of 56 first-year teacher students of NRRU in the first semester of the academic year 2015, and (5) Curriculum evaluation; the SEL curriculum was evaluated for its effectiveness based on the data of the four previous phases of the study.

As the key result of this study, it has been determined that SEL for teacher students consists of self-awareness, self-emotional management, and social living. The SEL curriculum comprises of seven components: needs and problems, principles, aims, contents, activities, instructional

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medias, and assessments. SEL curriculum's components are related to each other and are appropriate for the teacher students. SEL within the experimental group is statistically higher than that of the controlled group. Lastly, it has been concluded that this curriculum is effective and appropriate for the enhancement of SEL for teacher students.

Keywords

Curriculum Development, Social and Emotional Learning (SEL), Teacher Students

บทคัดย่อ

การวิจัยและพัฒนานี้มีจุดมุ่งหมายเพื่อพัฒนาหลักสูตรเสริมสร้างการเรียนรู้ทางอารมณ์และสังคมสำหรับนักศึกษาครูและหาประสิทธิภาพของหลักสูตร โดยแบ่งการวิจัยเป็น 5 ขั้นตอน คือ (1) การศึกษาข้อมูลพื้นฐาน เป็นการสนทนากับอาจารย์ผู้สอนนักศึกษาครู มหาวิทยาลัยราชภัฏนครราชสีมา จำนวน 8 คน (2) การออกแบบหลักสูตร เป็นการเขียนโครงร่างหลักสูตรให้สอดคล้องกับผลการศึกษาข้อมูลพื้นฐาน (3) การประเมินโครงร่างหลักสูตร เป็นการนำหลักสูตรฉบับร่างที่พัฒนาขึ้นไปให้ผู้เชี่ยวชาญ จำนวน 5 คน ประเมินความเหมาะสมและความสอดคล้อง (4) การทดลองใช้หลักสูตร เป็นการนำหลักสูตรที่ปรับปรุงแล้วไปทดลองใช้ จำนวน 9 สัปดาห์กับกลุ่มตัวอย่าง คือ นักศึกษาชั้นปีที่ 1 หลักสูตรครุศาสตรบัณฑิต มหาวิทยาลัยราชภัฏนครราชสีมา ภาคการศึกษาที่ 1 ปีการศึกษา 2558 จำนวน 2 กลุ่ม รวม 56 คน และ (5) การประเมินหลักสูตร เป็นการประเมินประสิทธิภาพและความเหมาะสมของหลักสูตรโดยพิจารณาจากผลการศึกษาในทั้งสี่ขั้นตอนข้างต้น

ผลวิจัยพบว่าการเรียนรู้ทางอารมณ์และสังคมสำหรับนักศึกษาครู ประกอบด้วย การตระหนักรู้ตนเอง การจัดการอารมณ์ตนเอง และการใช้ชีวิตในสังคม ส่วนองค์ประกอบของหลักสูตร ประกอบด้วย สภาพปัญหาและความจำเป็น หลักการ จุดมุ่งหมาย เนื้อหาสาระ กิจกรรม สื่อการเรียนการสอน และการวัดประเมินผล ซึ่งทุกองค์ประกอบของหลักสูตรมีความเหมาะสมและสอดคล้องกัน โดยหลังทดลองใช้หลักสูตรพบว่า การเรียนรู้ทางอารมณ์และสังคมของกลุ่มทดลองสูงกว่ากลุ่มควบคุม จึงสรุปได้ว่าหลักสูตรนี้มีประสิทธิภาพและเหมาะสมในการนำไปใช้เสริมสร้างการเรียนรู้ทางอารมณ์และสังคมของนักศึกษาครู

คำสำคัญ

การพัฒนาหลักสูตร การเรียนรู้ทางอารมณ์และสังคม นักศึกษาครู

Introduction

With a continuous increase of students in Thailand, they are confronted with learning problems even up to now. Apparently, based on data from the conference of the National Center



for Education Statistics (2002), over 90% of the students have experienced learning difficulties in emotional and social factors. This conclusive data is closely related to the Department of Mental Health (2010) indicating that most problems found among students are the results of friendships with 73.90%, having an aggressive behavior with 27.80%, having an attention deficit hyperactivity disorder (ADHD), emotional problem with 27.80% and 13.90% respectively.

The problems previously mentioned are caused by two main factors: (1) the student's social contest; and (2) the student's emotional context. So to speak, their mental health is weak which affects their learning in most cases. To strengthen their mental health, they need the appropriate encouragement with the help of social and emotional learning (SEL) factors, such as having a supportive family guiding them to be responsible, empathetic, and optimistic citizens. In this way, the students' problems will be resolved and no doubt they can fulfill their aspirations in life.

SEL is an individual learning process to improve one's own social and emotional capabilities according to the organization of Collaborative for Academic, Social, and Emotional Learning (2010) pointed out that SEL allows an individual to perceive and understand his or her thoughts, emotions, and feelings as they are able to appropriately control emotional expressions and actions; and are able to live well in their society. SEL is able to effectively prevent the risk, and also solve troublesome behaviors by reinforcing the desirable ones, which are necessary to living in a global society.

SEL is able to play an important role in developing the students' emotional quotient (EQ) as well. Moreover, it improves the capacity of individuals to recognize their own and other people's emotions, to differentiate between different feelings and label them appropriately and to use emotional information to guide their thinking and behavior. Thus, teacher students will become self-directed teachers and a provider of multi-dimensional classroom instructions that can influence their students' EQ development.

Therefore, SEL development for teacher students should be implemented and encouraged before graduation or course completion.

Similarly, the study of Tanya et al. (2008) regarding EQ of teacher students in Nakhon Ratchasima Rajabhat University (NRRU) found that teacher students' scores in EQ were lower than the standard criteria compared to some other areas. Thus, this group of teacher students is subject to SEL development before deploying them to work after their graduation.



In addition, SEL was introduced in the study on emotional intelligence by Goleman in 1998; multiple intelligences of Gardner in 1999 ; and the educational researchers also conducted their studies to support the importance of SEL. Thus, there are already sufficient studies about SEL among students.

In Thailand, most of the SEL researchers (Pansomboon, 2005 ; Chumking, 2006 ; Sitthirit, 2006 ; Thamrongsodhisakul, 2007 ; Voracharoensri, 2007 ; Nakaro, 2008 ; Chulsumluan, 2009) focus their research objectives on specific aspects. The comprehensive development of SEL can only be found in the studies of Nilrat (2010) and Addoddorn & Thaithani (2014), which developed SEL to primary education students. With regards to this, there are very few studies on the holistic development of SEL among students despite its importance in contributing quality of life and in students' development at any level of education.

As mentioned above the background of the study, researchers as lecturers in NRRU, to give precedence to develop a curriculum to enhance SEL for teacher students in order for them to carry out their respective potentials and fulfill their duties effectively. This study will be beneficial for the Faculty of Education and also be a guiding principle for curriculum changes that prevents mediocrity of the school system. It can be a solution for inner-behavioral problems which affect teacher students' learning from time to time.

Research Objectives

The following are the two main research objectives of this study;

1. To develop a curriculum to enhance SEL for teacher students.
2. To identify an efficient curriculum.

Research Methodology

To serve the main objectives of the study, mixed methodology was used to conduct and to analyze data in five phases as follows;

Phase 1: Contextual Study.

In this phase, researchers prepared the primary information necessary for the curriculum development outline corresponding to the issues and needs. Publications relevant to SEL were gathered and the information obtained from them was applied as primary best practices. The relevant information was obtained and categorized by a focused group consisting of eight NRRU lecturers. These professionals' recommendations provided a framework for a new curriculum.

Phase 2: Curriculum Design.

In this phase, researchers used the results of the contextual study from phase 1 to determine the issues for developing a curriculum outline.

Phase 3: Curriculum Assessment.

In this phase, researchers submitted a newly developed curriculum outline to five experts in three fields: curriculum development, educational psychology, and educational measurement and evaluation.

They conducted the curriculum's appropriateness and consistency assessment using the scale for a curriculum to enhance SEL for teacher students. Then the information obtained was analyzed by mean scores and index of item-objective congruence (IOC) was later used to improve the curriculum outline.

Phase 4: Curriculum Implementation.

In this phase, researchers implemented the revised curriculum via two sample groups consisting of 56 first-year teacher students of the Faculty of Education of NRRU in the first semester of the 2015 academic year. One group was assigned to an experimental group and another was a controlled group. Both groups were required to do purposive sampling. Each group consisted of 28 students. The nine-week implementation of the pretest-posttest design was completed during the period of September 2 to October 28, 2015.

The implementing tools used in this phase included: (1) Curricular papers developed by the researchers consisting of curriculum, activity plans, worksheets, and knowledge sheets, (2) SEL evaluation tools; namely, the test for understanding SEL, the scale for attitude toward SEL, the scale for behavior level of SEL, and (3) Satisfaction questionnaire of curriculum implementation.

Data analysis consists of (1) understanding, attitude, and behavior level of SEL; comparisons of the mean scores obtained from before and after curriculum implementation using t-test, (2) analysis on curriculum implementation satisfaction using mean scores and standard deviation, and (3) curriculum efficiency evaluation comparing analyzed mean scores against the standard criteria.

Phase 5: Curriculum Evaluations.

In this phase, researchers evaluated the effectiveness of the curriculum after the tests by considering the criteria consisting of two folds:

- 1) Teacher students consideration ; experimental group mean scores increased after curriculum implementation. It is significantly higher than that of the controlled group.



2) Curriculum considerations

2.1) Teacher students' satisfaction of curriculum implementation is above average (with at least an average mean score of 3.50)

2.2) The SEL curriculum efficiency mean score of the teacher students during the curriculum implementation were E1/E2 with set values of 80/80; the mean score of attitude toward SEL and behavior level of SEL of teacher students are both set at a high level (with at least an average mean score of 3.50)

Results

1. From the study on the publications relevant to SEL, it is determined that SEL is an individual's cognitive process to improve his or her social and emotional capabilities. Such capabilities will be the asset of a person to perceive and understand their own thoughts, emotions, and feelings. They can be capable of controlling their own emotions under pressure and they can act properly and accordingly to contribute to society's growth and development. Also, from the 8 lecturers' opinions regarding the focused group, they concluded that SEL consisted of: (1) self-awareness, (2) self-emotional management, and (3) social living is essential for teacher students.

2. In the development of the curriculum outline, researchers used the conclusions obtained from phase 1 (contextual study) consisting of publication reviews and lecturer's judgments to design a curriculum outline. It contains needs and problems, principles, contents, activities, instructional medias, and assessments. After considering each composition of the curriculum, researchers used results from the study of the relevant publications and lecturers' opinions to determine and identify the needs and problems as well as its corresponding principles.

The followings were findings from the consideration of a contextual study:

2.1 Needs and problems: It was found that two factors, social context, and self-emotion problems, bothered their learning and caused negative attitudes in their daily lives. Thus, SEL were the teacher students' needs, and it should be mainly focused on the curriculum. Thus, the curriculum was named "SEL curriculum".

2.2 Principles: The principles of SEL curriculum were as follows;

2.2.1 To provide teacher students' SEL using the self-awareness, self-emotional management, and social living in their context appropriately.

2.2.2 To emphasize understanding, attitude, and behavior levels of SEL.



2.2.3 Provide a habitualization process as a means of creating activities to enhance teacher students' SEL.

2.3 SEL Curriculum aims: The SEL curriculum was mainly expected to prevent teacher students from problems and to have positive attitudes in their daily lives and socially before they finish their education. To serve the SEL curriculum aims, the objectives to enhance SEL can be divided into three folds as follows;

2.3.1 Self-awareness consists of knowing about one's weak and strong points, abilities, and also to know about the ability of development procedures.

2.3.2 Self-emotional management consists of management one's own emotions as well as other's emotions, emotional control, and appropriate emotional expressions.

2.3.3 Social living consists of responsibility, honesty, patience for themselves and also for others, respectively.

2.4 Contents: The contents were all from SEL lessons included in each learning unit of the curriculum. There were three SEL lessons contained in the SEL curriculum: self-awareness, self-emotional management, and social living. Each learning unit contained three activity plans for teacher students to learn.

2.5 Activities: The SEL activities were based on a habitualization process. The SEL activities were classified into three lessons according to the three objectives and the three contents. Each SEL learning unit consisted of the main point, the objective, content, time period, activity, instructional media, and assessment. There were six steps as follows;

Step 1 Perception and observation, to enhance teacher students' SEL via provided situations or events.

Step 2 Systematic analysis, to activate and to encourage teacher students to think and express their opinions about the self-value characteristic of good behavior, and also think and express about the effects of themselves and other's behaviors on "do and don't behavior" in positive ways in their social context.

Step 3 Generating proper practice, to motivate teacher students to find out and discover the best ways to behave themselves in their social context via careful consideration of both the advantages and disadvantages to them.

Step 4 Action, to act as they discovered both in their daily lives and in their university. Researchers advise teacher students to help them perceive the advantages of behavior to themselves and others.



Step 5 Evaluation and improvement, to activate and to encourage teacher students to evaluate their behaviors and advise them to more appropriate behavior both in their daily lives and socially.

Step 6 Reinforcement, to activate teacher students' thinking, feelings, and attitudes to make them perceive and satisfy their expression of these behaviors.

2.6 Instructional medias: The medias are the instructional aids used in curricular activities. Medias used for each activity lesson plan of the SEL curriculum were power point programs, videos, hands outs, knowledge sheets, and worksheets.

2.7 Assessments: The assessments were the measurement of learning units according to the curriculum's objectives. Learning assessments are provided to assess teacher students' learning in three domains by using a measure of understanding, attitude, and behavioral learning levels, respectively.

3. After completing the curriculum outline development, researchers sent curriculum outlines to five experts to evaluate its appropriateness and consistency. As a result, it was found that the quality of the curriculum outline met the criteria. Considering the appropriateness of the curriculum outline, each composition ranged from 3.80-4.44 mean score and had standard deviation ranged from .05-.47 with this data. The score appropriateness of all the curriculum outline compositions was higher than the criteria set at 3.50. The consistency index curriculum outline ranged from .80-1.00 which was higher than the criteria set at .50. The mean score of all the curriculum outline compositions were consistent.

4. In the phase of curriculum implementation, researchers applied the revised curriculum outline among the two sample groups. One group was the experimental group and the other was the controlled group. Both groups were required to do purposive sampling. Each group consisted of 28 students and the researchers served the facilitators.

During the nine-week experiment, researchers conducted a measurement for both groups before and after the curriculum implementation. Researchers found that prior to curriculum implementation both groups had comparable SEL and yielded notable results as follows;

4.1 The evaluation of SEL levels included understanding, attitude, and behavior levels, it was found that the experimental group had improved their SEL levels more than the controlled group at .01 level of significance after the experiment.

4.2 The assessment of teacher students' satisfaction of the curriculum implementation, the teacher students were satisfied at a high level ($M = 4.08$, $SD = .34$).

4.3 After comparing the SEL mean scores of the teacher students in the experimental group after curriculum implementation with respect to the criteria, the scores of understanding in SEL between the process of curriculum activities (E1) and after activity implementation (E2) was at 81.07/80.73, respectively which was higher than the criteria (at least 80/80). For the mean scores of attitude toward SEL, they got 4.37; while for behavior level, they got 4.18 which were both above the criteria (at least 3.50).

5. The curriculum implementation suggests that this curriculum was truly effective. It obviously improves SEL levels (understanding, attitude, and behavior levels). The survey of the teacher students' satisfaction on this curriculum implementation, they were remarkably satisfied at a high level. All of the mean scores of SEL levels were higher than the curriculum's efficiency criteria. Therefore, it can be concluded that this curriculum was effective and it was applicable for improving teacher students' SEL.

Discussion

1. The contextual study concluded that SEL consisted of self-awareness, self-emotional management, and social living is essential for teacher students.

Self-awareness means accepting his or her strengths and weakness. This is the foundation for teacher students in learning or doing activities suitable for oneself. According to Rogers (1961 cited in Nakaro, 2008) stated that self-awareness has association and influence on an individual's life since self-awareness protects a person from being confused. People will express, think, act properly, and accept themselves. Therefore, it can be their asset to a happier life.

Self-emotional management is another attribute for those with SEL. This is because the person who is able to control one's own emotions and expressions appropriately will be able to firmly confront any situations in his or her life and be able to make a decision. According to Kamjadpai & Inthasuwan (2003) and Sanlaysiri (2005), self-emotional management allows people to control and tolerate their emotions and relax as needed making them content in their lives. In addition, Smith & Smith (1990), Chareonwongsak (2000), as well as Sota (2001) also stated that self-emotional management helps relieve stress and anxiety from study or work. It accommodates activities and makes them effective. It makes people feel happy in every area of their lives and makes them more successful in their study or work. Moreover, Kelly (2002) also stated that effective self-emotional management is associated with success in careers. Thus, it can be concluded that people with good self-emotional management have a good life management.



Regarding Social living, teacher students should be responsible, honest, and patient which are the important attributes of those with SEL. This is because people are able to express or act effectively on their own. According to Ausubel (1965 cited in Puenthong, 1991), Chan-aem & Chan-aem (1978), Bhanthumnavin (1984), and Srisa-ard & Srisa-ard (2009) also stated that this attribute is a tool for future living. It measures the goodness of the people, controls oneself, and prevents failure.

As above-mentioned self-awareness, self-emotional management, and social living are attributes of SEL that must be instilled among teacher students since these are important in order to have a successful education and life.

2. Curriculum outline contains needs & problems, principles, contents, activities, instructional medias, and assessments. This corresponds to a curriculum development model of Tyler (1949) consisting of objective setting, learning experience selection, learning experience management, and assessment; also to curriculum development of Taba (1962) which consists of objective, content, and assessment.

3. The assessment of the appropriateness and consistency of a newly developed curriculum shows that it is ready for implementation. This is because the curriculum development procedure is based on curriculum development model of educators like Tyler (1949), Taba (1962), and Utaranan (1989) who started the contextual study analysis and resulted in the creation of an appropriate curriculum outline corresponding to the actual conditions. It was then revised according to those suggestions in order to achieve complete curriculum outline before the actual implementation.

4. The results of curriculum implementation indicate that the curriculum effectively improves SEL levels of the teacher students because it contains consistent and appropriate factors for SEL development and it is also contributed to the learning development activity based on habitualization process for teacher students. The habitualization process was realized by educating teacher students the importance of SEL, by systematically analyzing the process themselves, creating a self-improvement guideline, and through evaluations to improve themselves, also the consistent procedure to promote learning (Moonkham, 2004).

In addition, the SEL development process for teacher students in this curriculum is comprised of various activities. The focus is that teacher students have to think and act accordingly. This is suitable for teacher students who prefer challenging and exciting activities (Thongdee, 2002). Its main objective lies on the balanced development of emotional, mental, and social aspects of teacher students. Shertzer and Stone (1971) point out the importance of extracurricular activities

which helps learners to realize facts about themselves as much as possible so that they will be able to adjust their self-perspective, accept and improve themselves according to their true potential. However, in the controlled group, their comparable SEL levels failed because the typical learning activities and human development activities they go through does not emphasize and implement SEL seriously and systematically. In the case of the experimental group, the improvement in their SEL levels is better than those of the controlled group because the curriculum contains appropriate factors and systematic activities which are essential to improving teacher students' SEL.

Conclusion

1. SEL curriculum.

Teacher students' SEL consist of self-awareness, self-emotional management, and social living. The SEL curriculum comprises of seven components: needs and problems, principles, objectives, contents, activities, instructional medias, and assessments. The SEL curriculum is appropriate for being used to enhance teacher students' SEL. The SEL curriculum is determined to be effective via nine weeks of implementation. The six steps of implementation were: perception and observation, systematic analysis, generating proper practice, action, evaluation and improvement, and reinforcement. The final result revealed that teacher students' SEL is enhanced after the implementation. Besides, the survey of the teacher students' satisfaction of this curriculum implementation revealed that they were satisfied at a high level. Lastly, it can be concluded that this curriculum is effective and it is applicable for improving teacher students' SEL.

2. Suggestion.

2.1 Policy suggestion.

Higher education institutes should allow and promote the Faculty of Education to have supplementary curriculum/project/activity for improving teacher students' SEL, EQ, and human development.

2.2 Practical suggestion.

2.2.1 This curriculum with its context should be applied as a course selection for teacher students.

2.2.2 SEL activities included in the curriculum should be applicable in various situations and should be focused on promoting SEL for teacher students.

2.3 Suggestion for further studies.

2.3.1 Learning sustainability of teacher students' SEL should be followed up.



2.3.2 Participatory action research should be conducted by the lecturers who conducted this curriculum into his or her classroom.

2.3.3 The application of this curriculum should be studied further by the teacher students in another year of study as well as students in other faculties of the university.

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