

**Abstract**

**Thesis Title** : Expected Child Development and Actual Occurrence  
of Children: Personal, Social, and Emotional Aspects,  
in a Selected Kindergarten in Nonthaburi

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This study examined Thai parents and teachers' expectation and actual occurrence of preschool children in personal, social and emotional aspects. The purpose of this study was (1) to determine the parents and teachers expected and actual occurrence of child development in personal, social and emotional factors (2) to determine the differences within a group of parents and teachers in the expected and actual occurrence of child development in personal, social and emotional factors and (3) to determine the differences between two contrasting groups, parents and teachers, in the expected and actual occurrence of child development in personal, social and emotional factors. Survey method had been used and the samples were 68 parents/guardians and 12 preschool teachers from a selected school in Nonthaburi district. The study showed that both groups set high expectations in all areas of development. Therefore, the actual occurrence of

children in personal, social and emotional as perceived by both groups was relatively high too.

The study also showed that there were similarities and differences within the group of parents. Paired Samples t-test showed that there was no difference in the expected and actual occurrence of the children in personal aspect. It was found that there were significantly differences in social and emotional aspects at a .05 level of significance. Within the group of teachers, the findings indicated that there were no differences in the expected and actual occurrence in personal and social aspect but it was found that there was a significant difference in emotional aspect at a .05 level of significance. Furthermore, when comparing between two contrasting groups, the findings showed that there was no difference between the two groups in the expectation of child development and the actual occurrence except for the actual occurrence in the emotional aspect. The last finding indicated that there was significant difference in actual occurrence of preschool children in emotional aspect at a .05 level of significance.

