

THE RESULTS OF USING STORYTELLING WITH POSITIVE REINFORCEMENT FOR DEVELOP RESPONSIBLE BEHAVIOR OF STUDENTS IN KINDERGARTEN 1/1 WATWETAWANTHAMMAWAT SCHOOL

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ABSTRACT

This thesis investigates the effectiveness of employing storytelling techniques combined with positive reinforcement strategies to cultivate responsible behavior among kindergarten 1/1 students at Watwetawanthammawat School. The study delves into the pivotal role of early childhood education in shaping positive behaviors and attitudes in young learners. Grounded in the theories of social learning and behavioral psychology, the research aims to explore how storytelling, as a pedagogical tool, can influence children's moral and ethical development. The research methodology employed a quasi-experimental design, dividing the participants into two groups: the experimental group, where storytelling sessions with positive reinforcement were implemented, and the control group, following traditional teaching methods. The study meticulously analyzed behavioral patterns, classroom interactions, and academic performance over an academic year. Additionally, qualitative data was collected through interviews and observations to gain deeper insights into the students' responses and experiences. The findings reveal a significant positive impact on the experimental group, indicating that incorporating storytelling with positive reinforcement techniques fosters responsible behavior among Kindergarten 1/1 students. The children in the experimental group exhibited improved social skills, empathy, and cooperation, leading to a more conducive and harmonious classroom environment. Moreover, their academic performance displayed notable enhancements, showcasing the holistic benefits of integrating storytelling and positive reinforcement methods in early childhood education. This research contributes valuable insights to the field of education, emphasizing the potential of innovative teaching strategies in nurturing responsible behavior among young learners. The study advocates for the adoption of storytelling with positive reinforcement techniques in early childhood education curricula, promoting a positive and inclusive learning environment that shapes the moral fabric of future generations.

Keywords: storytelling, positive reinforcement, responsible behavior, early childhood education, moral development, social learning, kindergarten students, educational innovation, classroom environment, academic performance.