

ABSTRACT

This research was categorized as an Action Research. The objective of this action research is to develop a temperament-improving pattern in order to prevent and correct problems of difficult temperament occurring during childhood through family participation. The framework of this research is supported by three structure-functional theories: the family theory (Friendman, 1998), the development of temperament of early childhood (Thomas, Chess & Birch, 1970), and the social cognitive theory of Bandura (Bandura, 1977; 2001). All these notions and theories were used to obtain a better understanding and also to synthesize in order to get an appropriate pattern. The conceptual framework was illustrated below.

This action research began with, first, a study of health status, development, temperament and factors affecting temperament of early childhood during the period from November B.E. 2558 to January B.E. 2559. The participants were 444 families. Second, Temperament promotion model among difficult children during the period from February to May B.E. 2559. The participants were 53 families. The random selection of participants was undertaken. All received services from Outer Patient Department, Pediatric Department or Well Child Being Clinic at Thammasat University Hospital or Pathum Thani Hospital and children from 6 small childhood centers in Thaktong and Nakhon Rangsit Municipal located in Pathum Thani Province including Small Child Development Center of Thaktong Municipal, Charu Son Bamrung School, Chumchon Wan Ban Khan School and Small Child Development Center of Nakhon Rangsit Municipal (Thapthanya Upatum, Siriwet Chapman and Rattanakosin Center).

Qualitative data was collected by interview, group conversation and a field record. Quantitative data was collected by the Developmental Surveillance and promotion manual (DSPM) and the assessment for temperament of early childhood. On the data analysis, the qualitative data were evaluated and presented as a report for further revision and improvement. The quantitative data was analyzed by descriptive methods. General information was estimated by triangulation techniques. .

Results: the data analysis yielded 4 major findings:

1. Difficult temperament composes of five characters: 1) hyperactive 2) stubborn and non-obedient 3) temper and waspish 4) difficulty to thrive and picky-eating, and 5) difficulty in managing daily-life activities

2. Findings also point out factors correlated to these characters including 1) children personal character and 2) parent personal character and maturing styles.

3. Lessons yielded from this learning experience emphasize new perspectives to improve quality of life for these children. Such perspectives include 1) accepting different points of view 2) relieving stressors 3) playing with the children 4) appropriate teaching techniques 5) being a good role model and 6) helping one another

4. Findings illustrate a pattern to correct the difficult temperament of children which composes of three components 1) a cycle of understanding and access to child development services 2) family participation—illustrated as a dashed line and 3) the triangle of learning.

Suggestion Knowledge sharing and exchanging between parents/guardians and teachers should be encouraged to promote better understanding in child care specifically to difficult temperament. There also should be institutions and personals who provide services specifically to children with temperament problems. The services should mainly focus on facilitating family in shaping behaviors of children with difficult temperament. Consultation service should be accessible in person as well as by telephone. A monitoring system should be established to follow up with families and children with temperament problems.