

Nopparat Singtum 2006: Interaction between Learning Level and Feedback Formats in Computer-assisted Instruction Affecting the Intrinsic Motivation of Mathayomsuksa 4 Students
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The objective of this research was to study the interaction between the students with the high, medium and low levels of learning achievement of Mathayomsuksa 4 Students and two feedback formats: one with the correct answer and the explanation, and the other with the correct answer, the explanation and the accumulate scores, in computer-assisted instruction that affect the intrinsic motivation of Mathayomsuksa 4 students.

The sample was 90 students drawn by using multi-stage sampling from Mathayomsuksa 4 students at Prachinkallayanee School in the second-semester of academic year 2005. The sample was classified into three levels of learning achievement based on their normalized t-score of biology in the first semester of the same academic year. Three levels of learning achievement were 30 high level students, 30 medium level students and 30 low level students by stratified random sampling. Each level of learning achievement comprised two formats of feedback in computer-assisted instruction. There were 15 students with the correct answer and the explanation and 15 students with the correct answer, the explanation and the accumulate scores by simple random sampling. The gain scores of the intrinsic motivation were analyzed using two-way analysis of variance and pooled variance t-test.

The results of the research indicated the following. 1) There was significant interaction between levels of learning achievement and feedback formats in computer-assisted instruction affecting the intrinsic motivation of learners at the .05 level. 2) The high level students who learned by different formats of feedback in computer-assisted instruction were significantly different at .05. 3) The medium level students who learned by different formats of feedback in computer-assisted instruction were not significantly different. 4) The low level students who learned by different formats of feedback in computer-assisted instruction were not significantly different.

Student's signature

Thesis Advisor's signature

