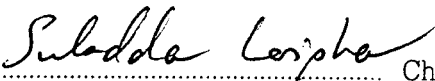




THESIS TITLE : A STUDY OF LEARNING MATHEMATICS ACHIEVEMENT ON FRACTIONS OF
PRATHOMSUKSA V STUDENTS TAUGHT BY THE INSTRUCTIONAL MODEL
BASED ON THE CONSTRUCTIVIST LEARNING THEORY AND CONVENTIONAL
APPROACH

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ABSTRACT

The purpose of the present study was to compare Prathomsuksa V student' learning achievement on fractions as taught by applying the instructional model based on the constructivist learning theory and conventional approach.

The sample consisted of 2 classes of prathom Sueksa V students in Ban NongbuaKamsaen School, NaGlang District, NongbuaLampoo Province during the first semester of the 1999 academic year. The subjects were selected by the purposive sampling. Selection of the student samples was done by means of arranging the student' achievement on Grade 4 mathematics in the 1998 academic year in order of score. Following that students with the same or close scores were randomly matched and assigned to experimental and control groups of 22 students each. The instruments used in the study included 1) lesson plans based on constructivist learning theory, 2) the conventional lesson plans and 3) a mathematics learning achievement test. Analysis of the data collected was done by means of a t-test

The results showed that learning achievement of the students who were taught by applying the instructional model based on the constructivist learning theory was significantly higher than that of the students who were taught by applying the conventional method at the .01 level of significance.