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PRANEE SIWAPORNPITAK : THE DEVELOPMENT OF MATHEMATICS INSTRUCTIONAL MODEL ACCORDING TO THE THEORY OF PLANNED BEHAVIOR FOR DEVELOPING MATHEMATICS LEARNING ACHIEVEMENT BEHAVIORS AND MATHEMATICS LEARNING ACHIEVEMENT OF THE MATHEMATICS UNDERACHIEVERS AT THE LOWER SECONDARY EDUCATION LEVEL. THESIS ADVISOR : ASSO.PROF.TAWEEWAT PITAYANONT, Ph.D. THESIS COADVISOR : PROF.SOMWUNG PITIYANUWAT, Ph.D..262 pp. ISBN 976-635-923-1

The purposes of this research were : 1) to study the variables that have influence upon mathematics learning achievement behaviors and mathematics learning achievement of the lower secondary school students, 2) to develop an instructional model based on planned behavior theory for developing mathematics learning behaviors and mathematics learning achievement of the mathematics underachievers, and 3) to examine the effectiveness of the instructional model.

The research findings were as follows :

1. The variable that had the most influence upon mathematics learning behaviors and mathematics learning achievement was perceived behavioral control, followed by subjective norm and attitude toward behavior respectively.

2. The instructional model was developed to be a plan that illustrated relationships between perceived behavioral control, subjective norm, and attitude toward behavior with a purpose to develop students' mathematics learning behaviors and mathematics learning achievement, both in cognitive and non-cognitive domain.

3. When the instructional model was implemented with the lower secondary school students, it was found that :

3.1 The experimental group, learned through this instructional model, had significantly higher learning achievement behaviors than the controlled group.

3.2 The attitude toward learning achievement behaviors of the experimental group was significantly higher than that of the controlled group in classroom mathematics learning, in mathematics lesson revision, and in mathematics homework completion.

3.3 The experimantal group had higher mathematics learning achievement than the controlled group, but not statistically significant. However, the mathematics learning achievement in cognitive domain of both groups was higher significantly.

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