

C640011 : MAJOR CURRICULUM AND INSTRUCTION

KEY WORD:

DEVELOPMENT MODEL/ ELEMENTARY SCHOOL UNDERACHIEVERS/
CROSS-AGE TUTORING TECHNIQUE BANCHERDPORN RATANAPAN :
THE DEVELOPMENT OF A MODEL FOR ENHANCING LEARNING
OUTCOMES OF ELEMENTARY SCHOOL UNDERACHIEVERS THROUGH
CROSS-AGE TUTORING TECHNIQUE. DISSERTATION ADVISOR : ASSOC.
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PITAYANON, Ph.D.,...329....PP.

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The purposes of this research were to develop a model for enhancing learning outcomes of elementary school underachievers through cross-age tutoring technique and try-out this model for studying about achievement, self-efficacy, socio-status and attention behaviors of elementary school underachievers. The model was developed from concept and theories about underachievers, 6-12 years personality development, conceptions of contingency management, observational learning, self-efficacy, long-term memory and cross-age tutoring technique.

The findings were as follows:

1. The model for enhancing learning outcomes of elementary school underachievers through cross-age tutoring technique had objectives to develop learning achievement, self-efficacy, socio-status and attention behaviors of elementary school underachievers, and had 5 components: (1) The input factor: the underachievers. (2) The process of the model: assigned the underachievers as tutors of the students at the lower-grade level who had 30%-39% of the test scores on the three phases, namely, preparation activities, tutorial activities and evaluating activities. (3) The products of the model: the underachievers had better learning achievement, self-efficacy, socio-status, and attention behaviors. (4) The controls of the model: qualification of student, teacher's work and supports involved in using the model. (5) The feedback of the model: learning achievement, self-efficacy, socio-status, and attention behaviors of elementary school underachievers.

2. In trying out the model with 24 grade four elementary school underachievers at Senanikom School which spilt equally into the experimental group and the controlled group, the experimental group was assigned the role of tutor of 36 grade two Thai comprehension level 30%-39%. The results which were tested the significance at .05 level were: (1) The achievement of both group were not significantly different, but there were significantly higher numbers of students in the experimental group who were not underachievers than in the controlled group after the experiment. (2) There were significantly higher self-efficacy scores of students in the experimental group than in the controlled group. (3) There were significantly higher numbers of students in the experimental group that received higher socio-status scores than in the controlled group. But the differences on socio-status posttest scores between the two groups were not significant. (4) After the experiment all students in the experimental group had the higher percentage of the period of time on attention behaviors.

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