

Thesis Title : A Comparison of Prathom Suksa VI Pupils' Learning  
Achievement and Democratic Behavior in Life Experience  
Taught by Using Group Process Activities and the  
Conventional Instruction

Author : Mr.Boonlue Petchdon

Thesis Advisory Committee :

.....*Uraiwan Insee*.....Chairman  
(Associate Professor Uraiwan Insee)

.....*Noytip Limyingcharoen*.....Member  
(Associate Professor Noytip Limyingcharoen)

.....*Cha Kruaman*.....Member  
(Instructor Preecha Kruawan)

#### ABSTRACT

The purpose of this research was to compare learning achievement and democratic behavior of Prathom Suksa VI pupils who studied life experience by using group process activities and the conventional instruction.

The samples consisted of 64 Prathom Suksa VI pupils at Ban Nong-tabaek School which is under the Primary Education Office, Khonburi District, Nakhonratchasima Province, during the first semester of the academic year 1994. At first, they were selected by the method of purposive sampling. Then they were selected again to be put into two groups. One was the experimental group, and the other was the controlled group. There were 32 pupils in each group. The experimental group was taught by using group process activities while the controlled group was taught by using a conventional method of instruction. The nonequivalent control group design was applied in this study. The research instruments used were a learning achievement test, a democratic behavior evaluation form, and lesson plans of group process activities and the conventional method of instruction. The statistical analysis of the data was calculated by using the t-test, and the SPSS/PC<sup>+</sup> program was used to analyze the data.

The results of this research study showed the following:

1. The pupils taught by using group process activities changed their democratic behavior which was not significantly different from that of the pupils taught by using the conventional instruction at the .05 level.
2. The pupils taught by using group process activities significantly had a higher level of learning achievement than the pupils taught by using the conventional instruction did at the .05 level.