

## C742462 : MAJOR EDUCATIONAL PSYCHOLOGY

KEY WORD: PEER TUTORING PAIRED / COGNITIVE STYLES / SELF-EFFICACY / ACHIEVEMENT IN

MATHEMATICS

YAMONPORN PUNTANAM : THE EFFECT OF PEER TUTORING PAIRED BY COGNITIVE STYLES ON SELF-EFFICACY AND ACHIEVEMENT IN MATHEMATICS OF ELEMENTARY EDUCATION LEVEL STUDENTS. THESIS ADVISOR : ASSO.PROF. SOMPOCH IAMSUPASIT, PH.D. 108 PP. ISBN 974-636-012-4

The purpose of the research was to study the effect of peer tutoring paired by cognitive styles on self-efficacy and achievement in mathematics of elementary fifth students. The subjects were 15 students from Anuban Sisaket School , Sisaket province. The Group Embedded Figures Test(GEFT) was used to assess Field Dependence(FD) and Field Independence(FI) students. And,they were assigned into 3 conditions :

1. the first condition was the field dependence students who got low achievement in mathematics were taught by the field independence students who got high achievement in mathematics (FI/H - FD/L) ;
2. the second condition was the field dependence students who got low achievement in mathematics were taught by the field dependence students who got high achievement in mathematics (FD/H - FD/L);and
3. the third condition was the field dependence students who got low achievement in mathematics were taught by the students who got high achievement in mathematics . (X/H - FD/L).

Pretest - Posttest design was used in this study. All subjects were tested their self-efficacy and mathematical ability before the treatment. The tutors were trained by the researcher . After that, all subjects were tued by the tutors for twelve times within 3 weeks. All subjects were tested their self-efficacy and achievement in mathematics after the treatment.. The data were analyzed by using the One Way ANOVA and t-test .

Results were as follows :

1. There was no significant difference on self-efficacy and achievement in mathematics scores among three conditions at the .05 level.
2. The scores on self-efficacy and achievement in mathematics of all conditions on posttest were significantly higher than pretest at the .01 level.

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