

## C242812 : MAJOR EDUCATIONAL PSYCHOLOGY

KEY WORD: : TASK-INVOLVING-EVALUATION / CONTINUING MOTIVATION

WINAI KHAMMOOL : EFFECTS OF TASK-INVOLVING EVALUATION ON  
CONTINUING MOTIVATION AND MATHEMATICS ACHIEVEMENT OF STUDENTS WITH  
HIGH AND LOW MATHEMATICS ACHIEVEMENT. THESIS ADVISOR : KANAKANG  
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The purpose of this research was to study the effects of task-involving evaluation on continuing motivation and achievement in mathematics of mathayom sukpa two students with high and low mathematics achievement.

The results were as followed :

1. Students who received task-involving evaluation showed higher continuing motivation both immediate and delay than students who received no task-involving evaluation. ( $p < .001$ )

2. Students who received task-involving evaluation showed higher achievement in mathematics than students who received no task-involving evaluation. ( $p < .01$ )

3. Between students with high mathematics achievement, there was no significant difference between those students who received task-involving evaluation and those received no task-involving evaluation on achievement in mathematics ( $p > .05$ )

4. Between students with low mathematics achievement, students who received task-involving evaluation showed higher achievement in mathematics than students who received no task-involving evaluation. ( $p < .05$ )