

Thesis Title Effect of Teaching the Introduction to
Library Study (THA 081) on the Achievement
of Upper Secondary Students in Social Studies

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ABSTRACT

The purpose of this study was twofold: to compare the learning achievement on social studies courses between the two groups of students constituting of those who chose and did not choose the course, "Introduction to library Study (THA 081)," as their elective; and to study the coefficient of correlation in taking THA 081 and the achievement in social studies. Hypotheses planned for were : 1) students who took THA 018, through teachers' evaluation, would acquire higher achievement than those who did not ; and 2) the achievement in THA 081 would positively correlated to that in social studies.

Research procedures : Experimental method was used.

Experiment group consisted of Mathayom Sukas 5 (grade 11) in the first program (Mathematics-Science) at Tratrakarnkun School, 1984, and the control group consisted of the Mathayom Suksa 5 in the same program. Sampling selection based on social studies achievement in Mathayom Suksa 4 and found no significant difference as proved by t-test. The researcher taught THA 081 to the enperiment group 2 hours weekly

through the first semester in 1984 (B.E. 2527), kept constant periodic evaluation throughout, and administered final examination when the semester ended.

All the while, both control and experiment groups took the same social studies course and were evaluated by the same teacher responsible for the course. Then the two groups were required to answer the questionnaire about their opinions and their problems in using library to serve their learning purpose in social studies.

T-test was applied to analyze the collected data of evaluation results from both groups in order to compare the students' learning achievement in social studies. Pearson Product-Moment Correlation Coefficient was used to find coefficient relation on students taking THA 081 and their achievement in social studies and then tested the significance of the finding. The data from questionnaire responses were analyzed by percentage, arithmetic mean, and standard deviation.

Research Results:

The experiment group indicated more positive attitude towards the use of library and resources to help in social studies learning than the control group. They also had less problem in the use of the library with exception of the problem in data preparation for discussion and social studies term paper.

The learning achievement in THA 081 was positively correlated to that in social studies. Thus, the second hypothesis was supported. As for the first hypothesis, it was rejected by the finding because the experiment group achievement came lower than that of the control group. The failure might be resulted from unanticipated problem of

irregular teaching hours scheduled to fit the students' available time.

The researcher felt a need to do further research to try to prove the first hypothesis by (1) following the long term achievement of both groups for three consecutive semesters as they took more social studies courses; and (2) retesting the first hypothesis through the same research procedures with the new group of students, which is named group 2/2527, who registered in THA 081 as their free elective in the second semester. This time there was a mix of students in Program 1 (Mathematics-Science) and Program 2 (Mathematics-English). Furthermore, in order to double check the researcher's idea, another repetition was done in the first semester of the next year (1985) to new Mathayom Suksa 5 students in Program 2 and Program 3 (English-Social studies). They were named group 1/2528. The follow-up was done for both groups until the end of 1985.

The follow-up research resulted that ; (1) The teaching of THA 081 reinforced the capacity in social studies learning of the students in the long term; and (2) for group 2/2527, the experiment group still acquired lower achievement than the control group but the learning capability improved when they took other social studies courses.

group 1/2528, there was no statistical significance though the means indicated a higher achievement. In the semester after that, when both groups (control and experiment) took another social studies course, it was found that those who took THA 081 had higher achievement with statistical significance. In conclusion, the trend evidently shown that the teaching of THA 081 created positive impact to learning achievement in social studies for students in every program.

Recommendation :

From research results presented, there was a positive indication that THA 081 can be of advantage in support to higher achievement and better learning capability in other courses. Consequently, it is recommended that THA 081 should be a required elective at secondary education level in all schools

Further Researche should be dove on :

1. appropridte level to initiate THA 081 to students
2. impact of the teaching THA 081 to learning achievement in social studies of students through cross-programs comparison