

THESIS TITLE : A COMPARATIVE STUDY OF MATHAYOM SUKSA I STUDENTS' LEARNING ACHIEVEMENT IN BUDDHISM SUBJECT ON THE PRINCIPLES OF BUDDHISM AND BUDDHIST PROVERBS BY USING THE FOUR NOBLE TRUTHS APPROACH AND CONVENTIONAL INSTRUCTION

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ABSTRACT

The purposes of the present study were 1) to compare Mathyom Suksa I (Grade 7) students' learning achievement in Buddhism subject on the principles of Buddhism and Buddhist proverbs between the students who were taught by applying the Four Noble Truths approach and conventional instruction method and 2) to investigate the students' opinions regarding the study of Buddhism subject on the principles of Buddhist proverbs as taught by applying the Four Noble Truths approach.

The sample consisted of two classes of 60 Mathayom Suksa I students, 30 students to one class, in Ming Muang Khon Kaen School, Muang District, Khon Kaen Province during the first semester of the 1999 academic year. The two classes of students were selected by means of drawing numbers from the total four classes. The two classes so selected were then drawn the numbers once more to assign an experimental and control groups. The Pretest-Posttest Non-equivalent-Group Design was used in the experiment. The experimental group the conventional method of instruction. The instruments used in the study, developed by the present researcher herself, included 1) the Four Noble Truths approach lesson plans and conventional instruction lesson plans, 2) a learning achievement test and 3) a questionnaire to elicit the students' opinions regarding the study of Buddhism subject on the principles of Buddhism and Buddhist proverbs as taught by applying the Four Noble Truths approach. Analysis of the data obtained was done by means of an SPSS/for windows computer program to test the mean differences through a t-test.

The results showed that learning achievement of the experimental group was significantly higher than the control group at the .05 level of significance. The students also opined that the Four Noble Truths approach had enabled most of them to learn how to work in group, to participate in teaching-learning activities which helped them to learn the lesson quicker and become more self-conscious. They had experienced an opportunity of making working plans together and participating in rational discussions. The teaching approach was fun. It encouraged them to express themselves better and made the subject more interesting. Furthermore, the students indicated that they could apply what they had experienced during the course of study to the solving of problems consciously.