

Thesis Title The Effectiveness of Problem-based Learning Approach
in Teaching Primary Health Care at Rajaphat Institute,
Suandusit

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Abstract

The objective of this quasi-experimental research was to study the effectiveness of Problem-based Learning in the third year health education students at Rajaphat Suandusit. Achievement of primary health care, attitudes towards primary health care, attitudes towards the teaching methods and the problem solving ability were test at the time before and after the experimental and also were used to indicate the effectiveness of the program. The sample was divided into 2 groups. There were 24 students in the experimental groups which had learned the subject through Problem-based Learning method and another 26 students in the compairison groups which had learned by the conventional method. Both groups were conducted in the same period for one semester. Percentage, mean score were used to describe and analyze data. Student's t-test and paired t-test were used to test the significant at p-value 0.01.

The research result could be summarized as follows:

1. After the experiment, the experimental groups and the comparison group had no statistical significant difference in mean score on knowledge about primary health care. However both experimental group and comparison group had higher mean score on knowledge statistical difference higher than before the experimental at the significant level 0.01.

2. After the experiment, the experimental group had mean score on attitude towards primary health care higher than the comparison group at statistical significant difference at p-value 0.01. Both experimental group and comparison group had attitude mean score higher than before the experimental statistical difference at significant level p-value 0.01.

3. After the experiment, the experimental group had mean score on attitude towards teaching method higher than the comparison group statistical significant difference at p-value 0.01. Both experimental group and comparison group had attitude mean score higher than before the experimental statistical difference at significant level p-value 0.01.

4. After the experiment, the experimental group had mean score on problem solving ability higher than the comparison group and higher than before the experimental statistically significant difference at p-value 0.01.

The result of this study demonstrated that students were able to gain knowledge from the Problem-based Learning approach the same as from the conventional method. However, the students in the experimental group have developed their attitude towards primary health care, teaching style better than the comparison group and also have developed the problem solving ability better than the comparison group. Thus, the Problem-based Learning approach should be considered to implement as one of the teaching methods particularly at the college and university level.