Seewalee Saeusub 2007: A Comparison of the Learning Achievement and Retention on Web-based Learning on Problems and Impacts from Family Violence between Introverted and Extroverted Mathayomsuksa 4 Students. Master of Education (Educational Technology), Major Field: Educational Technology, Department of Educational Technology. Thesis Advisor: Squadron Leader Sunchai Pattanasith, Ed.D. 209 pages.

The objectives of this research were to 1) construct the web-based lesson on Problems and Impacts from Family Violence between introverted and extroverted Mathayomsuksa 4 students according to the efficiency 80/80 criteria, 2) compare the learning achievement on web-based learning on Problems and Impacts from Family Violence between introverted and extroverted Mathayomsuksa 4 students and 3) compare the learning retention on web-based learning on Problems and Impacts from Family Violence between introverted and extroverted Mathayomsuksa 4 students.

The population was 256 Mathayomsuksa 4 students of Kasetsart University Laboratory School Center for Educational Research and Development, in the second semester of the 2006 academic year. They were divided into two groups. The first group was 56 introverted students and the second group was 200 extroverted students. The sample was 60 students who were randomly selected by the simple random sampling technique. Each group consisted of 30 students. They were assigned to learn on web-based lesson on Problems and Impacts from Family Violence. Each group was immediately tested a learning achievement test. Three weeks later, they were tested a learning retention test. The instruments were an introverted and extroverted personality inventory, the web-based lesson and the tests on Problems and Impacts from Family Violence. Data were analyzed by percentage, mean, standard deviation and t–test.

The results showed that 1) the efficiency of the web-based lesson on Problems and Impacts from Family Violence was 89/81 according to criteria 80/80, 2) the learning achievement on web-based learning between introverted and extroverted Mathayomsuksa 4 students was not significantly different and 3) the learning retention on web-based learning between introverted and extroverted Mathayomsuksa 4 students was not significantly different.

_____ _____ ___ / ___ / ___
     Student's signature   Thesis Advisor's signature