



**Modeling of Attitude and Learning Behaviour of Students having
Low Achievement in Secondary Schools under the Department of
General Education in Trang Province**

Serm-sup Graidist

**Master of Science Thesis in Research Methodology
Prince of Songkla University**

T 2003

เลขทหุญ	LCA661.T5 S47	2003
Bib Key	238425	
	12 ก.พ. 2547	

Thesis Title	Modeling of Attitude and Learning Behaviour of Students having Low Achievement in Secondary School under the Department of General Education in Trang Province
Author	Miss Sermsup Graidist
Major Program	Research Methodology
Academic Year	2002

Abstract

The study proposed to (a) investigate the associations between demographic, socio-economic & behavioural determinants and attitudes & learning behaviours, and (b) to develop a predictive model for attitudes & learning behaviours of students having low academic achievement under the Department of General Education in Trang Province. A cross-sectional study was conducted among 296 students having low academic achievements from 10 secondary schools under Department of General Education in the academic year 2001 selected by stratified random sampling at Trang Province. A questionnaire was used to collect data. The determinants comprised gender, grade point average, grade, parents' living status, family income, parents' occupations, parents' marital status, student's home status, ambition, extra study, part-time job, travel time and distance to school and time spent studying during class. The outcomes comprised seven groups: *extra-curricular, study, teacher dependent, anti-study, interested, lack of interest* and *good teaching*. Statistical methods included correlation coefficients, t-tests, one-way analysis of variance and multiple regression analysis. It was found that (1) gender, grade, GPA, parents' occupation, family income, ambition, study time, travel time to school, and extra study were all related to behaviour, and (2) grade and travel time to school were related to attitude. Using backward elimination to eliminate redundant predictors, the model indicated that gender, father's occupation, ambition, study time and extra study were related to *lack of interest*. Study time and gender were the most important determinants. Male students had a more positive behaviour for studying than females. Furthermore, students who spent more time studying during class had a positive behaviour for studying. The model provided a reasonable fit with an r-squared of 18.5% and a residual standard deviation of 0.603 at a level of 0.05.