

Title : **Factors Affecting the Learning Achievement of Suranaree University of Technology Students.**

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Abstract

This institutional research was aimed mainly at studying the factors that could have affected the learning achievement of the students at Suranaree University of Technology. These factors were divided into two groups: the factors on the student side, and the factors on the university side. The factors on the student side were their fundamental knowledge in mathematics and sciences from high schools, and their learning behaviors in the university. And the factor on the university side are the characteristics and teaching factors of the lecturers, and the instructional system of the university. The research samples composed of 131 students who had earned better grade point average and were expected to graduate within 4 years of study, and 255 students who had earned moderate grade point average and already spent more than 4 years of study in this university. The research instruments were two sets of questionnaire constructed by the researchers: the questionnaire for collecting the data concerning student learning behaviors, and the questionnaire for collecting the data which were the student's opinion concerning the lecturer's characteristics and teaching factors and the instructional system of the university.

The findings were as follows:

1. The students who had earned better grade point average and were expected to graduate within 4 years of study had better grade point average in mathematics and sciences in high schools than those who had already spent their time of study more than 4 years and earned moderate grade point average.
2. The students who had earned better grade point average and were expected to graduate within 4 years of study performed more appropriate study behaviors than those who had already spent more than 4 years of study and earned moderate grade point average.
3. The students claimed that the characteristics and teaching factors of the lecturers effecting their study achievement were the knowledge in particular subjects, the ability to

explain, the ability in answering students' questions, the ability in stimulating students to learn, and the ability in creating the classroom atmosphere of learning.

4. The students claimed that the instructional system effecting their study achievement were taking the examination more than two subjects in one day, lecturing in a three hour period, using the trimester system, having credits too many in their curriculum, and managing in appropriate course placement of the compulsory subjects.

This research suggested that the discussion among the dean, the head of departments or schools, and the lecturers concerning the characteristics and the teaching factors of the lecturers which affected the student learning achievement. The suggestions from the students also demonstrated that they didn't like the classes on the week-end and the late night classes. They also recommended that the lecturers whose students failed more than 50 percent should reconsider their teaching strategies or methods. However, the researchers recommended that the learning behaviors and the attitudes toward their own of the students must be taken into consideration seriously too.