

Abstract

Title : A Study of Learning Achievement of the Undergraduate Students
Reentry in 2006 Suranaree University of Technology

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The institutional research, entitled “The Study of the Learning Achievement of the Re-entering Students of the Academic Year 2006”, has the following objectives: 1) To study the factors which promote the learning achievement of the re-entering undergraduate students of the academic year 2006, 2) To study the learning behavior of the re-entering undergraduate students of the academic year 2006, 3) To study the learning motivations of the re-entering undergraduate students of the academic year 2006. The population considered in this research was a group of 309 re-entering undergraduate students of the academic year 2006, and 69 of which were drawn using a simple sampling method. The tools adopted in this research consisted of the questionnaires on students’ learning strategies and motivations and non-structural interviewing with the re-entering students, data collection from the questionnaires and the Registration and Processing System, the Center of Education Services. The collected data include gender, class year, school, school record during the high school period and the duration of study. The results were analyzed using frequency, percentage and standard deviation values.

The research outcomes have been concluded as follows:

1. 309 freshmen, categorized as re-entrants of the 2006 academic year, were enrolled in the Institute of Engineering, with the ratio of 80.58 %, the Institute of Agricultural Technology, sharing 9.06 %, the Institute of Social Technology, sharing 8.09 % and the Institute of Medicine, sharing 2.27 %. Most of them were males, sharing 66.77 %. The institute that had re-entering students which was accounted for

the highest number of drop - out students according to school records is the Institute of Engineering, with the ratio of 44.98 %. The institute that had re-entering students acquiring the highest number of students graduated was the Institute of Social Technology, constituting 36.00 %.

2. Most re-entering student maintained fair school records, with the accumulated averaged grade points falling between 2.00 – 2.49 and the study period spanning of 3 – 5 years.

3. The drop - out ratio of the re-entering students based on their school record is 39.48 %. It has also been found that the undue drop - out ratios due to unpaid tuition and non-registration are 4.21 and 5.50 %, respectively.

4. Regarding their learning methods, it has been found that while the drawn subjects were studying in the last trimester of their 1st year, they secured the learning method at a moderate level, as compared to during the trimester 3/2008; they obtained the high level of learning method.

5. Learning motivation of the sample group, as categorized by genders, indicates that both male and female subjects values most of what they were studying, while their anxiety toward examinations is of least concern, with the scores at a high and moderate levels, respectively.

6. Regarding the communication with the faculties, it has been found that while the subjects were studying in the last trimester of their 1st year, their making contacts with faculties is at a low level, compared to during their 3/2008 trimester, when the subjects had the communication with the faculties at a moderate level.

7. The academic and social adaptations of the sampled group which are interactions among their peers and the faculties, the faculties' responsibility on the students and teaching development, the bonds of the samples with the institution and studying targets, score at a high level.