Abstract

The main purpose of this study is to conduct *"Reframing Student Attitudes for Maximizing Student Performance: A case of Secondary 2 Technology Subject at Saint Gabriel's College Bangkok A.Y. 2011".* This study aims to: determine the current situation of the students; implement appropriate IDI/ODI; determine the initial impact of IDI/ODI; determine the difference in the performance and attitudes between room 1 and room 6 in terms of IDI/ODI; and determine the difference between the pre-IDI/ODI and post IDI/ODI of room 1 in terms of performance and attitude.

The subjects of this study were 24 students in Room 1 (experimental group) and 24 students in Room 6 (control group). The research design of this study uses the Action Research Model with Instructional Development Intervention and Organizational Development Intervention to measure the attitudes and performance of the students.

Data analysis was divided into two methods; quantitative and qualitative data analysis. The descriptive statistic was used in order to differentiate the gaps between the pre-IDI and post-IDI. To analyze the attitudes of students towards IDI/ODI, mean and percentage was used to present the data and interpretation. To analyze and get the impact of IDI in the performance of students in technology subject, t-test was run and interprets its value. To analyze the behavior of each group, mean was used to describe their behavior during IDI/ODI. And to determine the impact of ID intervention, sample paired t-test was used.

It was found out that instructional development intervention and organizational intervention helps the students to acquire knowledge and information through working in a team. It made them understand the working process in doing technology subject. It enables every student to participate, share information, make decisions and solve problems.

Furthermore, this intervention creates good relationship and camaraderie among members. They feel very interested in every topic and they feel active to participate. In addition, the appropriate interventions for developing their performance are to encourage each group to compete with each other through accumulation of points; use of reward-award prizes to high scorers; and work within the group and encourage them to help each other.

When it comes to students' attitude, the appropriate interventions suited for room 1 are by letting them to learn new things with their group mates; acquire knowledge and behave well if they are in their group; and students easily understand some processes in technology subject with the help of their classmates. Instructional development intervention with the help of whole brain literacy greatly affects students' performance in technology subject. The impact can be observed with the increase in their performance rating. Group cooperation and teamwork helps each and everyone to gain information, knowledge, develop skills and leadership as well.

When it comes to significant difference between experimental group (room 1) and control group (room 6) in both attitudes and performance, it was revealed that there was a significant difference between pre-IDI and post-IDI of students in room 1 in terms of their performance in technology subject. On the other hand, the pre-ODI and post-ODI of students was also significantly different in terms of their attitude.

Instructional development intervention and organizational development intervention can maximize the students' interaction in Technology subject, and it can take away the big burden of running large classes and giving individual instructions to different students with different attitudes and performance. The results of the study reveal that instructional development intervention has increased students' performance and skills in technology.