

ABSTRACT

Thesis Title	: The Effect of Action Learning Strategies in Student Achievement in Housekeeping Management at Assumption University (ABAC) Bangkok, Thailand.
Student's Name	: Ms. Reizle Agcang Jiratthiti
Thesis Major Advisor	: Associate Professor Dr. Pornchulee Achava-Amrung
Thesis Co-advisors	: Dr. Vindhai Cocracul Dr. Sangob Laksana
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This study mainly discussed the effect of action learning strategies in student' achievement on the experimental group (students who learned through action learning strategies) in teaching Housekeeping Management to 3rd and 4th year students at Assumption University, Bangkok, Thailand.

Action Learning Strategies were strategies, which let the students learned from each other by working on real problems and reflecting on their own experiences. In this study, these were cooperative learning, group project, oral presentation and role play.

The aims of this study were to examine the effects of action learning strategies in student achievement, whether cooperative learning, group project, oral presentation and role play improved students' achievement. Secondly, this study aimed at identifying which kind of action learning strategies was the most preferred by the experimental group.

This study used an experimental design having a sample of 72 students for the experimental group and 59 students for the control group treated in one school semester. The experimental group was treated with action learning strategies while the control group went under the normal or regular method of teaching.

Using independent samples t-test, this study showed that there was a significant difference in the students' achievement between the experimental group (students who learned through action learning strategies) and the control group (students who learned through traditional lecture method). The experimental group perceived that action learning strategies played a vital role in their learning as it improved students' achievement. In addition, the researcher found out that in the experimental group there was a significant difference in the learning preferences through paired samples t-test. However, in the independent samples t-tests results for the experimental group and the control group for learning preferences of the experimental group and the control group showed no significant difference. Moreover, the researcher found out that both groups, the experimental group and the control group, perceived the importance of the action learning strategies.

Furthermore, the academic achievement of the experimental group was higher than the control group. In addition, the researcher found out that there was not much classroom participation in the control group compared to the experimental group, which significantly increased during the treatment. Likewise, the study showed that cooperative learning was the most preferred strategy. For further follow-up of this study, the researcher suggests the following recommendations. 1.) All instructors who will be handling the same subject in the Housekeeping Management must be encouraged to use the Action Learning Strategies as it was proven to be effective. 2.) Action Learning Strategies e.g. cooperative learning, group project, oral presentation and role play should be encouraged to improve the students learning competencies. 3.) Other teachers should also be encouraged to apply Action Learning Strategies to other subjects' areas. 4.) Future researches should be conducted using different variables used by the researcher. 5.) Findings of the study should be used as feedback for the needed enrichment of curricular content and methods of teaching in all types of institution.