



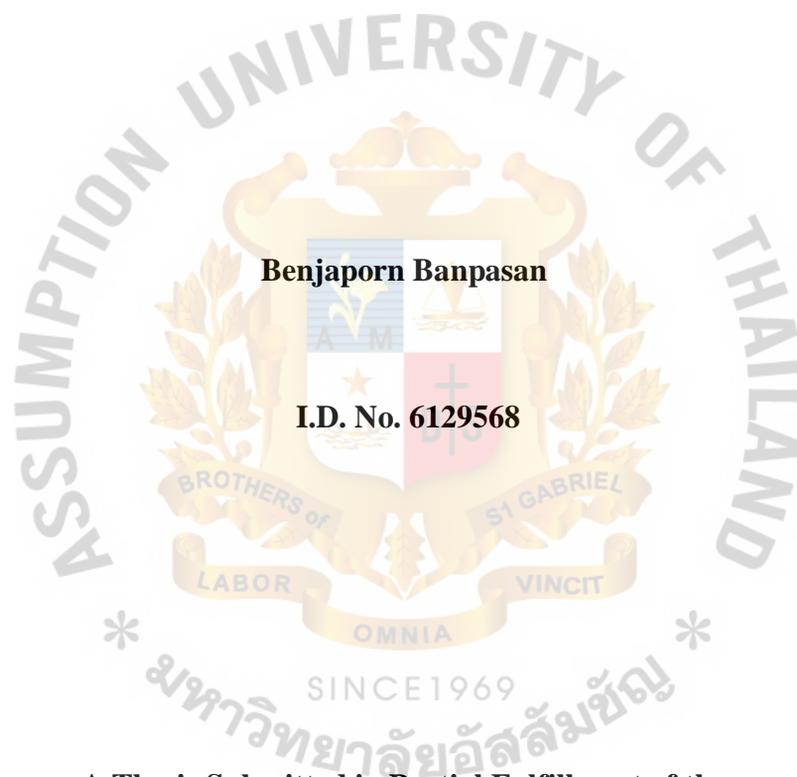
A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT AND  
SATISFACTION IN SOCIAL STUDIES OF GRADE 9 STUDENTS  
UNDER GAME-BASED AND TEACHER-CENTERED LEARNING  
METHODS AT SATRIWITTHAYA 2 SCHOOL, BANGKOK

Benjaporn Banpasan

I.D. No. 6129568

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Curriculum and Instruction  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND  
2020

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SATRIWITTHAYA 2 SCHOOL, BANGKOK

**By:** BENJAPORN BANPASAN

**Field of Study:** CURRICULUM AND INSTRUCTION

**Thesis Advisor:** ASSOC. PROF. DR. SUPIT KARNJANAPUN

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**Accepted by the Graduate School of Human Sciences, Assumption University in Partial  
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## ABSTRACT

**I.D. No.:** 6129568

**Key Words:** GAME-BASED LEARNING, TEACHER-CENTERED LEARNING, SOCIAL STUDIES GRADE 9 STUDENTS, STUDENT ACADEMIC ACHIEVEMENT, SATISFACTION

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**Thesis Advisor:** ASSOC. PROF. DR. SUPIT KARNJANAPUN

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The purpose of this study was to determine academic achievement and satisfaction between Grade 9 students' under Game-based learning and Teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. The participants of this study were 60 students from Grade 9 who were studying with game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. This study was a comparative study research design. In addition, a questionnaire from developing teaching games with computer system for conversion among based on a computer mathematics course at the vocational certificated students. This study analyzed descriptive statistics (means and standard deviations), comparative analysis independent samples *t*-test (2-tailed). This study found that Grade 9 students' academic achievement taught by game-based learning method were higher than Grade 9 students' academic achievement taught by teacher-centered learning method. Furthermore, there was significant difference between Grade 9 students' academic

achievement taught by game-based learning method and those taught by teacher-centered learning method. The satisfaction for the game-based learning was 3.95 and for the teacher-centered learning method was 3.65 which interpreted high. The researcher recommends students to enjoy and have fun in class, and also focus on the learning in social studies to get a better academic achievement. For teachers, the suggestion was to use the type of teaching management and the games most appropriate for the content and level of the students. Lately, future researchers should be well prepared and able to extend flexibility for the efficiency of the results.



**Field of Study: Curriculum and Instruction**

**Student's signature.....**

**Graduate School of Human Sciences**

**Advisor's signature.....**

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, limitation of the study, definition of the terms, and significance of the study.

### Background of the Study

Social Studies course originated in the 19th century, 1916 in the United States. Basic curriculum improvement committee has organized a new category, namely Social Studies subjects consist of History, Geography, and Democratic Problems in the later stages of social studies include economics and citizenship (Kanok, 2016) and in the core curriculum of basic education, BE 2551, it addresses the reasons for studying social studies and more religion and culture that the global society is changing rapidly all the time. Social Studies, Religion and Cultural subjects provide learners with knowledge and understanding of how humans live as individuals and coexistence in society environmental adaptation the limited resource management also helps learners understand the evolving developments. Time according to various factors they create understanding of oneself and others, tolerance, tolerance, acceptance of differences and virtue, able to apply knowledge to life. Be a good citizen of the nation and the world society.

According to the core curriculum of Basic Education, 1999 describes what must be learned in social studies, religion and culture on coexistence in society. Interrelated And there are many different differences To help adapt oneself to the context, the environment, to be good citizens, to be responsible, to have the appropriate knowledge, skills, morals and values

by emphasizing the success of social studies, religion and culture, the learners understand and can be used in everyday life to be a good life and help create society, therefore, social teaching management connects children to learn to live properly. Stay happy by studying through real-world situations that occur in the room or in school or analysis from real situations in society For children to practice analytical thinking be aware of changes, know yourself, manage your life And having a happy way of life with others (National Education Act, 1999).

In recent years, managing social studies in a rapidly changing context takes into account 21st century learning skills, which began in the United States with the concept of "New Future Skills: 21st Century Learning" ( Ministry of Education, 2014) developed by a network of cooperation organizations for Learn in the 21st Century that want to see students with 3R skills, including by reading writing arithmetic and 7C including by critical thinking & problem solving, creativity & innovation, cross-cultural understanding collaboration, teamwork & leadership , communications, information & media literacy, computing & ICT literacy and career & learning skills. According to learners in the current basic education level are ages known as Generation Z (Mthai, 2016), which was born in 1995, there were factors promoting learning, including having a smartphone. It is the 33rd organ of human being, information must be used in daily life for various activities (Manatnan, 2014) Social studies teachers must focus on organizing classrooms that bring technology to complement their learning activities and provide satisfaction, competition, and reward to keep students active. In learning and the teacher has to adapt to adapt to the learner for more effective learning ( NSTDA, 2017) Therefore, bringing smartphones and social media are used in the classroom to help learners get better by having to adhere to the principle of teach less, learn more This is to have more time for learners to practice (Manatnan, 2014).

Game-based learning is another form of learning media. It is designed for the learner to have fun while gaining knowledge by incorporating all the learning content into the game for the learners to play the game. Several scholars with an interest in Game-Based learning have written articles on the background and application of game based learning in education and training, such as (Kindley et al, 2002; Jennifer Jenson et al. 2002; Pivec et al., 2002). Referring to Kindley (2002) Game-Based learning can increase student interest and help students work together, the responsibility and creativity are able to make learners feel engaging and fun while gaining knowledge. And not too long ago The American Psychological Association (APA) has released a research report called "Benefits of playing video games" from the research found that playing video games by children. There are four positive impacts: cognitive, motivational, emotional, and social (Pasakorn, 2015).

Warat (2019) Game-based learning is a very effective method for learning process. The problem for social studies teaching was the emphasis on lecture. There is no space for students to do activities or practice. The situations may result in poor learning outcomes or dissatisfaction with the teaching and learning of students. As a result of this problem, the researcher is interested in Game-Based learning to enable the learners to understand more about the content and also to improve the student's achievement. The empirical results are as follows: 1. The average score of the subjects' post-test was higher than that of the pre-test with the significant level of .05. 2. The subjects had a moderate attitude level toward integrating the game-based learning in teaching English reading skills (Suthothon, 2010). Regarding to The national Education Act of B.E. 2542 (1999) section 22 states that all learners are capable of learning and self-improvement, and that the teaching-learning process should enable the pupils to develop themselves at their own pace and to the best of their possibilities. Section 24 ads that the learning process should learners with authentic experiences and material, arrange activities in line with the learners' interests and aptitudes,

and enable instructors to create the instructional media for the learner to learn (Office of the National Education Commission, 1999).

Satisfaction is a person's positive attitude, feelings, or attitudes toward things performed or assigned to perform by rewards and the environment related as a factor of satisfaction or dissatisfaction and Shelley (1995) studied the concept of satisfaction. These are two types of human sensations: positive feelings and negative feelings. Positive feelings are feelings that, when arising, give a reversible feeling and this happiness can cause There is an increase in happiness or positive feelings. Hence, happiness can be seen as a complex feeling and that happiness affects more individuals. Other positive feelings Positive feelings and happiness are interrelated in a complex, and the relationship of these three senses is called the satisfaction system. Satisfaction occurs when the satisfaction system has more positive feelings than negative feelings. Referring to Maslow (1970) sorted out the incentives or human needs in 5 levels by sorting the levels of needs according to their importance as follows 1. Basic ergonomic needs 2. Needs for safety, immunity and security 3. The need for love, kindness, warmth, participation in activities 4. The need for fame, esteem and self-respect 5. The need for self-success.

Referring to measure of satisfaction can be done in several ways including by 1. Using a questionnaire, where the questioner will issue a questionnaire to want to know opinions, which can be done in the manner specified by the answer to choose from. Or answer independent questions, such questions may ask satisfaction in various fields 2. Interview is a direct way of measuring satisfaction that requires a technique. And a good way to make it get real information 3. Observation is a method of measuring satisfaction by observing the behavior of the target person, whether expressed through speech, gesture, and this requires serious action and systematic observation.

Furthermore, Sanga (1996) said that satisfaction meant feelings that arise when achieving success as intended or is it the final feeling that the objective is achieved.

### **Statement of the Problem**

Referring to the core curriculum of basic education, 2008 has set the social studies learning subject group as a subject that helps learners gain knowledge and understand how humans live both as an individual and as a coexistence in society environmental adaptation limited allocation of resources. It also helps learners understand the development of change over the time according to various factors, creating an understanding of themselves and others, and accepting the change. And for a virtue of three ways to apply knowledge to life be a good citizen of Thailand and the world. In addition, the 21st century teaching of social studies is an analysis synthesize and develop concept the learning management for social studies with a learner-centered emphasis on the Basic Education Core Curriculum 2008 according to develop learners to have knowledge and skills that are consistent with students' skills in 21st century learning based on 3R and 7C principles (Kanok, 2018). However, learning and teaching in social studies have too much content limitations and will focus on the teachers in order to achieve the goals for teaching management on time(Chotrasmi, 2007).

In the past year, the school has improved the technology system of the school to support teachers and students in current time. In which the school saw the problems arising from teacher-centered teaching causing students to not participate in the classroom also boredom in subjects and the content. Therefore Satriwitthaya 2 School uses more technology and media to manage the teaching and learning in order to improve the teaching style of teachers to be more efficient to make the students happy and enjoy learning as well as for a good academic achievement as well. Game Based Learning is one of learning media and It is designed for the learner to have fun while gaining knowledge by incorporating all the

learning content into the game for the learners to play the game and learning as the same time (Manatnan, 2014). Referring to Warat (2019), game-based learning is a very effective method for learning process. Nevertheless, the problem in social studies teaching was the emphasis on lecture there is no space for students to do activities or practice. And will connect with the poor result learning outcomes or dissatisfaction with the teaching and learning management.

As discussed on the reasons and there has been previous study on this topic and it's very useful to conduct this study to address the problem of academic achievement and satisfaction in social studies of Grade 9 students under game-based learning and teacher-centered learning method at Satriwitthaya 2 School, Bangkok.

### **Research Questions**

The following questions were investigated in this study:

1. What are the levels of academic achievement in Social Studies, from the pre-test to the post-test of Grade 9 students under game-based learning method at Satriwitthaya 2 School, Bangkok?
2. Is there a significant difference in academic achievement in Social Studies, from the pre-test to the post-test, of Grade 9 students under game-based learning method at Satriwitthaya 2 School, Bangkok?
3. What are the levels of academic achievement in Social Studies, from the pre-test to the post-test of Grade 9 students under teacher-centered learning method at Satriwitthaya 2 School, Bangkok?
4. Is there a significant difference in academic achievement in Social Studies, from the pre-test to the post-test, of Grade 9 students under teacher-centered learning method at Satriwitthaya 2 School, Bangkok?
5. Is there a significant difference in the gain of academic achievement in Social Studies, from the pre-test to the post-test, between Grade 9 students taught by game-based

learning method and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok?

6. What is the level of satisfaction in Social Studies of Grade 9 students after using game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok?
7. Is there a significant difference in satisfaction in Social Studies of Grade 9 students after using game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok?

### **Research Objectives**

The following objectives were investigated in this study:

1. To determine the levels of academic achievement for Social Studies, from the pre-test to the post-test, of Grade 9 students under game-based learning method at Satriwitthaya 2 School, Bangkok.
2. To determine a significant difference in academic achievement for Social Studies, from the pre-test to the post-test, of Grade 9 students under game-based learning method at Satriwitthaya 2 School, Bangkok.
3. To determine the levels of academic achievement for Social Studies, from the pre-test to the post-test, of Grade 9 students under teacher-centered learning method at Satriwitthaya 2 School, Bangkok.
4. To determine a significant difference in academic achievement for Social Studies, from the pre-test to the post-test, of Grade 9 students under teacher-centered learning method at Satriwitthaya 2 School, Bangkok.
5. To determine a significant difference in the gain of academic achievement in Social Studies, from the pre-test to the post-test, between Grade 9 students taught by game-

based learning method and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok.

6. To determine the level of satisfaction in Social Studies of Grade 9 students after using game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok.
7. To determine a significant difference in satisfaction in Social Studies of Grade 9 students after using game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok.

### **Research Hypotheses**

The following hypotheses were investigated in this study:

1. There is a significant difference in academic achievement in Social Studies, from the pre-test to the post-test, of Grade 9 students under game-based learning method at Satriwitthaya 2 School, Bangkok, at a significance level of .05.
2. There is a significant difference in academic achievement in Social Studies, from the pre-test to the post-test, of Grade 9 students under teacher-centered learning method at Satriwitthaya 2 School, Bangkok, at a significance level of .05.
3. Is there a significant difference in gain of academic achievement in Social Studies, from the pre-test to the post-test, between Grade 9 students taught by game-based learning method and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok, at a significance level of .05.
4. There is a significant difference in satisfaction in Social Studies of Grade 9 students after using game-based and teacher-centered learning method at Satriwitthaya 2 School, Bangkok, at a significance level of .05.

## **Theoretical Framework**

Three theories provided the framework for this study. The researcher uses Teacher-centered approach, Game-Based Learning Theory/ Gamification and satisfaction for learning process.

### **Conditional Learning Theory**

The teaching and learning model in which the teacher plays an important role in preparing the content and controlling the process of teaching. The name used to refer to the teaching model in this group. Often referred to as teaching styles such as direct instruction model and concept teaching model. Skinner's conditional learning theory . Skinner has the idea that Learning occurs under the right conditions and environment because this theory wants to focus on the environment. Support and punishment Skinner consider human behavior to be behavioral to one's own environment. Human behavior will persist forever. Require reinforcement and includes both positive reinforcement and negative reinforcement.

Teacher-centered approach relied on the behaviorist theory which was based on the idea that behavior changes are caused by external stimuli (Skinner, 1974)

### **Game-Based Learning Theory**

Game-Based Learning is the use of psychology related to motivation as a base for games by allowing students to engage with educational media through play and uncertain formats and do not mean creating games for students to play. Game-Based Learning is the use of game elements in designing learning activities that can add concepts and better understanding of content in the classroom.

### **Satisfaction**

The theory of satisfaction as the theory of two kinds of human feelings are positive feelings. and negative feelings all kinds of feelings of humans must belong to both

groups of these feelings positive feelings are feelings when they occur. Also, will create happiness this feeling is different from other positive feelings. It is a feeling that has a reverse system which leads to more happiness or positive feelings. happiness is a complex feeling. and this happiness will affect more people than positive feelings other negative feelings positive feelings and happiness are intricate relationships and the relationship system of these 3 feelings is called the satisfaction system. In which satisfaction will occur when there are more positive feelings than negative feelings satisfaction can be expressed in the form of various positive feelings, and these positive feelings can also help increase your satisfaction. (Shelly, 1975)



## Conceptual Framework

The conceptual framework of this study is illustrated in the Figure 1.

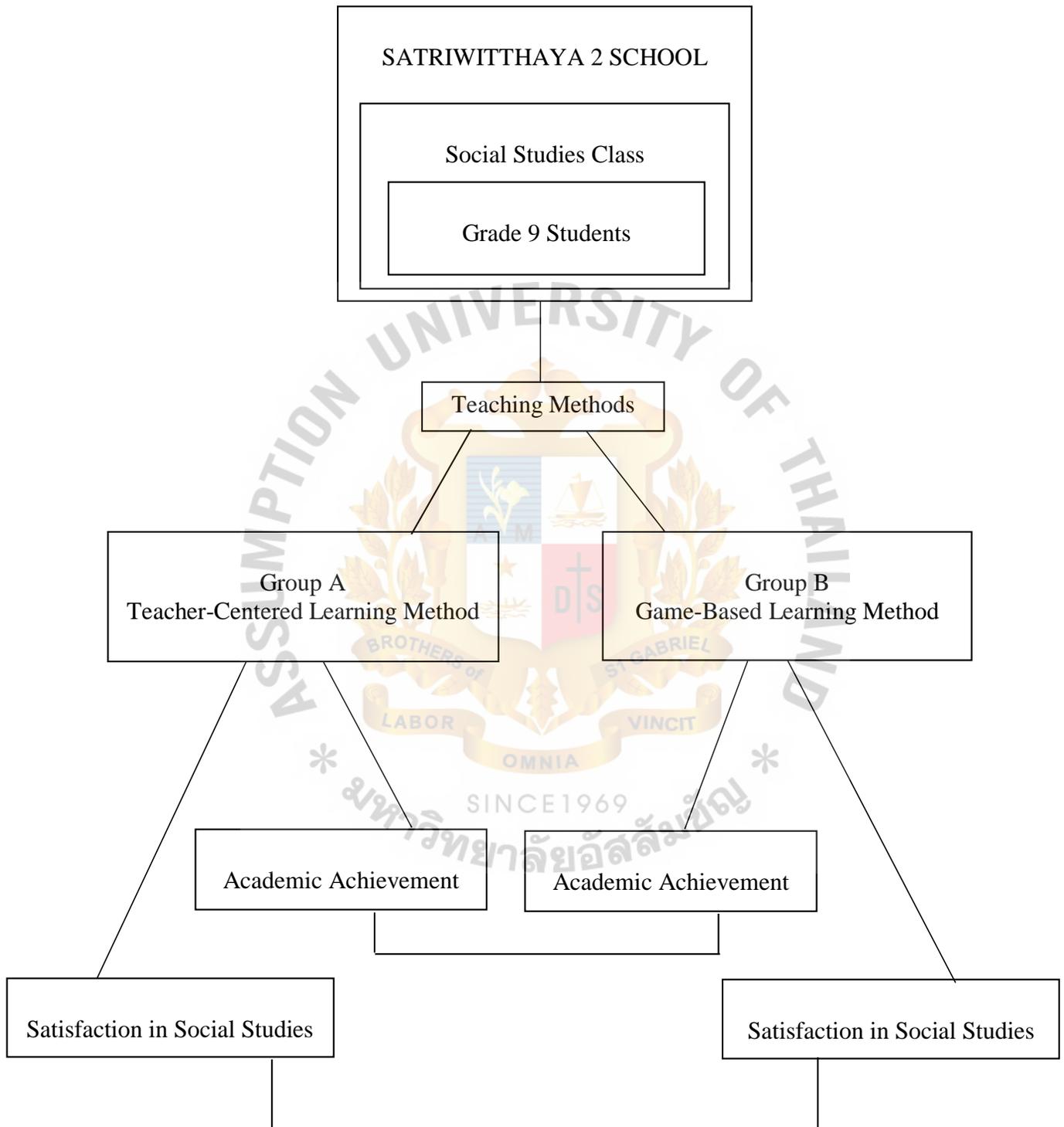


Figure 1. Conceptual Framework

### Scope of the Study

The study focused on Grade 9 students' in total of 60 students, at Satriwitthaya 2 School Bangkok in the 2020 school year. The samples were separated into two groups of students. First, Grade 9/13 were taught by Game-Based learning method and second, Grade 9/15 were taught by Teacher-Centered learning method. This studies conducted academic achievement and satisfaction in social studies.

Grade 9 Social Studies textbook chapter 6 and 7. Frist unit 6 consists of price mechanisms in the economy including by types of markets, demand, supply, and chapter 7 is the role of government in national development including by the government policy economic development, the problem in economy system and the solution.

The exam is divided into 2 parts including by multiple choice 40 item and 2 essay. And another part of the satisfaction survey, this questionnaire adapted from the developing teaching game with computer system for conversion among base on computer mathematics course at the Vocational Certificated Students. There were 15 items in total.

The study focus sole on the three main theories provided for the research which were Game-Based learning theory, Teacher-Centered learning theory and theory of satisfaction.

### Definitions of Terms

The following are the definitions of terms describing the specific meaning of the terms and vocabularies related to this study.

**Game-Based Larning:** Game-Based Learning: Learning with games is the teaching and learning about using games as part of the classroom and the student's focus is on activities rather than memorization. In the course of this teaching, instructors designed games into the PowerPoints for students can participate in the classroom. The appropriateness of the content

or activities studied, such as Kahoot and Jeopardy, to summarize the lesson and to measure learners' comprehension with Q&A in the game.

**Grade 9 Students:** Students Grades 9 at Satriwitthaya 2 School. Students are divided into two class as Grade 9/13 and Grade 9/15 and all students studying in the academic year 2020.

**Satisfaction:** The responsiveness of students towards the different instructional processes. Students satisfaction is measured using a five-point Likert scale composed of 15 items.

**Satriwitthaya 2 School:** A high school located in Bangkok is one of the government school.

**Social Studies Academic Achievement.** The percentage score given by multiple choices per-test and post-test they were 40 item and 2 essay.

- Pre-test: test given previous to the learning
- Post-test: test give after the instruction period.

**Teacher-Centered learning:** A mainly teacher centered instructional process based on the textbook provided by the school. Teacher-entered is the learning method used at Satriwitthaya 2 School

### Significance of the Study

This research can help Social studies teacher at Satriwitthaya 2 School. In to the teaching and learning process to be more diverse and challenging in lessons it also helps teachers choose games or media that are appropriate for the content of each unit

Research can also help students to understand the content of the lesson even more As well as being a part of the class allowing students to express themselves through various activities that are inserted during the lesson.

Finally, for future researchers to conduct research studies on student achievement and satisfaction in students in social studies. That interested to uses game-based learning in the learning management process.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explores the available literature relevant to this study. The official documentation concerning. A brief history of Satriwitthaya 2 School in addition to the importance of social studies. Which is the subject the research teacher, are described as well. Furthermore, the teacher-center method is explained in this section. Game-based learning approach to education, Satisfaction theory.

#### **Teacher-centered approach**

Teacher-centered is a type of teaching styles based on the importance of roles that affect learning of students and use of time as a basis. Teaching and learning management based on teachers as the center. Therefore, it is the teaching and learning that teachers play a more important role or participate more actively in the teaching and learning activities than the students. The teacher performs various tasks such as lecturing, explaining to the learners and demonstrate for learners. The teacher-centered method is popular for teaching in schools knowledge transfer student success is important in teachers. Curriculum that is student-centered, but the teacher will be driven to have a responsible standard always sacrificing the needs of students to be sure to experience the standards in the teacher is the center of teaching. The teacher focuses on building relationships with students based on the intellectual exploration of selected content, the focus is more content than student progress but is a useful method assimilation into society for minorities and support the acquisition of behavior is required teaching methods that are teacher-centered.

Regarding to Mascolo (2009) Teacher-centeredness refers to communication of knowledge to students in a learning environment in which the teacher has the primary responsibility and Skinner (1974) Teacher-centered approach relied on the behaviourist theory which was based on the idea that behaviour changes are caused by external stimuli. Lectures are solely used as a means of dissemination of knowledge to students. While teachers are active, students are passive in Teacher-centered classroom. In contrast to teacher-centeredness student-centered instruction provides a learning. For many years, the traditional teaching style, or especially the student-centered teaching, is unique in tertiary education. In traditional classrooms, students will not have to do it. The learner is only the knowledge receiver from the teacher. They cannot learn by themselves. Jump in learning Teachers make all decisions about curriculums, teaching methods and things. The Duckworth Assessment Model (2009) confirms that teacher-centered learning will enable students to not able to grow education, the opposite thought or behavior in a student-centered classroom, students are actively learning and have more information about what they learn, how they learn and when they learn it. This means that students take the responsibility of their own learning and are directly involved in the learning process. Student centered the teaching model focuses on student learning instead of teacher teaching methods (Weimer, 2002, and Wohlfarth et.al 2008)

Described teacher-centered learning as: students passively receive Information Huba and Freed (2000), emphasis is on acquisition of knowledge, and teacher's role is to be primary information giver and primary and evaluator. There is no room for student's personal growth. Liu, Qiao and Liu(2006) reports that while learner-centered language teaching has been advocated in higher education in recent years, teacher-centered teaching styles may be still dominant in actual practice. Results of their study show that most instructors still use

traditional, teacher-centered styles in university settings despite the call for a paradigm shift to learner-centered ones.

In the last few decades, student-centered teaching has been replaced by learners (McCombs & Whistler, 1997; Weimer, 2002). Student-centered teaching is best suited for students such as together More self-learners and more self-learners, which not only but get involved also creating your own learning experience that is student centered reflective methods and foundations are based on constructivist teaching philosophy (Brown, 2008; McCombs & Whistler, 1997; Weimer, 2002 and Schuh, 2003) in constructivism. The learner is learning by doing and more experience based on the wisdom of the teacher and expertise in transferring knowledge. Teacher-center learning methods have been seriously criticized in recent year. However, the ability for method to survive is an evidence of its strength (Kasambira,1993). Unfortunately, Teacher-center method to be efficient students must demonstrate a high level of individual motivation towards academic activates (Andersen,2011)

### **Current Thai studies**

“All Thai people receive quality education and learning throughout their lives. Happily in accordance with the philosophy of the sufficiency economy. And the change of the 21st century world” To achieve the vision of educational management above the education plan National is student goals by focusing on developing all learners to have learning characteristics and skills in the 21st century consist of the following skills and characteristics. Such as 3Rs including reading, writing and arithmetic and 8Cs including Critical Thinking and Problem Solving, Creativity and Innovation, Cross - cultural understanding, Collaboration teamwork and leadership , Communications, information and

media literacy, Computing and ICT Literacy, Career and Learning Skills, Compassion (The national Education Act of B.E. 2542,1999)

The world is constantly changing learn never stop the world society becomes a knowledge society or a learning society Therefore, educational organizations must adjust to be a learning organization (UNESCO,1996) Current conditions in technology and communication in Thai education in the 21 st century, the teaching and learning process has changed (Ministry of Education, 2013) by learners will study with information and communication technology that modern and able to access information quickly there is also a problem due to the number of students increasing towards the classroom (Sutthiporn, 2010) and Brown (2008) claimed that student-centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests. Therefore, allowing students to study by themselves by using technology as an aid is another method of learning that helps learners become more knowledgeable.

To use of information technology in organizing activities and development of teaching and learning based on learners is important and will give students knowledge and creativity by practicing rational thinking. In order to apply knowledge or body of knowledge that can be used for personal and social development. The current Thai educational management should therefore apply technology as much as possible in educational management. This is for the learners to get as much participation in the class or as possible during the activities. In order for students to have a thinking process or take action to create learning in that subject or building learning resources and learning networks Including various innovations. To make the people in the school truly a person of learning The goal of the learning process Which aims to enable students to think, analyze, synthesize, create knowledge by themselves is the teaching and learning that focuses on student and the teacher

will role in guiding, encouraging, pushing, facilitating the learners Developed to the full potential by using activities to manage learning such as Active Learning is an activity in which learners act or act on their own with enthusiasm, such as thinking, researching, experimenting, reporting, conducting interviews, solving problems, etc. Using various senses to truly create self-learning. The instructor is responsible for preparing the learning atmosphere, organizing the media. Stimulating reinforcement, giving advice and summarizing learning together (Fathina,2009)

Also happiness is an activity in which students learn happily. Is the happiness that comes from In which the learner learns what he is interested in, learning content, inviting him to be interested in researching challenges To show ability and to use their full potential. And the interaction between learners and teachers and between learners and learners. With characteristics of friends and family there is mutual help. There are activities to help make the students feel happy and enjoy learning. And good habit is an activity in which the learners develop good character traits such as responsibility, compassion, kindness, diligence, discipline, sacrifice, and work habits in a process of working with others. Accepting others and appreciation of work.

Currently, the Ministry of Education (2013) has guidelines the development of ICT for education as follows: procurement of computer systems and equipment for teaching and learning of educational institutions both regular computers laboratory Computer in the classroom, whether desktop and portable computers set up data center and satellite TV stations for use in teaching and learning Ministry of Education (2013) Saw the importance of using information technology and Information and Communications Technology: ICT) to be used as an important tool and benefits for improving the quality of education.

## **Social Studies in Educational Management**

Social studies religion and culture. About sharing in a society that is connected and diverse to help adjust oneself to the context of the environment be a responsible good citizen Have appropriate knowledge, skills, morals and values (Ministry of Education, 2008) In terms of knowledge in social studies will give knowledge to students in the content of the including by social sciences and Humanities to provide students with the basics in creating ideas, thinking processes. There is a knowledge of the use of reasoning and synthesis of information until it can be summarized as concepts and principles in most in the areas of social studies skills that are considered the tools or methods needed for those who bring applied in the life of social studies to develop Bring students to know each other. And academic and social skills for example read interpretations, search for information, use sources and learn more as for the social aspect and also know about sharing with others from working as a group, exchanging learning with others or groups and ability live with life happily in society.

Social studies educator gave the definition of social studies such as social studies is a course that relates to human relations, environment, nature and society. It explains how humans use the environment. To meet their needs in life. (John, 1967) And social studies are parts of general education and specially related to preparing citizens new participation in a democratic society. Social studies in primary and secondary education levels most of them have been from social science. Such as Religion, morality, ethics, basic concepts regarding religion, morality, ethics of Buddhism or religion that they believe in the doctrine of the doctrine of self-development and peaceful coexistence are the doers. Goodness has good values and Self-development always including social and public benefits. Citizenship, culture and lifestyle in society political system and government in today's society, the democratic regime of government with the King as Head of State Characteristics and importance

citizenship differences and diversity in culture, values, beliefs, instilling democratic values with royal powers. Head of rights, duties, and freedom in live peacefully in Thai society and world society. Economics of production Distribution and consumption of goods and services effective management of limited resources living a balanced life and applying sufficiency economy principles in daily life. History is a time and a historical era. Historical methods Human development from past to present. Relationships and changes in various events, the impact of significant events in the past important people who have influenced various changes in the past, the history of Thailand Thai culture and wisdom civilizations of the world. And Geography is a physical world feature. Physical characteristics Resources and the climate of Thailand and regions of the world, the use of maps and geographic tools, the relationship between things in the natural system, the relationship between humans and the natural environment, and environmental conservation for sustainable development. (Ministry of Education, 2008)

Social Studies is a course that aims to develop good citizenship. There are many ways to teach social studies that must focus on the students. There are many ways to teach social studies that focus on the students (Siriwan, 2007) as follows.

1. method to teach social studies by demonstrating demonstration activities Is to act or act with telling or explaining for the learner to have a concrete experience which will be able to understand better concepts and principles.
2. Methods of teaching social studies by solving problems the purpose of teaching social studies Is to develop students to have logical thinking skills teaching methods that will help develop students to have these skills. Is to teach by solving problems. Which is a teaching method that aims for students to search for answers or seek Self-knowledge by proposing in the form of questions or interesting problems and students have to find a solution.

3. The method of teaching social studies by role play. Role play is a type of teaching that provides learners by role. That teaching is to pick up events, issues, or problems for students to study. And students are involved in that event this is for the students to understand the situation and access problems in that situation as well as able to solve fewer problems that occur.
4. The method of teaching social studies by using simulation is to reuse real situations or simulate by trying to be as close to reality as possible. And the learners are in that situation to solve problems or perform tasks the simulation of the learners will give students the opportunity to practice problem solving situation control decisions as well as working as a group. Under realistic environments skills acquired from the said practice will make the learner familiar and when encountering a similar situation, it can effectively control the situation.
5. Simulation games are the application of game-based and simulation-based teaching in a different way, with the teacher bringing the simulation to the classroom try to be as realistic as possible. And define the rules, rules or conditions for that game, and then divide the students into groups to compete or play in that simulation using simulation lessons or simulation games in classroom teaching It consists of the process of participating in activities and a summary of activities which is taught by how effective the simulation will be depends on the role of the teacher. The teacher must clearly understand his role in order to make the activities run smoothly in which the teacher has a role to explain by explaining the rules game conditions decision roles guidance role And the role of discussion.

Learning resources and innovation in social studies. Teaching and learning media in social studies the teaching and learning materials of social studies. There are many types that teachers can use, including audiovisual media. Print media, audio and visual media and

electronic media. Audio visual media for teaching and learning in social studies.

Accompanying instruction refers to learning through media by seeing media such as printed media for teaching and learning in social studies. To use of printed media for teaching and learning in social studies considered necessary because print media is the type of media that will promote reading the most.

Learning sources in the teaching of social studies are therefore very important to organize learning activities, because social studies are subjects that are related to human behavior or events that occur in society. The instructor has to organize learning activities by allowing students to think badly and solve problems in various situations. Which can not describe the content or memorization because Students may become bored and have a bad attitude towards social studies. Therefore audio-visual media for teaching and learning in social studies audiovisual media for education can be used in the teaching and learning of social studies more efficiently. And electronic media for social studies teaching electronic media for education means educational media or training that is produced for teaching and training. In the form of communication, which are communication systems that use computers for production and distribution, electronic media is important. In the need for education and to meet the needs of students to help students to learn. For electronic media that teachers can use social studies, such as computer-assisted instruction, e-Learning, games. (Boonlert,2006)

### **Game-based learning theory**

Games have been recognized as being a good tool to promote learners to actively participate in learning activities (Alessi & Trollip, 1984) Game-based learning was from an attempt to find new teaching styles, new teaching materials to close the gaps and limitations of learning. Motivation of learners curiosity of learners the problem that is often found in

most students is felt that learning was boring and not fun due to having to read a lot of books and there are other activities that are more interesting all of these problems are challenges for those who have a career in teaching. That has to give more importance to teaching need to change the style and technique teaching to suit their students. At present, the direction of modern teaching change from before from academic emphasis is an emphasis on Important to learners modern teaching will focus on activities and interesting media. For students to understand and try learning by doing for this reason (Aldrich, 2004) Therefore, a new learning media was designed by applying games to learning by simulating various situations for the learners to play and learn together at the same time. Regarding to active learning is a learning management process in which students have acted and used their thinking processes. The learners have done is to organize learning activities under 2 basic principles, which are learning is a human effort by nature and each person has different ways of learning. Knowledge resulting from learning activities for learners therefore have the opportunity to act more than just listening earning therefore arises from reading, writing, responding, and problem analysis. Including the students also use the process advanced, including synthesis analysis and valuation. (Warat,2019)

Computer games is an entertainment that attracts players due to it consists of the following important parts

1. The game is fun which providing pleasure and satisfaction to players
2. Games are a form of play which will make people play with enthusiasm and seriousness.
3. The game has rules which will allow players to structured thinking
4. The game has a goal which causes incentives for game players
5. The game is an aspect of interaction which will causing players to practice
6. The game has results and feedback resulting in players have created knowledge
7. The game can be adjusted in a way which will help reduce obstacles in use
8. The game has a win-win situation for players resulting in personal satisfaction
9. There is a fight to compete with opponents, causing challenging while

playing the game 10. The game will have solutions Make the players born sparkle in creative work 11. Interactive games make the players social with others 12. The game has a show and a story to make people play with the mood with the game (Prensky, 2001)

Game Based Learning is a form of learning. Which is designed to have fun while gaining knowledge by including all the content of that course in the game and have the students start playing games in which the learner will receive various knowledge of that course through playing the game. Game Based Learning is a learning media that helps learners learn both in memory and understanding. It is also interesting and can motivate students to learn. Create a sense of fun for students. And encourages students to participate in the learning process until self-learning these findings can be adapted for traditional training. For example, which subject is a difficult and a lot of information, students do not really want to study also trainers or learning designers can take that content and turn it into games. To make it interesting and easier to understand but designing a curriculum in the form of Game Based Learning is not an easy task. Should be carefully designed and the game design should be tried many times to ensure that the game still contains all important content and create fun and participation for students.

The current game is a one-player game, namely purpose for pleasure have fun playing the game of the player the process of creating this type of game is not complicated and complicated if wanting to achieve the above objectives. Educational games are games that have the characteristics of play for learning "Play to Learning". The main objective is for the learners to learn while or after playing the game study together and have fun together allowing learners to have meaningful learning the process of creating educational games requires game design to be based on various theories. Related therefore, educational games are games that have a complex building process. And spend a lot of time in creating and

developing, using and creating educational games. Currently, there are similar characteristics which are bring. (Warat,2019)

The content that is needed for the learners attached to insert into the game then let the students play the game by believing that the knowledge or content will be passed on to the learners until the learners finally learn In which the game formats that are created are mostly considered only the convenience and ease of creating and developing games causing educational games to create only a few forms and also use one type of game to teach different content for ease and convenience in creating causing doubts that the only game format can it really be used with different content things to keep in mind when choosing a game format to use in education, it have to consider the purpose of learning. Which can classify game characteristics, divide learning objectives with appropriate game as follows memory, action skills, applying concepts and regulations, decision making and problem solving and living with society. Games-based learning can be used to supplement existing learning approaches or can be integrated into existing curricula as an extension to current e-learning systems. Both approaches have their own merits depending on the needs of adopters, i.e. whether games-based learning will add value to the learning experience or address the wider issues of human resourcing or cost in teaching and training. Selection of the right approach also largely depends on the learners' age group and the intended use of such educational technology. In general the focus of games-based learning content can be either targeted (Freitas, 2007).

### **Satisfaction theory**

Satisfaction means the attitude or satisfaction level of an individual to various activities, which reflects the effectiveness of that activity. It is based on the recognition of values and experiences that each person will receive. The level of satisfaction occurs when that activity is able to meet that person's needs. (Punyapapach, 2011) On the other side

satisfaction was a feeling of love, pleasure, willingness, willingness or having a good attitude of a person towards something satisfaction is achieved when it receives both physical and psychological needs. Satisfaction is about emotions and the viewpoint of a person due to stimuli and motives. Which may be evaluated that feeling or attitude towards those things is negative or positive (Uthai,2002) Satisfaction is the result of an expression of another person's attitude. Which is the inclined feeling of the experienced mind that we humans may have, more or less and is a feeling of something which is possible both positive and negative but when that can meet the needs or achieve the goal will have a positive feeling a feeling of satisfaction but on the contrary If that creates disappointment will cause negative feelings is a feeling of dissatisfaction.

Satisfaction is the feeling of happiness that is achieved when a person follows their needs and desires. Therefore, satisfaction can be defined as the experience of achieving the expected goal. Or satisfaction means the feeling of happiness or disappointment that results from the comparison of perceptions and performance related to expectations. (Kotler & keller, 2012), for example, customers will be satisfied when the service suits their expectations. Therefore, it is a function of expectation level that connects people's perceptions. Satisfaction is the recognition of satisfaction in receiving or servicing. The investment theory of students' satisfaction (Hatcher, Prus & Kryter, 2014) According to the theory, student perceives their time, energy and effort as investment and seek a return form that. Accordingly, students will satisfy if they are rewarded in relation to the investment they made. The SERVQUAL measures students' satisfaction from organizational point of views but the satisfaction of student is influenced by students' side also such as their dedication, perception, results, attitudes...etc. The gap was filled by Noel-Levitz in 1994 developing "Noel-Levitz Student Satisfaction Index" for higher education which covers faculty services, academic experience, student support facilities, campus life and social integration. Later,

Keaveney and Young (1997) introduced Keaveney and Young's satisfaction model for higher education. It measures the impact of college experience on students' satisfaction along faculty services, advising staff and class type considering experience as a mediating variable. But the model is too narrowed into few variables and largely ignored university facilities, lectures, non-academic staffs and services in assessing satisfaction. Going beyond mediating models, Dollard, Cotton and de Jongein introduced "Happy - Productive Theory" in 2002 with a moderating variable. According to the model students' satisfaction is moderated by students' distress. Consequently, student satisfaction goes up when distress is low and satisfaction goes down when distress is high. The models were too narrowed into small part of satisfaction.

In terms of service the meaning of the satisfaction of the clients divided into two implications

1. Meaning that is based on the primary purchase situation meaning "Satisfaction is the result that occurred because of the evaluation received after the situation.
2. Meaning that is based on experience in the trademark, meaning that Satisfaction is the result of an overall assessment of many experiences. About products or services for a while "and provided the definition of" customer satisfaction consumer means the expression of the experience of buying and using products and service and further explains the meaning that "satisfaction" means the state in which feelings are expressed in a positive way that results from evaluations, comparing experiences, receiving services that match what customers expect or better than the expectations of customers, on the contrary Dissatisfaction means a burden. Expressing the negative feelings that result from comparing lower service experiences customer expectations (Sutthichat,2000)

Related to study the concept about satisfaction in conclusion, there are two kinds of human feelings: positive and negative feelings positive feelings are feelings that occur when systematic feelings back and this happiness can make can increase happiness or positive

feelings. Therefore, it can be seen that happiness is a complex feeling and that happiness affects more people. Other positive feelings, negative feelings positive feelings and happiness are related. Complex and the relationship system of these three feelings is called the satisfaction system satisfaction occurs when the satisfaction system has more positive feelings than negative feelings.( Shelli,1995)

### **Previous Research**

Sakul (2007) constructed a research on achievement of learning media Game-Based learning the study of effectiveness of Game-Based learning approach. This research is an experimental research by sample group used in the study of Human resource development human resources and organization development program of the graduate institute of development administration. The sample divided into 2 groups, in which the experimental group will receive learning by using Game-Based learning as a learning medium and the control group will be taught by lecture methods. Study results 1. The experimental group had a feeling of learning when they learned that they would learn by using games as a medium of learning, while the control group felt dormant when they learned to learn in a lecture style. 2. The level of knowledge in terms of memory and understanding of the experimental group is higher than the control group 3. The experimental group agreed that they were highly involved in learning. While the control group found that they had little participation in learning. 4. The experimental group agreed that the game caused them to learn by themselves. 5. The experimental group felt it was fun to learn all the time. While the control group felt indifferent or did not enjoy learning.

Thanom (2005) Study of human resource development by using cartoons in human development that are continuously developed in the organization or for human resource development. The results of the study found that cartoons help to increase effectiveness in

learning, awareness levels, and memory more than learning at other levels. And cartoons help to improve learning in terms of knowledge, understanding, behavior, attitude and application in this research, use cartoons as media for learning and clearly to see the use of cartoons as learning media that leads to better learning.

Klawe (1995) conducted a study on a classroom. study electronic games engage children as researcher conducted an experiment by creating a game computer for teaching mathematics and experimenting with a sample group of elementary school students. The results of the research indicated that the students were involved and try to find the answer or self-learning. And if the children play the same game with another child, it will allow the children to consult each other, resulting in greater understanding as well.

Walters (1997) conducted a study on Simulation Games, a Game Based Learning program with students at the American Southwestern University. By studying how to use games as a method for learning about business to know that using games as a learning medium can be make students understand the business policy or not. By simulating the business situation into a game using the name Simulation Games in Business Policy Courses. This game will simulate business and various methods used in business Internal business processes and the results can be measured in numbers. The research results point out students can better understand business policy through games. Students are really serious about playing games to be successful and also have a passion for learning through this game and beyond to make a relationship with each other and help each other. In the conclusions, Business Games and Simulations are powerful learning tools or materials by using Business Games as a method, students will be able to understand business policies and give students the opportunity to experiment with strategies used in the business as they are in real business.

Kamran (1998) conducted a study on the topic of An Interface Strategy for Promoting Reflective Cognition in Children by designing games to teach math to elementary school

children and put the game designed to experiment in order to know the achievement of learning. Through the game media with the sample group that is primary school children. The results show that games are a learning tool and children love games and they make kids interested. The games cause children to change their behavior from being bored of learning math to have fun learning math.

Nackros (2001) studied in Game Based Instruction within IT Security Education by creating a game to teach IT security to know achievement based on game-based learning. By teaching experiments with 76 non-graduate learners and 24 computer experts, this research provides analytical and quantitative research. Researchers point out that games can help students learn how to secure computer systems. Learners are more aware of computer system security and can develop computer security by themselves and can principle Secure the computer system.

Pacharapun, Prawit and Pongtorn (2015) This research studied in developing teaching game, the efficiency of teaching game with the criteria efficiency at E1/E2 (90/90) were tested, and post – learning achievements of the controlled and ordinarily learner groups were compared and satisfactory assessment an effectiveness of learning management of learners as the sophomore of vocational certificated students concerning computer system for conversion among based on computer mathematics course by organizing instruction in teaching game style with 2 sample groups including 20 persons of controlling group and 20 persons of ordinarily groups. The research of results was found the teaching game based on computer mathematics in computer system for conversion at the vocational certificated students were 89.25/90.75 and followed as the standards as 90/90, the post – test of the two groups were found academic achievement of 2 groups were different level of statistical significance at 01. And satisfaction assessment of learners by the satisfaction questionnaires of the overall average was high.

Rolf (2001) conducted a study on the subject games and simulations in Workplace E-Learning has studied whether game use and simulation can be used to engage students or by creating multiple course games and simulations. And taken to experiment with working people the results of the research show that games and simulation can create learners participation.

Cameron (2004) studied in Giving Games a Day Job: Developing a Digital Game Based Resource for Journalism Training. created a game to teach students studying writing to test the achievement of learning this subject through games. The experiment was conducted with a group of students studying writer at Charles Sturt University. The results of the research indicated that Game-Based Learning helped learners develop the skills of writing and reduces training time keeps students awake and help learners make decisions in solving problems logically.

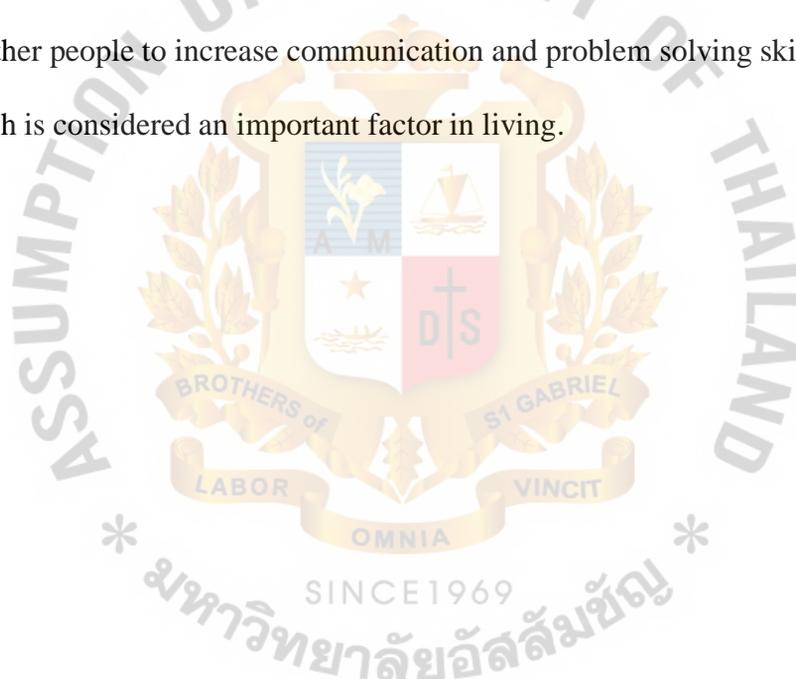
### **Background of Satriwitthaya 2 School**

Satriwitthaya School 2 was officially opened in 1974 and the address is Soi Sukhonthasawat 3, Sukhonthawat Road, Lat Phrao, Lat Phrao, Bangkok. Satriwitthaya School under the patronage of Her Royal Highness Princess Maha Chakri Sirindhorn. The school is a special large-sized secondary school in the type of school is Joint study type and the government section Under the Office of Educational Service Area Bangkok Area 2 Office of the Basic Education Commission Ministry of Education.

At present, Satriwitthaya 2 School is a leading school and well-known. Satriwitthaya 2 School has a variety of teaching programs such as regular classrooms for general students, English and Chinese programs for students interested in languages. And intensive science and mathematics for students who love to calculate. In social studies in Grade 9 there are 5 topics, namely geography, economics, history, religion and citizenship. Most of the teaching and

learning in social studies is in the form of lectures due to the large amount of content. Most students tend to focus on memorization. On the other side of the activity, teachers often have worksheets for students to practice rather than for students to engage in activities that take a long time.

Satriwithaya 2 School is a school that gives importance to learners and focuses on students to be an important part of teaching and learning. Or participate in the class as much as possible In terms of the environment or equipment in the classroom, technology is introduced to manage the teaching, such as computers or using the internet. Including online learning or games that are used to learn as well. Addition school also focuses on students to interact with other people to increase communication and problem solving skills in various situations which is considered an important factor in living.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the methods and procedures used by the researcher to conduct this study. The sections included in this chapter are research design, population sample, research instrument, experimental procedures, collection of data, and data analysis. This purpose of this study was to determine if a variance in student academic achievement and level of satisfaction existed between two different learning approaches. The researcher expected to see a benefit in using Game-Based learning instruction methods.

#### Research Design

To purpose of this research study is to identify whether there are significant differences in Grade 9 perceptions in Social Studies of Grade 9 students under game-based learning and teacher-center learning methods at Satriwitthaya 2 school, Bangkok. To accomplish this purpose, the researcher developed a comparative research design, using a quantitative approach, to determine Grade 9 students.

A questionnaire comprised of 15 items adapted from the Developing Teaching Game with Computer System for Conversion among Base on Computer Mathematics Course at the Vocational Certificated Students (2014) will be used to collect data from 60 students from Satriwitthaya 2 school, Bangkok. The data collection will be conducted in the second semester of academic year 2020. Based on the collected data, the researcher will be able to determine whether there are significant differences in Grade 9 perceptions in Social Studies of Grade 9 students under game-based learning and teacher-center learning methods at Satriwitthaya 2 school, Bangkok.

The collected quantitative data to be collected will be analyzed by using descriptive statistics (means and standard deviations) and statistical hypothesis testing (independent samples *t*-test) in order to address this research's objectives and hypotheses.

### Population

The total population of Grade 9 students at Satriwitthaya 2 School, Bangkok, is 750 students in total. Students and has seventeen classes. Classes are divided into different programs including ordinary classrooms, intensive Chinese classrooms, intensive science and math classrooms, intensive English classrooms and English program classroom. Class 9/1 were intensive Chinese program, Class 9/2 were intensive English program, Class 9/3 – 9/10 were normal program, Class 9/11 – 9/12 were intensive program, Class 9/13 – 9/15 were ISM (Intensive science and math program) and Class 9/16 – 9/17 were English program.

Table 1

*Populations of Grade 9 Students at Satriwitthaya 2*

Class	Sample	Class programs
Grade 9/1	47	Intensive Chinese program
Grade 9/2	46	Intensive English program
Grade 9/3	47	Normal program
Grade 9/4	48	Normal program
Grade 9/5	48	Normal program
Grade 9/6	46	Normal program
Grade 9/7	46	Normal program
Grade 9/8	47	Normal program

(continued)

(continued)

Class	Sample	Class programs
Grade 9/9	47	Normal program
Grade 9/10	47	Normal program
Grade 9/11	48	Intensive program
Grade 9/12	48	Intensive program
Grade 9/13	30	ISM program
Grade 9/14	30	ISM program
Grade 9/15	30	ISM program
Grade 9/16	30	English program
Grade 9/17	30	English program
Total	750	

### Sample

The researcher will utilize population sample from Grade 9 Satriwitthaya 2 School, Bangkok. The sample selected two classes. First, Class 9/13 were taught by game-based learning method and second class 9/15 were taught by teacher-centered learning method. Classes were use pre-test for select sample after the researcher will choose the classroom with the most similar scores for use in study. Therefore, the sample was 60 students in total. The two class included in this research were selected randomly by the scores from examination.

Table 2

*One-Way ANOVA Analysis of Pre-Test From in Social Studies of Grade 9 Students at Satriwitthaya 2*

Class	<i>n</i>	<i>M</i>	<i>SD.</i>	<i>dfs</i>		<i>F</i>	<i>p</i>
				Between groups	Within groups		
Grade 9/1	47	13.45	1.12	16	750	11.23	<.001
Grade 9/2	46	14.25	1.25				
Grade 9/3	47	13.33	1.45				
Grade 9/4	48	12.53	1.26				
Grade 9/5	48	13.02	1.15				
Grade 9/6	46	12.80	1.32				
Grade 9/7	46	13.93	1.53				
Grade 9/8	47	14.40	1.61				
Grade 9/9	47	13.20	1.32				
Grade 9/10	47	13.85	1.25				
Grade 9/11	48	12.75	1.15				
Grade 9/12	48	14.10	1.43				
Grade 9/13	30	13.70	1.17				
Grade 9/14	30	12.94	1.33				
Grade 9/15	30	13.60	1.24				
Grade 9/16	30	14.42	1.53				
Grade 9/17	30	13.82	1.22				

Table 3

*Results of the Scheffe's Post Hoc Analysis the Pre-Test From in Social Studies of Grade 9 Students at Satriwitthaya 2*

Class	<i>M</i>	<i>SD</i>	Sig.
9/13	13.70	1.17	.10*
9/15	13.60	1.24	

Table 3 showed Results of the Scheffe's Post Hoc Analysis the Pre-test from in Social Studies of Grade 9. table exhibits the analysis of the means and standard deviations using One-Way ANOVA. The analysis of the examination of the two groups. The results it was no significant difference between the two groups. Therefore, the researcher used the two groups as sample in this research. First, Class 9/13 were taught by game-based learning method and second class 9/15 were taught by teacher-centered learning method.

### Research Instruments

Three research instruments were used throughout the research.

The first instrument was a test. The pre-test was given to the students before teaching and the post-test will give to students at the end of process. The test including by 40 items and 2 short essay.

The second instrument was satisfaction survey composed of 15 items. The survey was given to students at the end of the research in order to determine students level of satisfaction toward the instructional methods.

## School Test

School test was given to the students before and after teaching by Game-Based learning and Teacher-Centered learning method. The instruction took place in order to determine student knowledge gained after instruction. School test is Economics exam including by price mechanism in the Economy system and the role of government in national development there are 40 item for multiple choices and 2 short answer items.

Table 4

### *Interpretation Results of Academic Achievement in Social Studies of Grade 9 Students*

Percentage Sale	Score	Interpretation
26 – 30	26 – 30	Excellent
21 – 25	21 – 25	Good
16 – 20	16 – 20	Satisfactory
≤ 15	≤ 15	Needs improvement

A pre-test was given to students before instruction in order to determine what the actual knowledge of the sample tested was.

The per-test and post-test used in the study were reviewed and approved by three experts. The pre-test and post-test comprised 40 items and 2 essay. There test followed the examination format used by the school which divides test into two parts. The first section, which was the contained 40 multiple-choice questions. The second part was 2 short answer items. Multiple-choice question items were 2 items for one point and 2 short answer items was five point for each. The post-test was exactly the same as the pre-test. All the question present in the tests were selected to correspond to the information presented by the school social studies book. The following instruction objective were used as guidelines throughout

the instruction. At the end of the instruction, the assessment tried to measure knowledge development displayed by the students through standards of indicators according to the Ministry of Education curriculum.

The assessment measured the knowledge dimension ability displayed by the students' knowledge, comprehension, and analysis. The pre-test and post-test used in the study were reviewed and approved from three experts but used index of item objective congruence (IOC) and the result is 1.00 meaning the exam is accurate and can be used. Lastly was 2 short answer using the rubric for score and it reviewed and approved from three experts as well. The information will show on the table 4-5 below.

Table 5

*Cognitive Level and Item Number in School Test*

Cognitive level	Multiple choice	Short answer
Knowledge	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,	2
Comprehension	3, 4, 5, 17, 22, 29, 30, 21, 23, 24, 25, 26, 28,	
Analysis	18, 19, 20, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	1
Total number of items	40	2

Table 6

*Rubric for Short Answer in School Test*

Score	Description
5	Write to the point and correctly as directed, the answers are explained clearly and use the language correctly.
4	Write to the point and accurately as directed, with additional explanations and use the language correctly.
3	Write to the point and accurately as directed with a little additional explanations and use the language correctly.
2	Write to the point and accurately as directed and use the language correctly.
1	Write to the point and accurately as directed.
0	No answer

Validity and Reliability the test was validated by three experts. The tests were validated using a checklist from (see Appendix D). The reliability of the tests was ensured through the format used by the test. The tests are use the model by school.

**Satisfaction Questionnaire**

A satisfaction survey (see Appendix E) was also used in this research in order to determine the level of satisfaction towards instructional methods. The Satisfaction questionnaire survey composed of 15 items using a five-point Likert scale were provided in table below.

Table 7

*Interpretation Results of Satisfaction in Social Studies of Grade 9 Students*

Agreement level	Score	Mean score	Interpretation
Strongly disagree	1	1.00 – 1.50	Very low
Disagree	2	1.51 – 2.00	Low
Neither agree nor disagree	3	2.51 – 3.00	Satisfied
Agree	4	3.51 – 4.00	High
Strongly agree	5	4.51 – 5.00	Very high

The survey was given to students at the end of the research in order to determine student's level of satisfaction toward the instructional method. All the questions in the satisfaction were selected from the developing teaching game with computer system for conversion among base on computer Mathematics course at the vocational certificated students. (Patcharapun, Prawit, and Pongtorn, 2013) Validity and reliability referring to developing teaching game with computer system for conversion among base on computer mathematics course at the vocational certificated students (Patcharapun, Prawit, and Pongtorn, 2013). The satisfaction survey was developed by Patcharapun, Prawit, and Pongtorn in 2013 than they used in the developing teaching game with computer system for conversion among base on computer mathematics course at the vocational certificated students. In the research consisted of 15 items.

Table 8

*Cronbach's Alpha Value of Previous Studies and Current Study*

Items	Cronbach's alpha	
	Previous studies	This study
15 items	.89	.92

The Cronbach's alpha coefficients of the subscales that taken from the developing teaching game with computer system for conversion among base on computer mathematics course at the vocational certificated students were provided in the table.

### **Experimental Procedures**

The researcher followed four main steps to conduct the research. The research stretched over a total of 12 periods of instruction in August – September 2020. Each period of instruction lasted 55 minutes.

1. The pre-test was given to all students of two groups. The pre-test was given in class during the first period of instruction.
2. Different methods of instruction were given to the different groups. Class 9/13 was using Game-Based learning method, while Class 9/15 was using Teacher-Centered learning method. Students in class 9/13 were taught by Game-Based learning in social studies class. Games will be a part of the classroom and emphasizes on the students to do activities more than memorization. Where students will be taught in a wide variety of the media, computer including by PowerPoint and also used games for the activity such as Market simulation, setting up a company for sale, and games such as Kahoot, Jeopardy and etc. The details of the lesson plans can be found in Appendix H.

Students in class 9/15 were taught by Teacher-Centered learning method. The teaching arrangement focuses mainly on explaining the entire content and using the social studies textbooks provided by the school. In addition to this, students are given individual exercises to assess knowledge of the topic. The details of the lesson plans can be found in Appendix F.

3. Students filled a satisfaction survey at the end of the unit. The survey was given to the students by the researcher during period 11.

4. The post-test was given to the students to measure the actual outcomes. The post-test was given during period 12.

Table 9

*Comparison of the Implementation of a Typical Lesson Plan With the Game-Based and Teacher-Centered Learning Methods*

Group	
Game-based learning method	Teacher-centered learning method
Warm up (5 min)	
<ul style="list-style-type: none"> <li>▪ The teacher brings the market picture for students to analyze what kind of market it is. Then the teacher explains how the market relates to everyday life. The topic today is markets in the economy system.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher brings the market picture for students to analyze what kind of market it is. Then the teacher explains how the market relates to everyday life. The topic today is markets in the economy system.</li> </ul>
Teaching (45 min)	
<ul style="list-style-type: none"> <li>▪ Teachers use PowerPoint to manage their teaching. In order for students to see clear illustrations, teaching and learning will be arranged along with teachers using textbooks for social studies. 9</li> <li>▪ Teachers use Q&amp;A with students to stimulate continued interest in the subject matter. The teacher explains the meaning of the market by using pictures and video clips than teacher explains the types of markets and types of goods in the economy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers use social studies grade 9 textbooks in teaching and learning management.</li> <li>▪ Teachers use Q&amp;A with students to stimulate their interest all the time during the lesson. Teacher explains the meaning of the market is that buyers and sellers can easily communicate with each other so that they can exchange and sell products.</li> </ul>

(continued)

(continued)

Group	
Game-based learning method	Teacher-centered learning method
Teaching (45 min)	
<ul style="list-style-type: none"> <li>▪ Students play games “I’M GOING TO SELL” where the teacher handed out product pictures to students. The student will classify products according to the market that they have learned. The market is divided into 2 groups including by completely competitive market and incomplete market competition. And students are required to direct with their product images to the correct market in a specified time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Including the type of market that can be divided into 2 types of competition: complete competition market and the market is not completely competitive and the teacher continued to explain type of market of each.</li> </ul>
Conclusion (5 min)	
<ul style="list-style-type: none"> <li>▪ Teachers and students validate for the game. And teachers review the market in the economy for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students summarize the market in the economy system by taking notes and using social studies grade 9 textbooks for conclusion.</li> </ul>

### Collection of Data

This research collected quantitative data. The primary data collected from pre-test, post-test. The researcher formally requested permission for collecting the study from a government school at Satriwitthaya 2 School on 17 June 2020. Then, this research conducted in Grade 9 students in academic year 2020. The data collection was conducted during a period of six week stretching from the 6<sup>th</sup> of August 2020 to the 14<sup>th</sup> of September 2020 The data were collected by the researcher himself under the endorsement of the director of Satriwitthaya 2 School. A request letter was submitted to director. The researcher conducted pre-test with both groups of students. After that, the teaching method was conducted for 6 weeks and conducted a post-test. for the data was collected with the test. Researchers have further analyzed the results. Table 8 showed the detail timeline and data collection schedule for this study.

Table 10

*Detail Timeline and Data Collection Schedule*

Date	Activity
13 April 2020	Proposal defense
1 June 2020	Official permission is requested to collect information from the target school principal
	Activity
6 August-	Data collection used pre-test, post-test and satisfaction survey
14 September 2020	
15 September	Analyzed the collected data and wrote Chapter IV and V
-December 2020	
February 2021	Final defense

## Data Analysis

The seven objectives of the study were analyzed separately using a professional statistics software application. The results were then compared to each other in order to come to conclusions.

Table 11

### Data Analysis

Research objectives	Method of analysis
1. To determine the levels of academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 School, Bangkok	Means and standard deviations
2. To determine a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 School, Bangkok	Independent samples <i>t</i> -test
3. To determine the levels of academic achievement for social studies of grade 9 students the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Means and standard deviations
4. To determine a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Independent samples <i>t</i> -test
5. To determine a significant difference in the gain of academic achievement in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Independent samples <i>t</i> -test
6. To determine the levels of satisfaction in Social Studies from Grade 9 who students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Means and standard deviations
7. To determine a significant difference in satisfaction in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Independent samples <i>t</i> -test

### Summary of the Research Process

Table 12

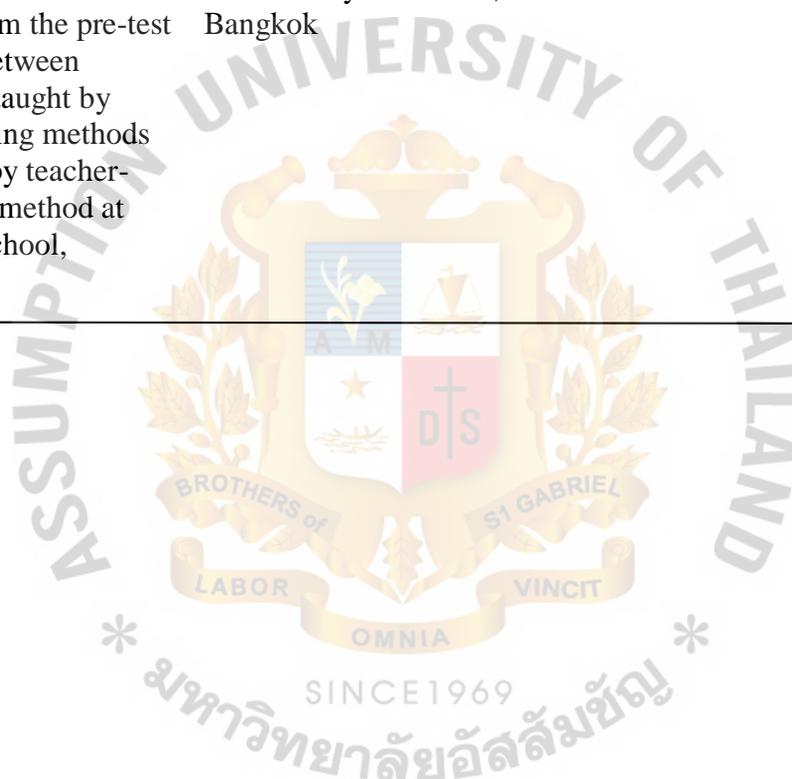
#### *Summary of the Research Process*

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To determine the levels of academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 School, Bangko	Grade 9/13 at Satriwitthaya 2 School, Bangkok	School test	Means and standard deviations
2. To determine a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 school, Bangkok	Grade 9/13 at Satriwitthaya 2 School, Bangkok	School test	Means and standard deviations
3. To determine the levels of academic achievement for social studies of grade 9 students the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Grade 9/15 at Satriwitthaya 2 School, Bangkok	School test	Means and standard deviations
4. To determine a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Grade 9/15 at Satriwitthaya 2 School, Bangkok	School test	Means and standard deviations
5. To determine a significant difference in the gain of academic achievement in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Grade 9/13and 9/15 at Satriwitthaya 2 School, Bangkok	School test	Independent samples <i>t</i> -test

(continued)

(continued)

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
6. To determine the levels of satisfaction in Social Studies from Grade 9 who students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Grade 9/13 and 9/15 at Satriwitthaya 2 School, Bangkok	Satisfaction survey	Independent samples <i>t</i> -test
7. To determine a significant difference in satisfaction in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok	Grade 9/13 and 9/15 at Satriwitthaya 2 School, Bangkok	Satisfaction survey	Independent samples <i>t</i> -test



## CHAPTER IV

### RESEARCH FINDINGS

In the previous chapter presented research design, populations, sample, research instrument, data collection, data analysis and the summary of the research process. Therefore, in this chapter presented the finding of the surveys. This study is a comparative study of academic achievement and satisfaction in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. This chapter details the research finding and link them to their corresponding objective and hypotheses. Furthermore, additional finding such as the differences of student perceptions towards the instructional methods are also presented in this chapter.

#### Research Findings From Objective 1

The first objective was to determine the level of academic achievement for social studies of Grade 9 students before and after using of Game-Based learning method at Satriwitthaya 2 School, Bangkok..

Table 13

*Means and Standard Deviations of the Game-Based Learning Group Pre-Test and Post-Test (n=30)*

Game-based learning method	<i>M</i>	<i>SD</i>	Interpretation
Pre-test	13.70	1.24	Needs improvement
Post-test	26.77	1.56	Excellent

Table 13 showed that the game-Based learning group scored ( $n= 30, M=13.70, SD=1.24$ ) in the pre-test. The analysis of the post-test recorded ( $n=30, M=26.77, SD=1.56$ ). The difference showed post-test scores increase more than pre-test.

## Research Findings From Objective 2

The second objective was to determine a significant difference in academic achievement for social studies of Grade 9 students from the pre-test to the post-test of Game-Based learning method at Satriwitthaya 2 School, Bangkok. Table 12 exhibited the analysis of the means and standard deviations using an independent samples  $t$ -test.

Table 14

*A Significant Difference in Academic Achievement for Social Studies of Grade 9/13 Students From the Pre-Test to the Post-Test of Game-Based Learning Method at Satriwitthaya 2 School*

Grade 9/13	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Pre-test and Post-test						
Pre-test	30	13.60	1.24	.58	29	.36
Post-test	30	26.77	1.56			

Table 14 showed the pre-test of game-based learning method group ( $n=30, M=13.60, SD=1.24$ ) The analysis of the post-test of the same group showed ( $n=30, M=26.77, SD=1.56$ ) condition;  $t(30) = 58, p < .001$  there was significant difference in academic achievement between pre-test and post-test.

### Research Findings From Objective 3

The third objective was to determine the level of academic achievement for social studies of Grade 9 students the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok. Table 13 exhibited the analysis of the means and standard deviations using an independent samples *t*-test.

Table 15

*Means and Standard Deviations of the Teacher-Centered Learning Pre-Test and Post-Test(n=30)*

Teacher-Centered learning method	<i>M</i>	<i>SD</i>	Interpretation
Pre-test	13.70	1.17	Needs improvement
Post-test	23.60	1.63	Good

Table 15 showed the teacher-centered learning group scored ( $n= 30$ ,  $M=13.70$ ,  $SD=1.17$ ) in the pre-test. The analysis of the post-test recorded ( $n=30$ ,  $M=23.60$ ,  $SD=1.63$ ). The difference showed post-test scores increase more than pre-test.

### Research Findings From Objective 4

The fourth was to determine a significant difference in academic achievement for social studies of Grade 9 students from the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok. Table 14 exhibited the analysis of the means and standard deviations using an independent samples *t*-test.

Table 16

*A Significant Difference in Academic Achievement for Social Studies of Grade 9/15 Students From the Pre-Test to the Post-Test of Teacher-Centered Learning Method at Satriwitthaya 2 School*

Grade 9/15						
Pre-test and Post-test	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig.
Pre-test	30	13.70	1.17			
				.47	22	.42
Post-test	30	23.60	1.63			

Table 16 showed the pre-test of teacher-centered learning method group ( $n=30$ ,  $M=13.70$ ,  $SD=1.17$ ) The analysis of the post-test of the same group showed ( $n=30$ ,  $M=23.60$ ,  $SD=1.63$ ) condition;  $t(30) = .47$ ,  $p = .42$  there was significant difference in academic achievement between pre-test and post-test.

### Research Findings From Objective 5

The fifth objective was to determine a significant difference in the gain of academic achievement in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning method and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok.

Table 17

*Comparison of Academic Achievement in Social Studies Between Grade 9 Students Using Game-Based Learning Method and using Teacher-Centered Learning Method at Satriwitthaya 2 School*

Comparison of						
Grade 9/13 and Grade 9/15	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Grade 9/13	30	13.17	1.31			
				9.28	58	.47
Grade 9/15	30	10.00	1.12			

Table 17 showed a comparison of academic achievement in social studies. This objective was directly link to the first hypothesis. In this case, the hypothesis H1 was rejected as the analysis concluded that with the Grade 9/13 ( $n=30$ ,  $M=12.83$ ,  $SD=1.31$ ) and Grade 9/15 ( $n=30$ ,  $M=9.90$ ,  $SD=1.12$ ) condition,  $t(58) = 9.28$ ,  $p=.47$ , there was a significant difference in achievement between the two instructional methods.

### Research Findings From Objective 6

The six objective was to determine the level of satisfaction in Social Studies from Grade 9 students who were taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok.

Table 18

*Means and Standard Deviations of Satisfaction From Game-Based Learning Method and Teacher-Centered Learning Method (n=60)*

Satisfaction survey	<i>M</i>	<i>SD</i>	Interpretation
Game-based learning method	3.95	.53	High
Teacher-centered learning method	3.65	.42	High

Table 18 showed the satisfaction from game-based learning method analysis of the five-point Likert scale used in the satisfaction survey revealed game-based learning method ( $n=30$ ,  $M=3.95$ ,  $SD=.53$ ) Teacher-centered learning method ( $n=30$ ,  $M=3.65$ ,  $SD=.42$ ). Therefore, the level of satisfaction displayed by game-based learning and teacher-centered learning method toward the instructional method was high.

### Research Findings From Objective 7

The seven objective to determine a significant difference in students' satisfaction in social studies between Grade 9 students using game-based learning method and using teacher-centered learning method. The means and standard deviations were analyzed and compared using an independent samples  $t$ -test.

Table 19

*Independent Samples t-Test (One Tailed) of Satisfaction Survey (n=60)*

Learning method

	<i>N</i>	<i>M</i>	<i>SD.</i>	<i>t</i>	<i>df</i>	<i>p</i>
Game-based learning method	30	3.95	.53	2.11	58	.007
Teacher-centered learning method	30	3.65	.42			

Table 19 showed the meaning of satisfaction survey in this case, the Hypothesis 1 was accepted as analysis concluded with the game-based learning group ( $n=30$ ,  $M=3.95$ ,  $SD=.53$ ) condition;  $t(60)=2.11$ ,  $p=.007$  and Teacher-Centered learning group ( $n=30$ ,  $M=3.65$ ,  $SD=.42$ ), there was a significant difference in student satisfaction between two learning methods. The teacher-centered learning group and game-based learning group was overall significantly more satisfied with the method than the teacher-centered learning group.

## CHAPTER V

### CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter introduces an analysis of this study, conclusions from the results and a discussion with previous studies. Eventually, last part provided some recommendations for students, teachers, and future researchers.

#### Summary of the Study

This study was a comparative study of academic achievement and satisfaction in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School. First, this study intended to determine the level of academic achievement in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. Second, this study intended to compare satisfaction in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. Therefore, the following research objectives were discussed in this study.

1. To determine the level of academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 School, Bangkok.
2. To determine a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 School, Bangkok.

3. To determine the level of academic achievement for social studies of grade 9 students the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok.
4. To determine a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School, Bangkok.
5. To determine a significant difference in the gain of academic achievement in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok.
6. To determine the level of satisfaction in Social Studies from Grade 9 who students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok.
7. To determine a significant difference in satisfaction in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School, Bangkok.

This study proceeded on Grade 9 students at Satriwitthaya 2 School, Bangkok. The sample was 2 classes, and the total was 60 students. Grade 9 students taught by game-based learning method were 30 students and taught by game-based learning method and those taught by teacher-centered learning method were also 30 students. Therefore, first it was pre-test and post-test of Grade 9 Social Studies included 40 items and 2 short answers. Second, it was a satisfaction questionnaire for students who were taught by game-based learning method and those taught by teacher-centered learning method included 15 items.

In this study, first for Research Objectives 1 and 3 were to determine the level of academic achievement for Social Studies of Grade 9 students from the pre-test to the post-test of game-based learning and teacher-centered learning method. Second, Objectives 2 and 4 were to determine a significant difference in academic achievement for social studies of Grade 9 students from the pre-test to the post-test of game-based learning and teacher-centered learning method. Third, Objective 5 evaluated an independent sample *t*-test (2-tailed). It was used to compare the level of academic achievement Grade 9 students in social studies and those taught by game-based learning teacher-centered learning method. Fourth, Objectives 6 was to determine the level of satisfaction in Social Studies from Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method. Last, Research Objective 7 evaluated an independent samples *t*-test (2-tailed). It was used to compare students satisfaction in Social Studies by game-based learning methods and those taught by teacher-centered learning method.

### Summary of Findings

This section summarizes the findings obtained from the data collation and analysis. Findings are organized by research objectives.

#### Research Objective 1

Regarding this research objective, the following were obtained.

- Overall, Grade 9/13 students' academic achievement who taught by Game-Based learning method was under passing score in pre-test and post-test.
- The interpretation from post-test was excellent.

### Research Objective 2

Regarding this research objective, the following were obtained.

- Overall, Grade 9/13 there was significant difference in academic achievement between pre-test and post-test.

### Research Objective 3

Regarding this research objective, the following were obtained.

- Overall, Grade 9/15 students' academic achievement who taught by Teacher-Centered learning method was under passing score in pre-test and post-test.
- The interpretation from post-test was good.

### Research Objective 4

Regarding this research objective, the following were obtained.

- Overall, Grade 9/15 there was significant difference in academic achievement between pre-test and post-test.

### Research Objective 5

Regarding this research objective, the following were obtained.

- Results regarding to comparison of students' academic achievement in Grade 9/13 taught by Game-Based learning method and Grade 9/13 taught by Teacher-Centered learning method were analyzed using an independent samples *t*-test.

There was no significant difference between two groups at .05.

### Research Objective 6

Regarding this research objective, the following were obtained.

- Grade 9/13 students' satisfaction who taught by Game-Based learning method was 3.95 and Grade 9/15 students' satisfaction who taught by Teacher-Centered learning method was 3.65.

- The interpretation from satisfaction Grade 9/13 and Grade 9/15 was excellent.

### **Research Objective 7**

Regarding this research objective, the following were obtained.

- Results regarding to comparison of students' satisfaction in Grade 9/13 taught by Game-Based learning method and Grade 9/15 taught by Teacher-Centered learning method were analyzed using an independent samples *t*-test. There was a significant difference in student's satisfaction between two groups at .05.
- Grade 9/13 taught by Game-Based learning method was overall significantly more satisfied with the instruction method than Grade 9/15.

### **Conclusions**

The summary of the study, the following conclusion have been discussed

#### **Research Objective 1**

According to Research Objective 1, the result of the mean score of academic achievement for social studies of grade 9 students from the pre-test to the post-test of game-based learning method at Satriwitthaya 2 School was interpreted as post-test excellent. As result, Grade 9 students who taught game-based learning method at Satriwitthaya 2 School, Bangkok had an excellent academic achievement in social studies.

#### **Research Objective 2**

According to research objective 2, the result of a significant difference in academic achievement for social studies of grade 9 students from the pre-test to the post-test of Game-Based learning method was significant difference in academic achievement between pre-test and post-test. Referring to the result, Grade 9 students who taught Game-Based learning

method at Satriwitthaya 2 School show the post-test had an excellent level of academic achievement in Social Studies.

### **Research Objective 3**

According to research objective 3, the result of the mean score of academic achievement for social studies of grade 9 students from the pre-test to the post-test of teacher-centered learning method at Satriwitthaya 2 School was interpreted as a post-test good . As result, Grade 9 students who taught teacher-centered learning method at Satriwitthaya 2 School, Bangkok had a good academic achievement in Social Studies.

### **Research Objective 4**

According to Research Objective 4, the result of a significant difference in academic achievement for social studies of Grade 9 students from the pre-test to the post-test of game-based learning method was a significant difference in academic achievement between pre-test and post-test. Referring to the result, Grade 9 students who taught game-based learning method at Satriwitthaya 2 School show the post-test had a good level of academic achievement in social studies.

### **Research Objective 5**

According to Research Objective 5, the result of the mean score of a significant difference in the gain of academic achievement in Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method was significant difference. Regarding the result were analyzed interpreted no significant difference between the two groups.

### **Research Objective 6**

According to Research Objective 6, the result of satisfaction in Social Studies from Grade 9 who students taught by game-based learning methods and those taught by teacher-

centered learning method at Satriwitthaya 2 School, Bangkok. There was a significant difference between the two groups.

### **Research Objective 7**

According to Research Objective 7, the result of a significant difference in satisfaction for Social Studies from the pre-test to the post-test, between Grade 9 students taught by game-based learning methods and those taught by teacher-centered learning method at Satriwitthaya 2 School. Regarding to the result there was a significant difference in student's satisfaction between two groups and game-based learning was overall significantly more satisfied with the instruction method the teacher-centered learning method.

### **Discussion**

In this section, researcher discussed students' academic achievement and satisfaction in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok.

#### **Academic Achievement**

This study aimed to examine students' academic achievement in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. Found that the mean score of Grade 9 students' academic achievement under game-based learning method was interpreted as excellent. On the other hand, the mean score of Grade 9 students' academic achievement under teacher-centered learning method was interpreted as good. Regarding to the results, these two groups of students were taught by different learning method. Accordingly, game-based and teacher-centered learning methods impacted academic achievement in Social Studies of Grade 9 students.

In addition, game-based learning method impacted students' academic achievement more than teacher-centered learning method.

According to Sakul (2007) constructed a research on achievement of learning media game-based learning the study of effectiveness of game-based learning approach. This research is an experimental research by sample group used in the study of human resource development human resources and organization development program of the graduate institute of development administration. The sample divided into 2 groups, in which the experimental group will receive learning by using game-based learning as a learning medium and the control group will be taught by lecture methods.

Study results format as a list

1. The experimental group had a feeling of learning when they learned that they would learn by using games as a medium of learning, while the control group felt dormant when they learned to learn in a lecture style.
2. The level of knowledge in terms of memory and understanding of the experimental group is higher than the control group
3. The experimental group agreed that they were highly involved in learning. While the control group found that they had little participation in learning.
4. The experimental group agreed that the game caused them to learn by themselves.
5. The experimental group felt it was fun to learn all the time. While the control group felt indifferent or did not enjoy learning.

This is because of the game play In addition to getting the knowledge fully, it also makes it fun. Excited with the action of the game. That are carried by new methods and is a game that can be used to practice a wide variety of skills, including having fun playing the game with friends and to practice working with others at the same time.

Therefore, researchers strongly believe that learning by using games can help students become more active in learning or performing classroom activities over a period of 6 weeks. Excellent development and cooperation in various activities and fully ready to learn in each class.

### **Student Satisfaction**

This study aimed to examine students' satisfaction in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 School, Bangkok. The mean scores of satisfactions who taught by game-based learning methods and those taught by teacher-centered learning method in both groups of students had high scores of satisfactions. However, the satisfaction analysis of students' satisfaction indicated that the satisfaction level of the students who underwent game-based learning was significantly higher than teacher-centered learning method.

The more of students in game-based learning group had more fun in social studied class. This can be seen from the increased enthusiasm into the lessons and more focus in teacher-centered learning group most of them taking notes and listening to lectures only. Which this display clearly can be seen from students in game-based learning group their satisfaction with the teaching and learning using games was 3.95 indicating that they were more satisfied with their learning than teacher-centered learning group with satisfaction at 3.65 is lower than game-based learning group.

Regarding to the previous study, it is a study of Developing Teaching Game with Computer System for Conversion among Base on Computer Mathematics Course at the Vocational Certificated Students (Patcharapun, Prawit & Pongtorn, 2013). This study conducted satisfaction assessment of learners by the satisfaction questionnaires of the overall

average was high level and found that game-based learning method impact to students' satisfaction.

In conclusion, the students in game-based learning group had a higher level of satisfaction because of using games in the management of teaching and learning in social studies for Grade 9 at Satriwithaya 2 School, Bangkok as a result, students have shown an increase in academic achievement and researchers believe that from game-based learning can develop learners to be able to extend their learning knowledge endlessly.

### **Recommendations**

The recommendation of the study is intended to the school administrators, the teacher at Satriwithaya 2 School, Bangkok as well as to future researchers interested in conducting similar study.

#### **Recommendation for Students**

This study exposed Grade 9 students who are taught by game-based and teacher-centered learning methods at Satriwithaya 2 School, Bangkok. had an excellent level for game-based learning method and a good level for teacher-centered learning method. Lastly student satisfaction found that both was high. The finding of this study can be applied to social studies for Grade 9 students at Satriwithaya 2 School. Students prefer game-based learning over teacher-centered learning or only lecture during class. Therefore, the researcher recommends using this type of teaching management in learning. To help students entertained for a long time during their learning and to motivate them to learn and to improve their learning in academic areas and to be able to seek self-knowledge to further develop themselves.

### **Recommendation for the Teachers**

Teachers should use game-based learning in class because it can help improve student academic achievement. In addition, it is important to study more to improve the game patterns to keep up with the situation at that time and for efficiency in teaching school management and still need to emphasize the content that must be complete and correct according to the standard of the course indicators.

### **Recommendation for the Future Researchers**

The conducting this research is a comparative study of academic achievement and satisfaction in Social Studies of Grade 9 students under game-based and teacher-centered learning methods at Satriwitthaya 2 school, Bangkok. The results of this study can be concluded learning method impact to students' academic achievement. However, the high volume of lesson content requires learners to spend a lot of time learning and doing fast-paced activities to complete within a limited time. According to this study, future research should consider the appropriate timing and content of the lesson to facilitate the implementation and the effectiveness of evaluation. These variables could be modified in future research to correct the academic achievement shown in this study. Surveys in areas other than social studies can be performed with the aim of comparing outcomes of similar audiences.

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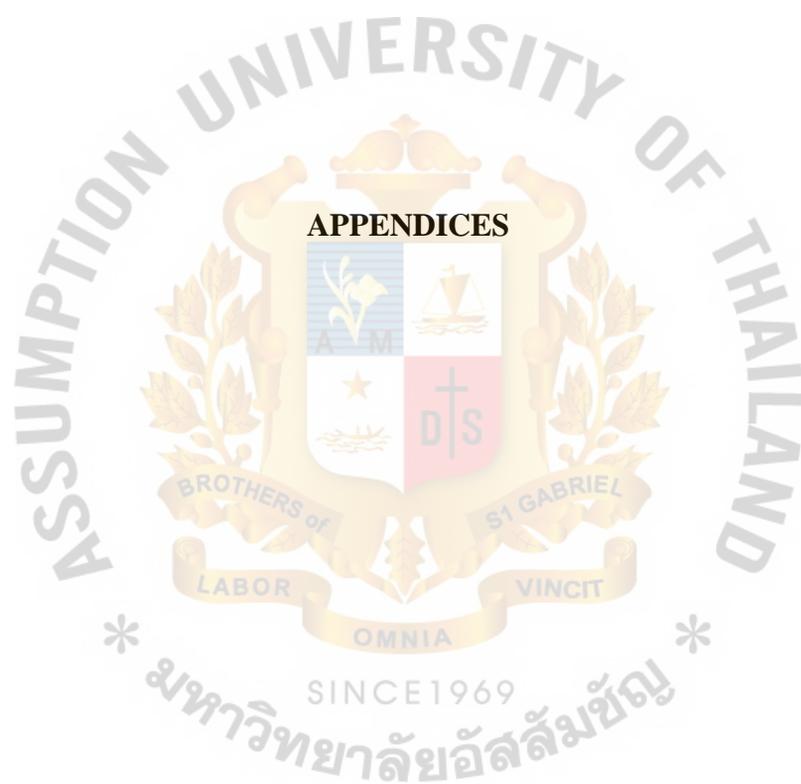
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**APPENDICES**



APPENDIX A

Game-Based Learning

กลไกราคาในระบบเศรษฐกิจ  
**ECONOMIC SYSTEM**



**ตลาดตามลักษณะการแข่งขัน**

**1. ตลาดแข่งขันสมบูรณ์**  
การกำหนดราคาจากผู้ซื้อและผู้ขาย โดยไม่มีปัจจัยอื่น ๆ มาเกี่ยวข้อง เช่น ตลาดเงิน

**ลักษณะสำคัญ**

1. มีผู้ซื้อและผู้ขายจำนวนมาก
2. สินค้าเป็นสินค้าเหมือนกันทุกประการ
3. ผู้ซื้อและผู้ขายมีเสรีภาพการในในตลาดเป็นอันจำกัด
4. การติดต่อซื้อขายจะตั้งราคาโดยสะดวก กรณีสินค้าปัจจัยการผลิตได้แก่ ยางล้อ
5. หน่วยธุรกิจสามารถเข้าหรือออกจากธุรกิจการค้าโดยเสรี

**1. ตลาดแข่งขันสมบูรณ์**

ผู้ซื้อ	ผู้ขาย
<ul style="list-style-type: none"> <li>• ผู้ซื้อจะซื้อสินค้าอย่างมีประสิทธิภาพ ปรึกษาการตัดสินใจอย่างสม่ำเสมอ</li> <li>• ผู้บริโภคได้รับความพอใจสูงสุดและสามารถเลือกซื้อสินค้าในราคาที่ดีที่สุด</li> <li>• การจัดการบริหารเป็นไปอย่างมีประสิทธิภาพ</li> </ul>	<ul style="list-style-type: none"> <li>• หน่วยงานผู้ผลิตจะได้กำไรโดยไม่มีกำไรมากเกินกว่าที่ผู้ผลิตสามารถลงทุน</li> <li>• ไม่มีภาระแข่งขันระหว่างผู้ผลิตอย่างแท้จริง เพราะความสามารถในการบริหารจัดการไม่ต่างกัน</li> </ul>

**ตลาดตามลักษณะการแข่งขัน**

**2. ตลาดแข่งขันไม่สมบูรณ์**

สินค้าในตลาดไม่เหมือนกัน เป็นตลาดที่ผู้ซื้อและผู้ขายในธุรกิจมีน้อยเกินไปทำให้มีอิทธิพลต่อราคา กำหนดราคาง่าย

ตลาดกึ่งแข่งขันกึ่งผูกขาด      ตลาดผู้ขายน้อยราย      ตลาดผูกขาด

### ตลาดกึ่งแข่งขันกึ่งผูกขาด

**ผู้ขาย** มีจำนวนมาก มีอิสระในการขาย อำนาจตลาดจะไม่ได้ขึ้นอยู่กับผู้ขายรายหนึ่ง

**ผู้บริโภค** มีจำนวนมาก มีอิสระในการซื้อ สินค้ามีมาตรฐานที่มีความพอใจที่จะซื้อของผู้ขายรายละราย

สินค้าคล้ายคลึงกันแต่ไม่เหมือนกัน มาตรฐานต่างกัน มีหลายยี่ห้อ มีข้อตกลงร่วมกัน เช่น สินค้าอุปโภค บริโภค บริการ เช่น ร้านอาหาร ร้านขายยา

### ตลาดผู้ขายน้อยราย

**ผู้ขาย** มีไม่มาก แต่ขายสินค้าจำนวนมาก

**ผู้บริโภค** มีตั้งแต่ 2 รายขึ้นไป

นำผู้ซื้อและผู้ขายเปลี่ยนแปลงราคาและปริมาณการซื้อ จะส่งผลกระทบต่อผู้ผลิตและผู้ขายรายอื่น

สินค้า เช่น สัญญาเช่าโทรศัพท์ น้ำมัน หนังสือพิมพ์

### ตลาดผูกขาด

**ผู้ขาย** มีรายเดียว มีสิทธิผูกขาดในการขาย

สินค้าสาธารณะอุปโภค บริโภค เช่น ไฟฟ้า ประปา รถไฟ

### 2. ตลาดแข่งขันไม่สมบูรณ์

- สามารถควบคุมการบริโภคควบคุมไม่ให้ผลิตมากเกินไปป้องกันปัญหาสภาพแวดล้อม
- เป็นเขตติดต่อทางผลิตภัณฑ์ฐานตามเศรษฐกิจ เป็นสินค้าที่ใช้วันสองวันส่งต่อครอบครัว รัฐควบคุมเพื่อไว้ประชาชนบริโภคสินค้าในราคาที่ยุติธรรม
- การจัดสรรทรัพยากรไม่เป็นธรรม
- ผู้บริโภคขาดทางเลือกในการบริโภคสินค้า
- มีการแข่งขันน้อย เพราะผู้ผลิตอีกกันไม่ให้ผู้อื่นเข้ามาแข่งขันได้
- ผู้บริโภคต้องซื้อสินค้าราคาสูง

### กลไกตลาด

หมายถึง การเปลี่ยนแปลงในระดับราคาสินค้า ซึ่งเกิดขึ้นจากแรงผลักดันของอุปสงค์และอุปทาน

มีความสำคัญในระบบเศรษฐกิจ จะเป็นตัวช่วยในการตัดสินใจของผู้บริโภคและผู้ผลิต

### อุปสงค์ (Demand)

หมายถึง ปริมาณสินค้าและบริการที่ผู้บริโภคต้องการและสามารถซื้อสินค้าในระยะเวลาหนึ่ง ณ ระดับราคาค่าของสินค้าและบริการนั้น

### กฎอุปสงค์

**Law of demand**

"ถ้าราคาสินค้าและบริการใด ๆ เพิ่มขึ้น ความต้องการซื้อสินค้าและบริการนั้นจะลดลง ตรงกันข้ามถ้าราคาสินค้าหรือบริการใด ๆ ลดลง ความต้องการซื้อสินค้าและบริการนั้นจะเพิ่มขึ้น"

P ↑ D ↓  
P ↓ D ↑

เมื่อราคาสูงขึ้น → ความต้องการซื้อจะลดลง

เมื่อราคาลดลง → ความต้องการซื้อจะเพิ่มขึ้น

### ตารางอุปสงค์

ราคาต่อหน่วย (บาท)	ปริมาณซื้อ (ขวด)
30	1
25	2
20	3
15	4
10	5

### ปัจจัยที่กำหนดอุปสงค์

- ราคาสินค้า
- จำนวนประชากร
- รายได้
- ฤดูกาลและเทศกาล
- การศึกษาและโฆษณา
- ปัจจัยอื่น ๆ เช่น ราคาสินค้าอื่น ๆ

### การเปลี่ยนแปลงของอุปสงค์

1. การเปลี่ยนแปลงปริมาณอุปสงค์ เป็นการเปลี่ยนแปลงปริมาณการซื้อ เนื่องจาก **ราคาเปลี่ยนแปลง**

จุดบนโลกเริ่มที่ 20 บาท เมื่อราคาซื้อ 100 กิโลกรัม  
 ราคาจุดบนโลกคือ 100 บาท เมื่อราคาซื้อ 200 กิโลกรัม

### การเปลี่ยนแปลงของอุปสงค์

2. การเปลี่ยนแปลงระดับอุปสงค์ เป็นการเปลี่ยนแปลงความต้องการซื้อ ในขณะที่ **ราคาของสินค้าคงที่**

เมื่อต้นทุนการผลิตเพิ่มขึ้น 50 บาท  
 เมื่อราคาซื้อ 100 กิโลกรัม  
 เมื่อเข้าสู่ช่วงที่ราคาสินค้าเพิ่มขึ้น 50 บาท

### อุปทาน (Supply)

หมายถึง ปริมาณสินค้าและบริการที่ผู้ผลิตหรือผู้ขายพร้อมที่จะผลิตออกมาขาย ณ ระยะเวลาและราคาต่าง ๆ ภายในระยะเวลาที่กำหนด

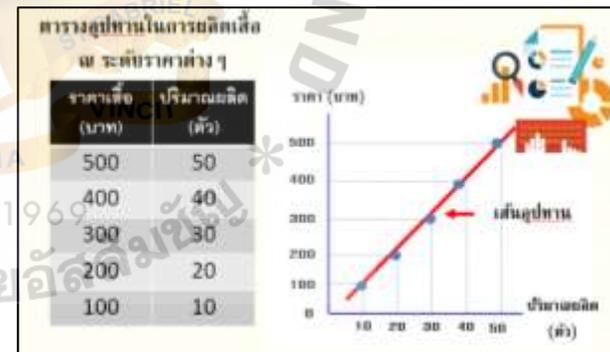
ความต้องการขาย 500 กิโลกรัม

### กฎอุปทาน

Law of supply

"ถ้าราคาสินค้าหรือบริการใด ๆ เพิ่มขึ้น ผู้ผลิตจะผลิตสินค้าออกมาจำนวนมากขึ้น" (ตรงกับความสัมพันธ์เชิงบวกหรือการไหลของอุปทาน)

เมื่อราคา **สูงขึ้น** → ความต้องการขายจะ **เพิ่มขึ้น**  
 เมื่อราคา **ลดลง** → ความต้องการขายจะ **ลดลง**



### ปัจจัยที่กำหนดอุปทาน

- ราคาสินค้า
- เป้าหมายของธุรกิจ
- การเปลี่ยนแปลงของเทคนิคการผลิต
- ราคาปัจจัยการผลิตหรือผู้ขาย
- สภาพดินฟ้าอากาศ
- ปัจจัยอื่น ๆ เช่น อัตราดอกเบี้ย การเงิน การลงทุน

### การเปลี่ยนแปลงของอุปทาน

1. การเปลี่ยนแปลงปริมาณอุปทาน เป็นการเปลี่ยนแปลงปริมาณการผลิตเนื่องจาก **ราคาเปลี่ยนแปลง** โดยที่ปัจจัยอื่น ๆ คงที่

จุดบนโลกเริ่มที่ 550 บาท เมื่อผลิตออกมา 1000 คู่  
 ราคาจุดบนโลกคือ 1000 บาท เมื่อผลิตออกมา 2000 คู่

### การเปลี่ยนแปลงของอุปทาน

2. การเปลี่ยนแปลงระดับอุปทาน เป็นการเปลี่ยนแปลงปริมาณการผลิต ในขณะที่ราคาขายเดิม แต่มีปัจจัยอื่นมาทำให้ปริมาณการผลิตเปลี่ยนแปลง

ข้าวสารโลกปริมาณ 50 ล้านตันต่อสัปดาห์  
ผลิตออกขาย เขตเอเชียตะวันออกเฉียงใต้  
ข้าวสารโลกปริมาณ 50 ล้านตันต่อสัปดาห์  
ผลิตออกขาย เขตเอเชียตะวันออกเฉียงใต้

### ตลาดในระบบเศรษฐกิจ

**แน้มต้า**

ตลาดแข่งขันสมบูรณ์  
ผู้ซื้อและผู้ขายมีจำนวน **มาก**  
สินค้าในตลาดมีลักษณะ **เหมือนกันทุกประการ**

ตลาดแข่งขันไม่สมบูรณ์  
ผู้ซื้อและผู้ขายมีจำนวน **น้อย**  
สินค้าในตลาด **ไม่เหมือนกัน**

ตลาดเงินแข่งขันไม่สมบูรณ์    ตลาดผู้ขายไม่รวม    ตลาดผู้ซื้อ

### กลไกราคา

**แน้มต้า**

อุปสงค์ (Demand)  
ความต้องการซื้อ

อุปทาน (Supply)  
ความต้องการขาย

อุปสงค์: P ↑ D ↓, P ↓ D ↑  
อุปทาน: P ↑ S ↓, P ↓ S ↑

### การกำหนดราคา

อุปสงค์และอุปทานของสินค้ามีความสัมพันธ์ขึ้นลงกับ **ราคาสินค้า**  
ปริมาณสินค้าที่ผู้บริโภคต้องการซื้อและผู้ผลิตต้องการขายจะปรับตัวตามระดับของราคาสินค้าที่เปลี่ยนแปลงไป แต่การปรับตัวของการซื้อและการขายนั้นมีลักษณะ **ตรงข้ามกัน** คือ

ในขณะที่ราคาสินค้าและปริมาณของ ผู้ซื้อจะ **ขึ้น** มากขึ้น  
นักผู้ขายจะ **นำสินค้า** ลงมาขาย **น้อยลง**

### ราคาตลาด

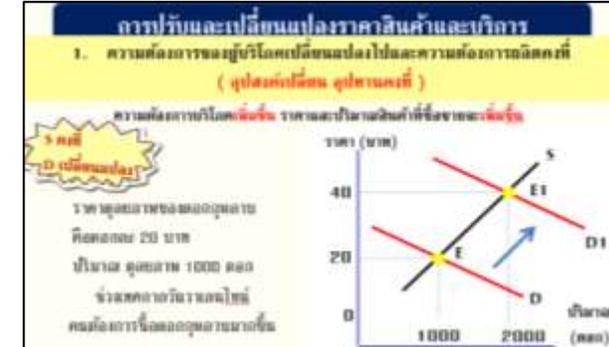
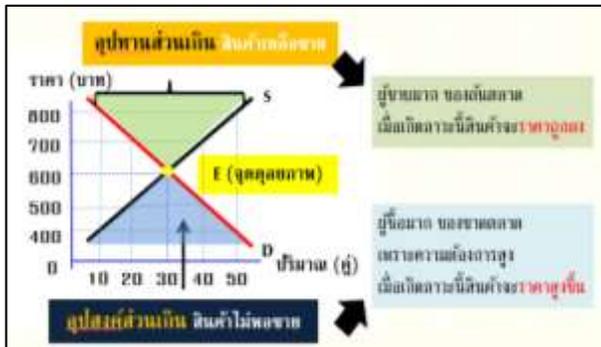
ราคาผู้บริโภคพอใจที่จะซื้อ = ราคาสินค้าที่ผู้ผลิตต้องการที่จะผลิตออกมาขาย

ผลต่อการตั้งราคามีการกำหนดอย่างไร ?

- ต้นทุน (Cost of production)
- ขายใคร (For whom)
- กำไร (Profit)
- โฆษณา (Advertising)

ราคาต่อหน่วย (บาท)	ปริมาณซื้อ (คู่)	ปริมาณขาย (คู่)	หมายเหตุ
800	10	50	เหลือขาย 40 คู่
700	20	40	เหลือขาย 20 คู่
600	30	30	ขายหมดพอดี
500	40	20	ไม่พอขาย 20 คู่
400	50	10	ไม่พอขาย 40 คู่

อุปทานส่วนเกิน    ขาดอุปทาน



### 1. ความต้องการของผู้บริโภคเปลี่ยนแปลงไปและความต้องการผลิตคงที่ (อุปสงค์เปลี่ยน อุปทานคงที่)

ความต้องการของผู้บริโภค: ราคาและปริมาณสินค้าที่ซื้อขายคงที่

**1 คน**  
**D เปลี่ยนลง**

ราคาของรถมอเตอร์ไซด์คันเดิม คือ 120 บาท  
ปริมาณ: มอเตอร์ไซด์ 100 คัน  
ในช่วงฤดูหนาวคนซื้อการซื้อรถมอเตอร์ไซด์น้อยลง

### การปรับและเปลี่ยนแปลงราคาสินค้าและบริการ

### 2. ความต้องการของผู้บริโภคที่และความต้องการผลิตเปลี่ยนแปลงไป (อุปสงค์คงที่ อุปทานเปลี่ยน)

การผลิตของช่างไม้: ปริมาณสินค้าที่ซื้อขายเปลี่ยนแปลง ไม้ราคาแพง

**5 เปลี่ยนแพง**  
**D คงที่**

ราคาของรถมอเตอร์ไซด์คันเดิมคือ 80 บาท ปริมาณมอเตอร์ไซด์ 500 คัน  
สินค้าอุปโภคบริโภคส่วนใหญ่มีราคาขึ้น

### 2. ความต้องการของผู้บริโภคที่และความต้องการผลิตเปลี่ยนแปลงไป (อุปสงค์คงที่ อุปทานเปลี่ยน)

การผลิตของช่างไม้: ปริมาณสินค้าที่ซื้อขายเปลี่ยนแปลง ไม้ราคาแพงขึ้น

**5 เปลี่ยนแพง**  
**D คงที่**

ราคาของรถมอเตอร์ไซด์คันเดิมคือ 20 บาท ปริมาณมอเตอร์ไซด์ 40 คัน  
ราคาไม้ลดลงขึ้น ทำให้มีต้นทุนสูงขึ้น ผลิตได้ลดน้อยลง

### การปรับและเปลี่ยนแปลงราคาสินค้าและบริการ

### 3. ความต้องการของผู้บริโภคและความต้องการผลิตเปลี่ยนแปลงไป (อุปสงค์และอุปทานเปลี่ยน)

การผลิตของช่างไม้: ความต้องการซื้อสินค้ามากขึ้น

**D และ S เปลี่ยนไป**  
**ขยับขึ้น**

ราคาของรถมอเตอร์ไซด์ 15000 บาท ปริมาณมอเตอร์ไซด์ 5000 คัน  
ไม้ที่เพิ่มขึ้นทำให้มีต้นทุนสูงขึ้น  
แต่คนก็รักใช้รถมอเตอร์ไซด์  
เมื่อคนรักใช้รถมอเตอร์ไซด์  
เมื่อต้องการซื้อรถมอเตอร์ไซด์  
ทำให้มีความต้องการซื้อขยับมากขึ้น

### การกำหนดราคาในทางปฏิบัติ

ปัจจัยที่ควรคำนึงในการกำหนดราคาในทางปฏิบัติ

- สภาวะทางเศรษฐกิจ (ในโรงเรียนเราอยู่ที่ ปีที่ 7 น ถางกำหนดราคาสูง
- การแข่งขันของตลาด ขายสินค้าชนิดเดียวกันกำหนดราคาต่าง ๆ กัน
- ต้นทุนการผลิตและการจำหน่าย กำหนดราคาขายบวกเพิ่มไปบนต้นทุน
- วัตถุประสงค์เป้าหมาย สูงกว่ารายได้สูง ต้องการคุณภาพดี กำหนดราคาสูง

### วิธีการกำหนดราคาในทางปฏิบัติ

### 1. การกำหนดราคาโดยกำหนดส่วนแบ่งเพิ่มเข้าไปกับต้นทุน

ราคาขายสินค้า = ต้นทุนที่บวกเพิ่มสัดส่วนหน่วย (1 + ส่วนแบ่งเพิ่มจากต้นทุน)

ธุรกิจรองเท้า ในปีที่สองต้นทุนต่อรองเท้า 1 คู่ 500 บาท ส่วนแบ่งเพิ่มจากต้นทุนร้อยละ 40 คือ 0.40 ธุรกิจรองเท้าจะกำหนดราคาดังนี้  
ราคาต่อคู่รองเท้า = 500 (1 + 0.40)  
ดังนั้น จะต้องกำหนดราคาต่อคู่ = 700 บาท / คู่

### 2. การกำหนดราคาเพื่อให้ได้ผลตอบแทนจากเงินลงทุนตามเป้าหมาย

ราคาขายต่อหน่วย =  $\frac{\text{ต้นทุนคงที่ทั้งหมด} + \text{กำไรที่วางแผนไว้}}{\text{ปริมาณการผลิต}}$  + ต้นทุนแปรผันเฉลี่ย

โรงงานผลิตเสื้อ มีผลิตเสื้อจำนวน 1,200 ตัว โดยมีต้นทุนคงที่ทั้งหมด 200,000 บาท  
ต้นทุนแปรผันเฉลี่ยเสื้อตัวละ 400 บาท หากโรงงานต้องการกำไร 40,000 บาท ควรกำหนดราคาขาย ดังนี้

$$\text{ราคาขายชุดทำงาน} = \frac{200,000 + 40,000 + 400}{1,200}$$

ดังนั้น ต้องกำหนดราคาขายเสื้อ = 200 บาท / ตัว

### 3. การกำหนดราคาขายให้ด้วงกัน

1. ขายสินค้าให้ต่ำกว่าราคาไม่เท่ากันแต่สินค้าชนิดเดียวกัน เช่น ขายโคมไฟราคาถูกกว่า
2. ขายสินค้าให้สูงกว่ากันแต่ละคนจำนวนราคาไม่เท่ากัน เช่น ขายปลั๊กไฟราคาถูกกว่าขายแพง
3. ขายสินค้าให้สูงกว่ากันแต่ละรายไม่เท่ากัน เช่น ขายข้าวให้เด็กเรียนสูงกว่าผู้ใหญ่

**ตลาดในระบบเศรษฐกิจ**

“เน้นเข้า”

ตลาดแข่งขันสมบูรณ์

ตลาดแข่งขันไม่สมบูรณ์

ตลาดนี้แข่งขันถึง ผู้ขาย

ตลาดผู้ขายมีหลายราย

ตลาดผูกขาด

ผู้ซื้อและผู้ขายมีจำนวน **มาก**  
 สินค้าในตลาดมีลักษณะ **เหมือนกันทุกประการ**

ผู้ซื้อและผู้ขายมีจำนวน **น้อย**  
 สินค้าในตลาด **ไม่เหมือนกัน**

**กลไกราคา**

“เน้นเข้า”

อุปสงค์ (Demand)

ความต้องการ **ซื้อ**

อุปทาน (Supply)

ความต้องการ **ขาย**

อุปสงค์

อุปทาน

P ↑ D ↓  
P ↓ D ↑

P ↑ S ↓  
P ↓ S ↑

**บทบาทของรัฐบาล**

**ในการพัฒนาประเทศ**

**1. บทบาทหน้าที่ของรัฐบาลในการพัฒนาประเทศ**

1. ด้านการส่งเสริมการค้าและการลงทุน

- การสร้างเขตอภินิหารพิเศษ
- การให้เสรีภาพในการประกอบธุรกิจและการมีเสรีภาพในการตัดสินใจ
- รัฐบาลควรเป็นผู้ใช้กำลังซื้อและควบคุมการค้าและการลงทุนของภาคเอกชน
- การกระจายอำนาจการปกครองให้ท้องถิ่นและชุมชน

**1. บทบาทหน้าที่ของรัฐบาลในการพัฒนาประเทศ**

2. ด้านสังคม

- การเสริมสร้างการอยู่ร่วมกันอย่างมีศรัทธา
- การพัฒนาคนในสังคมให้มีความรู้ คุณธรรม และวินัย
- การส่งเสริมให้เกิดการรวมกันที่เป็นธรรม
- การส่งเสริมและพัฒนาภาคการเกษตรให้มีประสิทธิภาพและมีความยั่งยืน
- การปฏิรูปกฎหมายและระเบียบต่าง ๆ

**1. บทบาทหน้าที่ของรัฐบาลในการพัฒนาประเทศ**

3. ด้านเศรษฐกิจ

- การพัฒนาเศรษฐกิจให้เฟื่องฟู
- การส่งเสริมการค้าระหว่างประเทศ
- การส่งเสริมการค้าระหว่างประเทศ
- การส่งเสริมการค้าระหว่างประเทศ
- การปรับโครงสร้างในการพัฒนา ประเทศใหม่

**1. บทบาทหน้าที่ของรัฐบาลในการพัฒนาประเทศ**

4. ด้านการศึกษา

- จัดการศึกษาเพื่อพัฒนา 4 เสาหลักของประเทศไทย
- จัดการศึกษาเพื่อเสริมสร้างแรงงาน
- การกระจายการศึกษาออกไปยังท้องถิ่นต่าง ๆ
- การจัดการศูนย์การเรียนแบบผู้ด้อยโอกาส
- การประกันคุณภาพการศึกษา
- การเปิดโอกาสให้ภาคเอกชนเข้ามามีส่วนร่วมในการศึกษา

**2. บทบาทและกิจกรรมทางเศรษฐกิจของรัฐบาล**

ผลิตสินค้าและบริการสาธารณะที่เอกชนไม่ดำเนินการ

เช่น ไฟฟ้า ประปา ถนน

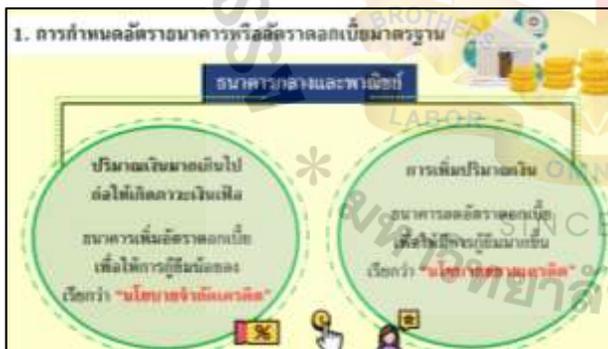
ผลิตสินค้าสาธารณะและที่เสียประโยชน์

เช่น ราชการวิเทศ โทรทัศน์ การเก็บขยะมูลฝอย

workpoint

ผลิตสินค้าที่เป็นคุณประโยชน์

เช่น โรงเรียน มหาวิทยาลัย โรงพยาบาล



### 1. การจัดการรายได้ของรัฐบาล

- รายได้จากภาษีอากร
- รายได้จากค่าธรรมเนียมของหน่วยบริการ

ช่วงภาวะเศรษฐกิจตกต่ำ ประชาชนขาดกำลังซื้อ

รัฐบาลลดภาษีเงินได้บุคคลธรรมดา เพื่อเพิ่มกำลังซื้อของประชาชน

รัฐบาลต้องการลดกำลังซื้อของประชาชน

คือ การเพิ่มภาษี คนชั้นน้อยลง หรือลดการซื้อสินค้าที่ไม่จำเป็น

### 2. การบริหารรายจ่ายของรัฐบาล

การใช้จ่ายเงินงบประมาณ  
งบประมาณเพื่อการพัฒนาประเทศ

ด้านการศึกษา สาธารณูปโภค  
กระตุ้นเศรษฐกิจเพื่อแก้  
ปัญหาการว่างงาน  
อนุมัติจากรัฐสภา

การใช้จ่ายเงินนอกงบประมาณ  
ใช้จ่ายตามวัตถุประสงค์  
นอกงบประมาณ เงินกู้หรือเงิน  
ช่วยเหลือจากต่างประเทศ  
รายรับของสถานพยาบาล

ไม่ถือรับการอนุมัติจากรัฐสภา

### 3. การเพิ่ม-ลดหนี้สาธารณะ

- งบประมาณขาดดุล = รายจ่ายมากกว่ารายรับ

รัฐบาลทำการกู้เงินจาก  
ต่างประเทศ เพื่อเพิ่มปริมาณเงิน  
ในระบบเศรษฐกิจ  
และกระตุ้นระบบเศรษฐกิจ

หนี้สาธารณะ  
หนี้ภายในประเทศ กู้เงินจากสถาบัน  
ทางการเงิน

หนี้ภายนอกประเทศ กู้เงินจาก  
ต่างประเทศ IBRD

### 3. นโยบายทางเศรษฐกิจของรัฐบาล

นโยบายเศรษฐกิจระหว่างประเทศ

นโยบายการค้าโลก

- มาตรการส่งเสริมการค้ากับต่างประเทศ
- มาตรการกีดกันการค้าระหว่างประเทศ

ผลกระทบทางเศรษฐกิจ

- การผลิตในประเทศ
- การจ้างงาน
- เสถียรภาพทางเศรษฐกิจ
- การเจริญเติบโตทางเศรษฐกิจ

### 1. มาตรการทางด้านการค้ากับต้น

- การเก็บภาษีอากรนำเข้า เพื่อลดปริมาณการนำเข้า
- การกำหนดโควตาการนำเข้า จำกัดปริมาณสินค้านำเข้า เพื่อสินค้าภายในประเทศจะได้ขยายตัว
- การกำหนดมาตรการส่งออก เพื่อขยายตลาดการส่งออก
- การกำหนดโควตาการส่งออก ขยายสินค้าให้ใช้ในประเทศ เพื่อลดการขาดดุล

### 2. มาตรการทางด้านการเงินระหว่างประเทศ

ขาดดุลชำระค่าเงิน

ใช้มาตรการลดค่าเงิน

สินค้าส่งออกมีราคาถูกในสากลตลาดต่างชาติ  
สินค้าเข้ามีราคาแพงในประเทศเพิ่มขึ้น  
การส่งออกเพิ่มขึ้น  
ดุลการค้าไทยดีขึ้น

### 4. ปัญหาและอุปสรรคในการพัฒนาเศรษฐกิจของไทย

ปัญหาและผลกระทบจากภาวะเงินเฟ้อ

สาเหตุของภาวะเงินเฟ้อ

- ความต้องการสินค้าขยายตัวอย่างรวดเร็ว
- ต้นทุนการผลิตเพิ่มสูงขึ้น
- ความต้องการบริโภคสินค้าบางชนิดเปลี่ยนแปลง
- การติดต่อกับต่างประเทศ

ผลกระทบภาวะเงินเฟ้อ

- ❑ ราคาสินค้าสูงขึ้น
- ❑ การกระจายรายได้ไม่เป็นธรรม
- ❑ ผู้มีรายได้น้อยเสียเปรียบ
- ❑ รัฐบาลแก้ปัญหาได้เพิ่มได้มากขึ้น
- ❑ สินค้าที่ส่งออกไปจำหน่ายยังต่างประเทศมีราคาสูงขึ้น

### กรณีศึกษา

เงินเฟ้อ ชิงกับเว

**กรณีศึกษา** เงินฝืด วนเวียน

**แนวทางการแก้ไขปัญหาเงินฝืด**

- ❖ เพิ่มอัตราเงินสดสำรองตามกฎหมาย
- ❖ เพิ่มอัตราดอกเบี้ยที่ธนาคารกลางติดกับธนาคารพาณิชย์
- ❖ สถาบันการเงินลดการให้สินเชื่อเพื่อการลงทุนในกิจกรรมที่ไม่เป็นผลดีกับเศรษฐกิจ
- ❖ เพิ่มอัตราภาษีอากร ลดการใช้จ่ายของรัฐบอ
- ❖ ควบคุมราคาสินค้าและต้นทุนการผลิต
- ❖ เพิ่มอัตราการดอกเบี้ยที่สูงขึ้น กำหนดโครงสร้างการส่งออก

**4. ปัญหาและอุปสรรคในการพัฒนาเศรษฐกิจของไทย**

**ปัญหาและผลกระทบจากภาวะเงินฝืด**

**สาเหตุของภาวะเงินฝืด**

- ความต้องการสินค้าและบริการลดลง
- การระดมทุนของรัฐบอ
- รัฐบาลเก็บภาษีอากรเพิ่มขึ้น
- ภาวะเศรษฐกิจตกต่ำ

**ผลของภาวะเงินฝืด**

- ❑ ภาวะการว่างงานเพิ่มขึ้น
- ❑ รายได้ของประชาชนลดลง
- ❑ ช่องว่างระหว่างชนชั้นกับชนชั้นไม่ขยายตัวออกไปมาก
- ❑ รัฐบาลเก็บภาษีได้น้อยลง
- ❑ สินค้าที่ส่งออกไปจำหน่ายยังต่างประเทศมีราคาลดลง

**แนวทางการแก้ไขปัญหาเงินฝืด**

- ❖ ลดอัตราเงินสดสำรองตามกฎหมาย
- ❖ ลดอัตราดอกเบี้ยที่ธนาคารกลางติดกับธนาคารพาณิชย์
- ❖ ลดอัตราภาษีอากร เพิ่มการใช้จ่ายของรัฐบอ
- ❖ ส่งเสริมการค้าระหว่างประเทศ

**4. ปัญหาและอุปสรรคในการพัฒนาเศรษฐกิจของไทย**

**ปัญหาและผลกระทบจากภาวะว่างงาน**

**ประเภทและสาเหตุของภาวะว่างงาน**

**การว่างงานโดยปริยาย**

- การว่างงานชั่วคราว การไม่มีงานทำชั่วคราว ที่ไม่ได้ตั้งใจ
- การว่างงานจากโครงสร้างเศรษฐกิจ เมื่อสถานการณ์เปลี่ยนแปลงทางเศรษฐกิจ ภาวะว่างงานเกิดขึ้นโดยปริยาย
- การว่างงานตามฤดูกาล เกิดจากการมีกิจกรรมหรือฤดูกาลที่เฉพาะเจาะจง
- การว่างงานเมื่อรวมกับวิถีชีวิตเศรษฐกิจ ส่วนเศรษฐกิจที่เจริญ การแข่งขันที่สูงขึ้น รัฐบาลส่งเสริมการว่างงานชั่วคราว การลดอุปสงค์ สินค้าที่ล้นตลาด

**การว่างงานตามถาวร**

การว่างงานที่มิได้เป็นระยะสั้น/จำนวนคนว่างงาน/จำนวนคนว่างงาน

**ผลของการว่างงาน**

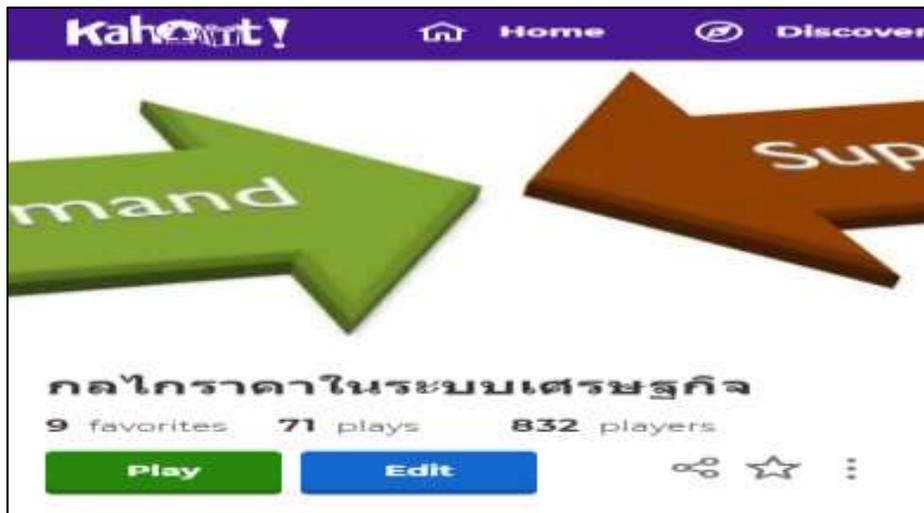
- ❖ ผลที่มีต่อการใช้จ่ายบริโภคจากแรงงาน คนที่จบปริญญาตรี ปริญญาโท แต่ว่างงาน
- ❖ ผลที่มีต่อการออมและการลงทุน รายได้ลดลง ออมน้อยลง
- ❖ ผลที่มีต่อการกระจายรายได้ คนรับผลกระทบไม่มาก แต่คนจนจะขาดรายได้
- ❖ ผลที่มีต่อฐานะการคลังของรัฐบอ รัฐบาลเก็บภาษีได้น้อย
- ❖ ผลที่มีต่อความมั่นคงของประเทศ ชาติเสื่อมโทรมภาพ

**แนวทางการแก้ไขปัญหการว่างงาน**

- ✓ การใช้นโยบายการเดิน
  - การซื้อคืนหลักทรัพย์ของรัฐบอ
  - การลดอัตราเงินสดสำรองตามกฎหมาย
  - การลดอัตราดอกเบี้ยเงินบาท
- ✓ การใช้นโยบายการค้าโลก
  - ลดอัตราภาษีอากร
  - การเพิ่มการใช้จ่ายของรัฐบอ

export

✓ การส่งออกส่งออก



สินค้าต่อไปนี้ จัดอยู่ในตลาดประเภทใด ?

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 5x1, 5x2, 5x3

<input type="radio"/> ตลาดผูกขาด	<input type="radio"/> ตลาดกึ่งผูกขาด
<input type="radio"/> ตลาดผู้ขายน้อยราย	<input checked="" type="radio"/> ตลาดกึ่งผู้ขายน้อยราย

ของถูก - ซื้อมาก ของแพง - ซื้อน้อย เป็นกฎของข้อใดต่อไปนี้ ?

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 5x1, 5x2, 5x3

<input checked="" type="radio"/> กฎของ	<input type="radio"/> กฎของ
<input type="radio"/> กฎของ	<input type="radio"/> กฎของ

ปัจจัยใดต่อไปนี้ มีผลต่อการกำหนดอุปสงค์เป็นอันดับแรก ?

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 5x1, 5x2, 5x3

<input type="radio"/> ฤดูกาล	<input type="radio"/> ประชากร
<input type="radio"/> รายได้	<input checked="" type="radio"/> ราคา

ข้อใดเป็นไปตามกฎของอุปสงค์ ?

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, Sx3, Sx4, Sx8

<input type="radio"/> ไรซ์ข้าวกล้องสีด เพราะสีดไม่ไปน	<input type="radio"/> जूซสีด 2 สี เพราะชนบสีดสี
<input checked="" type="radio"/> สีซำสีดกเมื่อ 2 วัน เพราะจันชบสีดชว	<input type="radio"/> ไรซ์สีดไรสีดกนวัน เพราะจันสีดกวันสีด

ของตก - ขายน้อย ของแพง - ขายมาก เป็นกฎของข้อใดต่อไปนี ?

Time limit: 20 sec  
Points: 1000



<input type="radio"/> อุปสงค์	<input checked="" type="radio"/> อุปทาน
<input type="radio"/> ตลาดเสรี	<input type="radio"/> ตลาดผูกขาด

การเปลี่ยนแปลงของสินค้าในข้อใดเป็นไปตามกฎของอุปทาน ?

Time limit: 20 sec  
Points: 1000



<input type="radio"/> ผลผลิตมีกอลด เพราะน้ำท่วม ราคาจึงสูงขึ้น	<input checked="" type="radio"/> ราคาเงินเฟ้อสูงขึ้น ผลค้างจึงสูงน้ำเงินจากส่วนนำรถคนขาย
<input type="radio"/> ผลผลิตน้ำสูงขึ้น เพราะมีผู้ผลิตใหม่เข้ามาตั้ง	<input type="radio"/> น้ำเงินสูงอยู่ในราคาสูงขึ้น เพราะสีดกการมีสีดเพิ่มขึ้น

**ข้อใดเป็นไปตามกฎของอุปทาน ?**

Time limit: **20 sec**

Points: **1000**

Answer options: **Single select**



Remove

<input type="radio"/> <b>ผู้ผลิตจะผลิตสินค้าเพิ่มขึ้น ถ้าผู้บริโภคมีรายได้ออกมาลดลง</b>	<input checked="" type="radio"/> <b>ผู้ผลิตจะผลิตสินค้าเพิ่มขึ้น ถ้าราคาของสินค้าเพิ่มขึ้น</b>
<input type="radio"/> <b>ผู้ผลิตจะผลิตสินค้าออกจากร้านค้ามากขึ้น ถ้าโลกเป็นหนึ่งเดียว</b>	<input type="radio"/> <b>ปริมาณการผลิตสินค้าจะขึ้นอยู่กับผู้ผลิตเองเสมอ</b>

**กลไกราคา เกิดจากแรงผลักดันของข้อใดต่อไปนี้ ?**

Time limit: **20 sec**

Points: **1000**

Answer options: **Multiple select**



Remove

<input checked="" type="checkbox"/> <b>อุปสงค์ - อุปทาน</b>	<input type="checkbox"/> <b>อุปสงค์ - รายได้สินค้า</b>
<input type="checkbox"/> <b>อุปทาน - ความถี่ในการขายสินค้า</b>	<input type="checkbox"/> <b>อุปสงค์ - อุปทาน - ปริมาณสินค้า</b>

**ข้อใดไม่ใช่บทบาทหน้าที่ของรัฐบาลในการพัฒนาประเทศ ด้านเศรษฐกิจ**

Time limit: **20 sec**

Points: **1000**

Answer options: **Single select**



Remove

Image reveal

Original

3x3

3x3

3x3

<input type="radio"/> <b>ผลิตสินค้าและบริการสาธารณะ</b>	<input type="radio"/> <b>แทรกแซงราคาสินค้าบางชนิด</b>
<input type="radio"/> <b>เก็บภาษีเพื่อพัฒนาประเทศ</b>	<input checked="" type="radio"/> <b>ผลิตสินค้าที่เป็นการส่งเสริมการแข่งขันทางการค้า</b>

ตัวเลือกใดไม่ใช่นโยบายเศรษฐกิจที่ใช้ในการแก้ปัญหา การว่างงาน

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 5:1, 3:1, 1:1

▲ ลดอัตราดอกเบี้ยนโยบาย <input type="radio"/>	◆ เพิ่มการส่งออกของภาครัฐ <input type="radio"/>
● ลดอัตราดอกเบี้ยเงินออม <input type="radio"/>	■ เพิ่มอัตราเงินสะสมสำรองตามกฎหมาย <input checked="" type="checkbox"/>

เศรษฐกิจของรัฐบาลประยุทธ์ เกิดภาวะเศรษฐกิจหดตัว รัฐบาลสามารถกระตุ้นเศรษฐกิจอย่างไร

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 5:1, 3:1, 1:1

▲ ลดการใช้จ่ายภาครัฐเพื่อประหยัดงบประมาณ <input type="radio"/>	◆ ส่งเสริมให้ประชาชนกลับเพื่อให้เกิดการลงทุน <input checked="" type="checkbox"/>
● ลดการนำเข้าสินค้าจากต่างประเทศ <input type="radio"/>	■ เพิ่มอัตราเงินเฟ้อให้ประชาชนได้เข้าซื้อสินค้า <input type="checkbox"/>

หากธนาคารปรับขึ้นดอกเบี้ยนโยบายจะส่งผลอย่างไร ต่อเศรษฐกิจ

Time limit: 20 sec  
Points: 1000  
Answer options: Single select

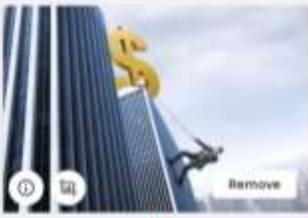


Image reveal: Original, 5:1, 3:1, 1:1

▲ ราคาสินค้าลดลง <input type="radio"/>	◆ ประชาชนออมเงินเพิ่มขึ้น <input checked="" type="checkbox"/>
● การลงทุนภาคเอกชนเพิ่มขึ้น <input type="radio"/>	■ ต้นทุนการกู้ยืมลดลง <input type="checkbox"/>

ภาวะเงินเฟ้อ จะส่งผลกระทบต่อกลุ่มบุคคลใดมากที่สุด

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 3x3, 4x4, 5x5, 6x6

<input type="radio"/> รัฐบาล	<input type="radio"/> ผู้ผลิตทองคำ นักธุรกิจ
<input checked="" type="radio"/> แรงงานที่ได้รับค่าจ้างคงที่	<input type="radio"/> ผู้ผลิตที่สามารถปรับราคาสินค้าได้

เมื่อเกิดภาวะเงินเฟ้อ ธนาคารแห่งประเทศไทย จะใช้นโยบายใดแก้ปัญหา

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 3x3, 4x4, 5x5, 6x6

<input type="radio"/> ลดอัตราดอกเบี้ยนโยบาย	<input type="radio"/> ลดอัตราเงินบาท
<input checked="" type="radio"/> ลดต้นทุนเงินราชการไม่ประจำวง	<input type="radio"/> ลดอัตราเงินสำรองตามกฎหมาย

เมื่อเกิดปัญหาเงินเฟ้ออย่างรุนแรง รัฐบาลควรเลือกใช้นโยบายใดในการแก้ปัญหา

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 3x3, 4x4, 5x5, 6x6

<input checked="" type="radio"/> เพิ่มอัตราดอกเบี้ย	<input type="radio"/> ประกาศลดอัตราภาษี
<input type="radio"/> ลดต้นทุนโครงการรถไฟ	<input type="radio"/> ลดอัตราเงินสำรองตามกฎหมาย

ข้อใดถูกต้องเกี่ยวกับภาวะเงินฝืด

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 3x3, 3x3, 3x3

▲ ระดับสินค้าจะปรับตัวสูงขึ้น	<input type="radio"/>	◆ การว่างงานจะเพิ่มขึ้น	<input type="radio"/>
● เม็ดเงินจะไหลออกจากประเทศ	<input type="radio"/>	■ เงินราคาจะเปลี่ยนแปลง เนื่องจากมูลค่าเงินลดลง	<input checked="" type="checkbox"/>

ข้อใดแสดงถึงนโยบายการเงินและนโยบายการคลังที่แก้ไขปัญหาภาวะเงินเฟ้อและเงินฝืดได้อย่างเหมาะสม

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 3x3, 3x3, 3x3

▲ เพิ่มอัตราดอกเบี้ยสำรองเมื่อเกิดการเงินเฟ้อ	<input type="radio"/>	◆ ลดอัตราภาษีเมื่อเกิดการเงินเฟ้อ	<input type="radio"/>
● ขีดขึ้นเงินเมื่อรัฐบาลเพิ่มการก่อหนี้เงินเฟ้อ	<input type="radio"/>	■ ใช้จ่ายงบประมาณมากขึ้นเมื่อเกิดการเงินฝืด	<input checked="" type="checkbox"/>

มาตรการของรัฐบาลข้อใดที่จะแก้ปัญหาการว่างงาน ได้ยั่งยืนมากที่สุด

Time limit: 20 sec  
Points: 1000  
Answer options: Single select



Image reveal: Original, 3x3, 3x3, 3x3

▲ โบนัสลดเมื่อผลการดำเนินงาน	<input type="radio"/>	◆ ปักเงินรายได้ขั้นต่ำ	<input type="radio"/>
● การโยกย้ายแรงงานเพื่อสร้างอาชีพ	<input checked="" type="checkbox"/>	■ การไม่จดทะเบียนแก่แรงงาน	<input type="radio"/>



โรงเรียนสตรีวิทยา ๒	
ข้อสอบกลางภาค	ภาคเรียนที่ 1
รายวิชา ส 23104 สังคมศึกษา 6	ชั้นมัธยมศึกษาปีที่ 3 เวลา 50 นาที
	ปีการศึกษา 2563 คะแนนเต็ม 30 คะแนน
<p><b>คำชี้แจง</b> 1. ห้ามนักเรียนนำข้อสอบออกนอกห้องสอบ</p> <p>2. จงอย่าขีดเขียนเครื่องหมายใดๆลงในข้อสอบ</p> <p>3. ข้อสอบมีจำนวน 6 หน้า จำนวน 40 ข้อ</p> <p><b>มาตรฐาน ส 3.2</b></p> <p><b>ตัวชี้วัด</b> ม 3/1 อธิบายบทบาทหน้าที่ของรัฐบาลในระบบเศรษฐกิจ</p> <p>ม 3/2 แสดงความคิดเห็นต่อนโยบายและกิจกรรมทางเศรษฐกิจของรัฐที่มีต่อบุคคล กลุ่มคน และประเทศชาติ</p> <p>ม 3/4 อภิปรายผลกระทบที่เกิดจากภาวะเงินเฟ้อเงินฝืด</p> <p>ม 3/5 วิเคราะห์ผลเสียจากการว่างงานและแนวทางแก้ปัญหา</p> <p>ม 3/6 วิเคราะห์สาเหตุและวิธีการกีดกันทางการค้าในการค้าระหว่างประเทศ</p> <p>ม 3/3 อภิปรายบทบาทความสำคัญของการรวมกลุ่มทางเศรษฐกิจระหว่างประเทศ</p>	
<p><b>คำสั่ง</b> ให้นักเรียนเลือกคำตอบที่ถูกต้องที่สุดเพียงข้อเดียว โดยทำเครื่องหมาย • ในกระดาษคำตอบ</p>	
<p>1. ปัจจุบันประเทศไทยใช้ทรัพยากรอย่างฟุ่มเฟือย และมีการขยายเศรษฐกิจด้านอุตสาหกรรมมากขึ้นทำให้ส่งผลกระทบต่อสิ่งแวดล้อมเป็นอย่างมาก ยกตัวอย่างเช่นฝุ่น pm 2.5 จากปัญหาดังกล่าวรัฐควรมีบทบาทอย่างไรในด้านเศรษฐกิจ</p> <p>1. ควบคุมการดำเนินงานของภาคเอกชนโดยกำหนดกฎระเบียบต่างๆ</p> <p>2. ส่งเสริมการผลิตสินค้าและการลงทุนพร้อมทั้งส่งออกให้มากขึ้น</p> <p>3. เพิ่มการพัฒนาเศรษฐกิจเพื่อเพิ่มรายได้ให้ประชาชนในช่วงนี้</p> <p>4. ปรับกลยุทธ์ในการดำเนินงานเพื่อให้สอดคล้องกับการเปลี่ยนแปลงที่เกิดขึ้น</p>	<p>2. ข้อใดไม่ใช่ปัจจัยที่ภาคเอกชนไม่ผลิตสินค้าจำพวก ไฟฟ้า และประปา ให้แก่ประชาชนภายในประเทศ</p> <p>1. ต้นทุนที่สูงในระยะแรก</p> <p>2. มีต้นทุนที่ต่ำในระยะแรก</p> <p>3. มีผู้ใช้มากทำให้ราคาสินค้าถูก</p> <p>4. ผลตอบแทนต่ำในระยะยาว</p> <p>3. มาตรการในการควบคุมปริมาณการผลิตช่วยป้องกันไม่ให้เกิดปัญหาใด</p> <p>1. สินค้าราคาต่ำ</p> <p>2. สินค้าราคาสูง</p> <p>3. สินค้าขาดตลาด</p> <p>4. สินค้าไม่มีคุณภาพ</p>
ต่อหน้า 2	

ข้อสอบกลางภาคเรียนที่ 1	วิชา ส 23104 สังคมศึกษา 6	หน้า 2
<p>4. ในช่วงที่สินค้าอุปโภคบริโภคที่จำเป็นมีราคาสูงเกินไปทำให้ผู้บริโภคเดือดร้อน รัฐบาลควรดำเนินการอย่างไรเพื่อช่วยเหลือประชาชน</p> <ol style="list-style-type: none"> <li>1. กำหนดราคาขั้นต่ำ</li> <li>2. กำหนดราคาขั้นสูง</li> <li>3. กำหนดราคาดุลยภาพ</li> <li>4. กำหนดราคาขั้นสูงและขั้นต่ำ</li> </ol> <p>5. “นโยบายจำกัดเครดิต” จะนำมาใช้เมื่อเกิดเหตุการณ์ใด</p> <ol style="list-style-type: none"> <li>1. เศรษฐกิจของประเทศซบเซา</li> <li>2. ประเทศมีปริมาณเงินหมุนเวียนมากเกินไป</li> <li>3. ประเทศมีปริมาณเงินหมุนเวียนน้อยเกินไป</li> <li>4. ธนาคารแห่งประเทศไทยลดอัตราดอกเบี้ยต่ำลง</li> </ol> <p>6. ในกรณีที่ต้องการให้ปริมาณเงินและสินเชื่อในตลาดลดลง ธนาคารแห่งประเทศไทยควรดำเนินการอย่างไร</p> <ol style="list-style-type: none"> <li>1. ประกาศลดอัตราเงินสดสำรอง</li> <li>2. ประกาศเพิ่มอัตราเงินสดสำรอง</li> <li>3. ประกาศใช้นโยบายขยายเครดิต</li> <li>4. ประกาศลดอัตราเงินสดสำรองและใช้นโยบายขยายเครดิตไปพร้อมกัน</li> </ol> <p>7. รัฐบาลจะซื้อคืนพันธบัตรจากประชาชนในสถานการณ์ใด</p> <ol style="list-style-type: none"> <li>1. เงินในระบบมีน้อย</li> <li>2. เงินในระบบมีมาก</li> <li>3. เงินในระบบสมดุล</li> <li>4. เงินในระบบเกินดุล</li> </ol> <p>8. ในช่วงปี 2561 ที่ผ่านมาประชาชนขาดกำลังซื้อทำให้สินค้าและบริการไม่สามารถขายได้ รัฐบาลควรดำเนินการแก้ปัญหาอย่างไรตามนโยบายการคลัง</p> <ol style="list-style-type: none"> <li>1. ประกาศลดดอกเบี้ย</li> <li>2. ประกาศลดอัตราเงินสดสำรอง</li> <li>3. ประกาศเพิ่มภาษี</li> <li>4. ประกาศลดภาษี</li> </ol>	<p>9. การใช้จ่ายประเภทใดต่อไปนี้ไม่ต้องรอการอนุมัติจากรัฐสภา</p> <ol style="list-style-type: none"> <li>1. ใช้จ่ายเพื่อพัฒนาการศึกษา</li> <li>2. ใช้จ่ายเพื่อแก้ไขปัญหาการว่างงาน</li> <li>3. ใช้จ่ายเพื่อสร้างสาธารณูปโภคขั้นพื้นฐาน</li> <li>4. ใช้จ่ายเพื่อช่วยเหลือเกษตรกรหากเกิดภัยพิบัติ</li> </ol> <p>10. ในกรณีใดที่รัฐบาลจะตั้งงบประมาณแบบขาดดุล กล่าวคือ มีรายจ่ายสูงกว่ารายได้</p> <ol style="list-style-type: none"> <li>1. เศรษฐกิจขยายตัวอย่างรวดเร็ว</li> <li>2. เศรษฐกิจซบเซา</li> <li>3. ปริมาณเงินในระบบมีมาก</li> <li>4. ปริมาณเงินในระบบคล่องตัว</li> </ol> <p>11. ในปีที่เกษตรกรไม่สามารถผลิตสินค้าได้ตามเป้าหมาย เนื่องจากเกิดอุทกภัย ทำให้สินค้านั้นลดลงเท่าตัว จากเหตุการณ์ดังกล่าวรัฐบาลควรใช้มาตรการใดในการป้องกันไม่ให้สินค้าภายในประเทศขาดแคลน</p> <ol style="list-style-type: none"> <li>1. เก็บภาษีขาเข้า</li> <li>2. เก็บภาษีขาออก</li> <li>3. กำหนดโควตาการนำเข้า</li> <li>4. กำหนดโควตาการส่งออก</li> </ol> <p>13. บุคคลในข้อใดต่อไปนี้เป็นผู้ได้รับผลกระทบจากภาวะเงินเฟ้อทั้งหมด</p> <ol style="list-style-type: none"> <li>1. พ่อค้า นักธุรกิจ คนงาน</li> <li>2. นักธุรกิจ ผู้ผลิต กรรมการ</li> <li>3. ข้าราชการ ลูกจ้าง กรรมการ</li> <li>4. ผู้ผลิต ลูกจ้าง คนงาน</li> </ol>	<p>ต่อหน้า 3</p>

<p>14. สถานการณ์ใดที่บ่งถึงการเกิดภาวะเงินเฟ้อขึ้นในระบบเศรษฐกิจ</p> <ol style="list-style-type: none"> <li>1. สินค้าและบริการต่างๆมีราคาสูงขึ้น</li> <li>2. สินค้าและบริการต่างๆมีราคาถูกลง</li> <li>3. ค่าของเงินในมือของประชาชนเพิ่มขึ้น</li> <li>4. ประชากรมีรายได้เฉลี่ยลดลง</li> </ol> <p>15. ข้อใดไม่ใช่วิธีการในการแก้ปัญหาเงินเฟ้อ</p> <ol style="list-style-type: none"> <li>1. เพิ่มอัตราเงินสดสำรอง</li> <li>2. เพิ่มอัตราดอกเบี้ย</li> <li>3. เพิ่มภาษีรายได้บุคคลธรรมดา</li> <li>4. เพิ่มการซื้อคืนพันธบัตร</li> </ol> <p>16. เมื่อเกิดภาวะเงินฝืด รัฐบาลควรใช้นโยบายใดในการแก้ปัญหา</p> <ol style="list-style-type: none"> <li>1. เพิ่มอัตราดอกเบี้ย</li> <li>2. ขายพันธบัตร</li> <li>3. เพิ่มเงินสดสำรอง</li> <li>4. รัฐบาลใช้จ่ายงบประมาณมากขึ้น</li> </ol> <p>17. นโยบายการเงินและนโยบายการคลังในข้อใดที่ส่งกระทบต่อเศรษฐกิจในทิศทางเดียวกัน</p> <ol style="list-style-type: none"> <li>1. ธนาคารแห่งประเทศไทยเพิ่มอัตราดอกเบี้ย รัฐบาลลดการเก็บภาษี</li> <li>2. ธนาคารแห่งประเทศไทยลดอัตราดอกเบี้ย รัฐบาลลดค่าใช้จ่ายของรัฐ</li> <li>3. ธนาคารแห่งประเทศไทยเพิ่มอัตราเงินสดสำรอง รัฐบาลเพิ่มการเก็บภาษี</li> <li>4. ธนาคารแห่งประเทศไทยลดอัตราดอกเบี้ย รัฐบาลเพิ่มการเก็บภาษี</li> </ol>	<p>18. การว่างงานที่เกิดจากการเปลี่ยนแปลงของสภาพแวดล้อมทางเศรษฐกิจจนทำให้ไม่สามารถปรับตัวได้ คือการว่างงานประเภทใด</p> <ol style="list-style-type: none"> <li>1. การว่างงานจากโครงสร้างเศรษฐกิจ</li> <li>2. การว่างงานจากวัฏจักรเศรษฐกิจ</li> <li>3. การว่างงานชั่วคราว</li> <li>4. การว่างงานแบบแอปแฝง</li> </ol> <p>19. ข้อใดคือวิธีการแก้ปัญหาการว่างงานของประชากรที่เหมาะสมที่สุด</p> <ol style="list-style-type: none"> <li>1. มาตรการเดียวกันกับการแก้ปัญหาเงินฝืด</li> <li>2. มาตรการเดียวกันกับการแก้ปัญหาเงินเฟ้อ</li> <li>3. มาตรการเดียวกันกับการแก้ปัญหาเงินฝืด และกระตุ้นการส่งออก</li> <li>4. ใช้มาตรการการแก้ปัญหาเงินเฟ้อเงินฝืดผสมกัน และกระตุ้นการส่งออก</li> </ol> <p>20. ผลของการว่างงานของประชาชนส่งผลต่อฐานะการคลังของรัฐบาลอย่างไร</p> <ol style="list-style-type: none"> <li>1. รัฐบาลเก็บภาษีได้มากขึ้น</li> <li>2. รัฐบาลเก็บภาษีได้น้อยลง</li> <li>3. รัฐบาลต้องออกมาตรการเพิ่มภาษี</li> <li>4. รัฐบาลต้องใช้งบประมาณน้อยลง</li> </ol> <p>21. ข้อใดไม่ใช่ข้อจำกัดที่ทำให้ต้องมีการค้าระหว่างประเทศ</p> <ol style="list-style-type: none"> <li>1. สภาพภูมิประเทศและภูมิอากาศ</li> <li>2. ทรัพยากรธรรมชาติแตกต่างกัน</li> <li>3. เทคโนโลยีในการผลิต</li> <li>4. ศาสนาและความเชื่อ</li> </ol>
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ข้อสอบกลางภาคเรียนที่ 1	วิชา ส 23104 สังคมศึกษา 6	หน้า 4
<p>22. ข้อใดคือ<u>ผลเสีย</u>ของการค้าระหว่างประเทศ</p> <ol style="list-style-type: none"> <li>1. ช่วยให้เศรษฐกิจมีความเจริญก้าวหน้า</li> <li>2. เกิดการพึ่งพาระหว่างประเทศมากขึ้น</li> <li>3. เกิดการแบ่งงานกันทำการกระจายรายได้</li> <li>4. เกิดความรู้ ความชำนาญจากการผลิตสินค้าที่ถนัด</li> </ol> <p>23. ประเทศไทยส่งออกสินค้าประเภทใดมากที่สุด</p> <ol style="list-style-type: none"> <li>1. เกษตรกรรม</li> <li>2. อุตสาหกรรม</li> <li>3. เหมืองแร่</li> <li>4. ประมง</li> </ol> <p>24. ข้อใดคือความหมายของ “ดุลการค้าเกินดุล”</p> <ol style="list-style-type: none"> <li>1. นำเข้าสินค้าแต่ไม่ส่งออกสินค้า</li> <li>2. นำเข้าสินค้าเท่ากับส่งออกสินค้า</li> <li>3. ส่งออกสินค้าสูงกว่านำเข้าสินค้า</li> <li>4. ส่งออกสินค้าน้อยกว่านำเข้าสินค้า</li> </ol> <p>25. มาตรการเก็บภาษีนำเข้าส่งผลกระทบต่อใครมากที่สุด</p> <ol style="list-style-type: none"> <li>1. รัฐบาล</li> <li>2. ผู้ผลิตในประเทศ</li> <li>3. ผู้บริโภค</li> <li>4. ประเทศที่จะนำสินค้าเข้ามา</li> </ol>	<p>27. ข้อใด<u>ไม่ใช่</u>สาเหตุของการกีดกันทางการค้าระหว่างประเทศ</p> <ol style="list-style-type: none"> <li>1. เพื่อป้องกันการขาดดุลทางการค้า</li> <li>2. เพื่อปกป้องอุตสาหกรรมในประเทศ</li> <li>3. เพื่อควบคุมราคาสินค้าภายในประเทศ</li> <li>4. เพื่อควบคุมมาตรฐานและคุณภาพสินค้า</li> </ol> <p>28. วิธีการใดที่ช่วยไม่ให้มีการนำเข้าสินค้ามากเกินไปกำหนด</p> <ol style="list-style-type: none"> <li>1. การห้ามนำเข้า</li> <li>2. การกำหนดโควตานำเข้า</li> <li>3. การอุดหนุนการผลิตและส่งออก</li> <li>4. การกำหนดราคาขั้นต่ำของสินค้า</li> </ol> <p>29. การเก็บภาษีนำเข้าส่งผลกระทบต่อผู้ผลิตในประเทศอย่างไร</p> <ol style="list-style-type: none"> <li>1. ลดการผลิตสินค้า</li> <li>2. เพิ่มการผลิตสินค้ามากขึ้น</li> <li>3. ได้รับผลตอบแทนจากภาษีนำเข้า</li> <li>4. สามารถซื้อสินค้าในราคาถูกลง</li> </ol>	
<p>26. ข้อใด<u>ไม่ใช่</u>มาตรการกึ่งภาษีศุลกากร</p> <ol style="list-style-type: none"> <li>1. การกำหนดโควตาภาษี</li> <li>2. การเก็บภาษีนำเข้าและส่งออก</li> <li>3. เรียกเก็บค่าธรรมเนียมการนำเข้า</li> <li>4. กำหนดอัตราภาษีศุลกากรตามฤดูกาล</li> </ol>	<p>30. การค้าขายกับต่างประเทศที่ไทยนำเข้าสินค้ามากกว่าส่งออกคือข้อใด</p> <ol style="list-style-type: none"> <li>1. ประเทศไทยมีดุลการค้าเกินดุล</li> <li>2. ประเทศไทยมีดุลการค้าขาดดุล</li> <li>3. ประเทศไทยมีดุลการค้าเท่ากัน</li> <li>4. ประเทศไทยมีดุลการค้าสมดุล</li> </ol>	<p>ต่อหน้า 5</p>

ข้อสอบกลางภาคเรียนที่ 1	วิชา ส 23104 สังคมศึกษา 6	หน้า 5
<p>31. การกีดกันทางการค้าแบบใดมีจุดประสงค์เพื่อไม่ให้สินค้าต่างประเทศเข้ามาแข่งขันกับไทย ในช่วงเวลาที่ไทยก็สามารถผลิตสินค้าชนิดเดียวกันได้</p> <ol style="list-style-type: none"> <li>กำหนดราคาส่งออกขั้นต่ำโดยสมัครใจ</li> <li>การเก็บภาษีตอบโต้การอุดหนุน</li> <li>กำหนดอัตราภาษีศุลกากรตามฤดูกาล</li> <li>การกำหนดมาตรฐานของสินค้า</li> </ol> <p>32. อาหารทะเลสดจากประเทศหนึ่งถูกห้ามนำเข้าประเทศ เพราะพบสารปนเปื้อนที่อันตราย เป็นมาตรการการกีดกันทางการค้าใด</p> <ol style="list-style-type: none"> <li>มาตรการภาษีศุลกากร</li> <li>มาตรการควบคุมด้านราคา</li> <li>มาตรการกำหนดมาตรฐานสินค้า</li> <li>มาตรการช่วยเหลือโดยตรงจากรัฐบาล</li> </ol> <p>33. ข้อใดคือการลงทุนทางตรง</p> <ol style="list-style-type: none"> <li>มาโตอิ เข้ามาซื้อพันธบัตรรัฐบาลของไทย</li> <li>โจอี้ ซื้อหุ้นของธุรกิจในตลาดหลักทรัพย์</li> <li>ซารา ต้องการเป็นหุ้นส่วนกับบริษัทของไทย</li> <li>ฉินฉิน เข้ามาตั้งบริษัทเสื้อผ้าในไทย</li> </ol> <p>34. ข้อเสียของการลงทุนระหว่างประเทศคือข้อใด</p> <ol style="list-style-type: none"> <li>มีการขยายการจ้างงานเพิ่มขึ้น</li> <li>เกิดการครอบงำจากต่างชาติ</li> <li>ประชาชนไม่มีความสามัคคี</li> <li>รัฐบาลเก็บภาษีได้น้อยลง</li> </ol>	<p>35. ข้อใดคือการลงทุนทางอ้อมจากต่างประเทศ</p> <ol style="list-style-type: none"> <li>องค์กรต่างชาติเข้ามาซื้อหุ้นของบริษัทการปิโตรเลียมแห่งประเทศไทย</li> <li>บริษัทโตโยต้า มอเตอร์ประเทศญี่ปุ่นเข้ามาลงทุนประกอบรถยนต์ในประเทศไทย</li> <li>บริษัท เอ ไอ เอ ประเทศสหรัฐอเมริกาเข้ามาตั้งสาขาในประเทศไทย</li> <li>ธนาคารสแตนดาร์ด ชาร์เตอร์ ประเทศอังกฤษ เข้ามาตั้งสาขาในประเทศไทย</li> </ol> <p>36. ระบบอัตราแลกเปลี่ยนเงินตราแบบใด ปัจจุบันประเทศไทยไม่ได้ใช้</p> <ol style="list-style-type: none"> <li>อัตราแลกเปลี่ยนแบบลอยตัวภายใต้การจัดการ</li> <li>อัตราแลกเปลี่ยนแบบเปลี่ยนตามกลไกราคา</li> <li>อัตราแลกเปลี่ยนแบบลอยตัวเสรี</li> <li>อัตราแลกเปลี่ยนแบบคงที่</li> </ol> <p>37. ข้อใดบอกสกุลเงินของแต่ละประเทศได้ถูกต้องทั้งหมด</p> <ol style="list-style-type: none"> <li>เกาหลีใต้ : วอน , ญี่ปุ่น : ริงกิต</li> <li>สหรัฐอเมริกา : ดอลลาร์สหรัฐ , จีน : วอน</li> <li>เวียดนาม : ดอง , มาเลเซีย : ริงกิต</li> <li>กัมพูชา : รูปี , สหราชอาณาจักร : ปอนด์</li> </ol>	

ข้อสอบกลางภาคเรียนที่ 1

วิชา ส 23104 สังคมศึกษา 6

หน้า 6

38. เพราะเหตุใดรถยนต์ที่นำเข้ามาจากประเทศญี่ปุ่นมี

ราคาแพงกว่ารถยนต์ที่ผลิตในประเทศไทย

1. มาตรการกำหนดมาตรฐานสินค้า
2. มาตรการกำหนดราคาขั้นต่ำ
3. มาตรการด้านภาษีศุลกากร
4. มาตรการจำกัดปริมาณ

39. มาตรการกีดกันทางการค้าใด ที่ไม่ส่งผลดีต่อรัฐบาล

1. การจำกัดด้านปริมาณ
2. การเก็บภาษีนำเข้า
3. การเก็บภาษีส่งออก
4. การควบคุมด้านราคา

40. สินค้าใดที่ประเทศไทยมีมูลค่าการส่งออกสูงสุด

1. เครื่องจักร เครื่องกล และส่วนประกอบ
2. อัญมณี ไข่มุก เครื่องประดับ
3. ยานยนต์และส่วนประกอบ
4. ยางและของที่ทำจากยาง



Mid-term exam  
SO 23104 Social Studies

Satriwithaya School 2  
Semester 1  
Grade 9

Academic year 2020  
30 points

### Explanation

1. Students are not allowed to take the exam outside of the examination room.
2. Do not write any marks on the exam.
3. The examination has 40 pages.

### Standard 3.2

#### Indicator

- M 3/1 describes the role of government in the economy.
- M 3/2 comments on the policies and economic activities of the state towards individuals, groups of people and the nation
- M 3/4 Debate the effects of deflation inflation.
- M 3/5 Analyzing the unemployment loss and solutions
- m 3/6 Analysis of trade barriers and causes in international trade
- M 3/3 discussing the important role of international economic integration

**INSTRUCTS** students to choose only one of the cheapest answers by marking • on the answer sheet

1. In 2020 Thailand uses wasteful resources and has expand the industrial economy more, resulting in an impact to the environment for example, dust 2.5 pm and from this problem, what role should the government use in the economy system?
  1. Control the operations of the private sector by specifying regulations
  2. Promoting product production and capital delivery while exporting more
  3. Increase economic development to increase income for the people in this period
  4. Adjust the operating strategy to be in line with the change occurred
2. Which is not a factor that the private sector does not produce electrical products for the people in the country
  1. High cost in the first phase
  2. There is a low cost in the first phase
  3. There are many users resulting in cheap prices
  4. Low profit in the long term
3. Measures to control production volumes to help prevent not to cause any problems
  1. Low price products
  2. High price products
  3. Out of stock products
  4. Quality product

4. When the necessary consumer goods are too expensive, resulting in Consumer trouble. What should the government do to solve the problem?
1. Set a minimum price
  2. Set an advanced price
  3. Set equilibrium prices.
  4. Set high and minimum prices.
5. "Credit limit policy" will be applied when any event occurs.
1. The country's economy is sluggish.
  2. The country has much money circulating.
  3. The country has little money in circulation.
  4. The Bank of Thailand lowers interest rates.
6. In case of wanting to reduce the amount of money and credits in the market. What should the bank of Thailand do In this situation?
1. Announcement of reserve cash discount rate reduction
  2. Announcement of increasing reserve cash rate
  3. Announcement of credit extension policy
  4. Decrease reserve cash discount rate and apply policy extend credit along the way
7. In what circumstances will the government buy back bonds from the people?
1. Money in the system is minimal.
  2. There is a lot of money in the system.
  3. Money in the balance system
  4. The money in the system is out of balance.
8. During the year 2019, the public lacked purchasing power resulting in products and services cannot be sold. How the government should take action to solve by the fiscal policy?
1. Interest reduction announcement
  2. Announcement of reserve reserve discount rate
  3. Tax increase announcement
  4. Tax reduction announcement
9. Which of the following types of spending does not require approval from parliament
1. Expenses for educational development
  2. Expenditure to resolve unemployment problems.
  3. Spending to build a basic utility
  4. Expend to help agriculture in the event of a disaster.

10. In the event that the government will set a budget deficit or have expenditures higher than income
1. The economy is expanding rapidly.
  2. The economic stagnation
  3. There is a lot of money in the system.
  4. Money supply in the streamlined system
11. In the year that farmers are unable to produce products as targeted due to flooding causing that product to be reduced. From the incident, what measures should the government use to prevent the lack of domestic products
1. Import duties
  2. Collecting output tax
  3. Set import quota
  4. Set export quota
12. Specify the exchange rate equal to 30 baht per 1 dollar shoes from the United States, \$ 100 each pair or 3,000 baht later adjusted to a new exchange rate 38 baht per dollar, the price of shoes at 3,800 baht From this event Which is not the effect that occurred
1. The price is Increase to 800 baht
  2. Shoes are more expensive when compared to Thai money.
  3. Thai people buy fewer shoes from The United States.
  4. Thai people can buy more shoes from The United States.
13. Any of the following are affected by Inflation
1. Merchants, business people, and workers
  2. Businessmen, producers, laborers
  3. Civil servants, employees
  4. Manufacturers, employees, workers
14. What circumstances indicate the occurrence of inflation in Economic system
1. Various products and services have higher prices
  2. Various products and services are cheaper.
  3. The value of money increases
  4. Decreasing average income population
15. Which of the following methods does not apply to inflation.
1. Increase reserve cash rate
  2. Increase interest rate
  3. Increase personal income tax
  4. Increase bond repurchase

16. When deflation occurs What policy should the government use to solve the problem
1. Increase interest rates
  2. Selling bonds
  3. Increase cash reserves
  4. The government spends more budgets.
17. Which of the monetary and fiscal policies affect to the economy in the same direction
1. The Bank of Thailand raises interest rates the government reduces taxation.
  2. The Bank of Thailand reduced interest rates government reduces state expenses
  3. Bank of Thailand increases reserve cash rate the government increased taxation.
  4. The Bank of Thailand reduces interest rates the government increased taxation.
18. Unemployment caused by environmental changes economic until unable to adjust. What type of unemployment
1. Unemployment from the economic structure
  2. Unemployment from the economic cycle
  3. Temporary unemployment
  4. Latent application unemployment
19. Which is the solution to the problem of population unemployment the most suitable.
1. The same measure to solve deflation
  2. The same measures to solve the inflation problem
  3. The same section applies to solving deflation and stimulation problems export
  4. Mixed anti-deflation inflation measures and stimulate exports
20. Effects of public unemployment affect fiscal status of the government
1. The state can collect more taxes.
  2. The state can collect less taxes.
  3. The government must issue tax increase measures
  4. The government must use less budget.
21. Which item is not a constraint causing trade in between countries?
1. Topographical and climatic conditions
  2. Different natural resources
  3. Production Technology
  4. Religion and beliefs
22. Which is the disadvantage of international trade?
1. Helps the economy progress
  2. Increased international dependency
  3. The division of work into a revenue distribution.
  4. The knowledge and expertise from the production of expertise.

23. What kind of products Thailand exports the most
1. Agriculture
  2. Industry
  3. Mining
  4. Fishery
24. What is the meaning of "Trade surplus"
1. Importing products but not exporting products
  2. Import goods equal to export products
  3. Export goods are higher than imported products.
  4. Export less than imported products
25. Who has the most import tax measures affected the most
1. Government
  2. Domestic manufacturers
  3. Consumers
  4. Countries that import products
26. Which item is not a customs duty measure?
1. Specifying tax quotas
  2. Import and export taxation
  3. Charge import fees.
  4. Set the customs duty rate according to the season
27. Which is not a cause of trade protectionism between country
1. To prevent trade deficits
  2. To protect the domestic industry
  3. To control the price of goods within the country
  4. To control the standards and product quality
28. Which method helps to prevent the importation of products over the limit
1. Ban on imports
  2. Setting import quota
  3. Production and export subsidies
  4. Determining the minimum price of goods
29. Import taxation affects local producers
1. Reduce product production
  2. Increase production of more products
  3. Receive return from import duties
  4. Can buy products at a cheap price

30. Trading with foreign countries where Thailand Import more than Export
1. Thailand has a trade surplus.
  2. Thailand has a trade deficit.
  3. Thailand has equal trade balance
  4. Thailand has a trade balance.
31. What kind of trade protectionism is intended to prevent goods foreign countries competing with Thailand In the period that Thailand can produce the same product
1. Set the minimum export price voluntarily
  2. Collecting taxes to counter subsidies
  3. Set the customs duty rate according to the season
  4. Defining product standards
32. Fresh seafood from one country is prohibited to import Because found dangerous contaminants Is a deprivation measure Which trade
1. Customs tax measures
  2. Price control measures
  3. Measures to set product standards
  4. Direct aid measures from the govern
33. Which item is direct investment
1. Jack comes to buy Thai government bonds
  2. Joey buys the shares of the business on the stock exchange
  3. Sara wants to be a partner with a Thai company.
  4. Mali set up a clothing company in Thailand
34. What are the disadvantages of international investment
1. There is an increase in employment.
  2. The dominance from foreign countries
  3. People without unity
  4. The government can collect less taxes.
35. Which item is foreign direct investment
1. Foreign organizations purchase shares in petroleum companies of Thailand
  2. Toyota Company Japanese motor investment Assemble cars in Thailand
  3. AIA Company, USA, established a branch In Thailand
  4. Standard Chartered Bank, England entered Set up branches in Thailand
36. At present, Thailand does not use any currency exchange system.
1. Floating exchange rates under management
  2. Exchange rates changing according to the price mechanism
  3. Free floating exchange rate
  4. Fixed exchange rate

37. Which item tells the currency of each country correctly

1. South Korea: Won, Japan: Ringgit
2. United States of America: US dollar, China: Won
3. Vietnam: Dong, Malaysia: Ringgit
4. Cambodia: Rupee, United Kingdom: Pound

38. Why do cars imported from Japan have more expensive than cars produced in Thailand

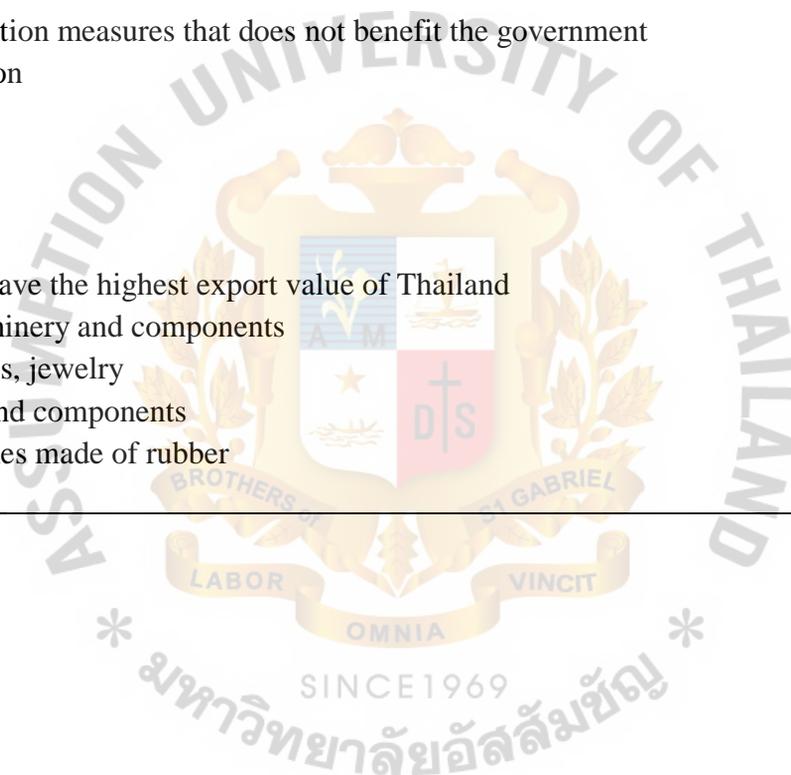
1. Measures to set product standards
2. Minimum price fixing measures
3. Customs tax measures
4. Quantitative limit measures

39. What trade protection measures that does not benefit the government

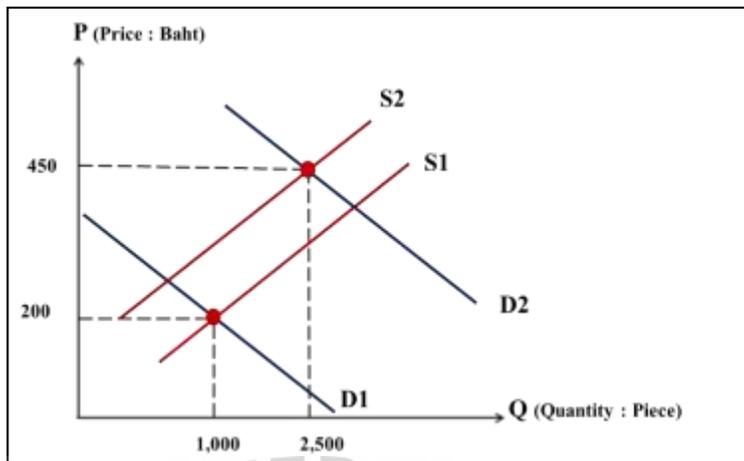
1. Quantity limitation
2. Import duties
3. Export taxation
4. Price control

40. Which products have the highest export value of Thailand

1. Mechanical machinery and components
2. Gemstones, pearls, jewelry
3. Motor vehicles and components
4. Rubber and articles made of rubber



ใช้รูปภาพเพื่อตอบคำถามต่อไปนี้



จากภาพภาวะเศรษฐกิจที่ถดถอยทำให้อุปทานของสินค้าเพิ่มขึ้น แต่ผู้คนที่ต้องการกักตุนสินค้าเพราะกลัวว่าจะมีการขาดแคลนสินค้าทำให้ความต้องการเพิ่มขึ้น

1. จากภาพดังกล่าว เกิดอะไรขึ้นระหว่างเส้นอุปสงค์และอุปทาน

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2. ในสถานการณ์นี้เราเรียกว่าอย่างไรในทางเศรษฐศาสตร์

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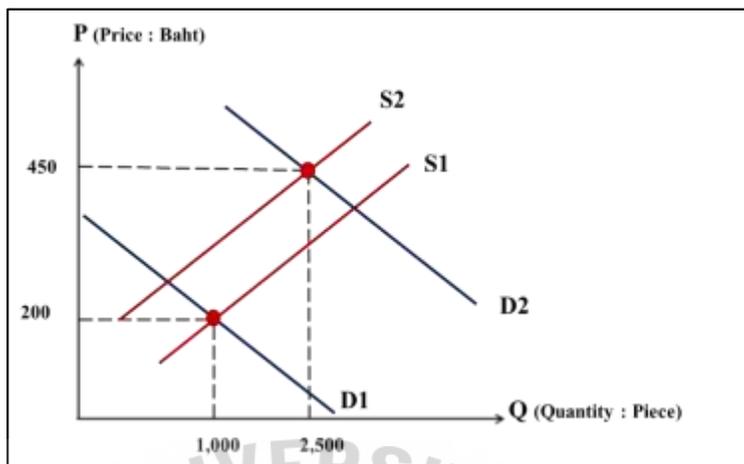
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Use the picture to answer the questions



From the picture, economic recession causes supply of goods to but people want to hoard goods for fear that there will be a shortage of goods, causing the demand curve of goods to increase.

1. As show in the figure what will happen between curve of demand and supply?

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2. At this situation what we call in economics?

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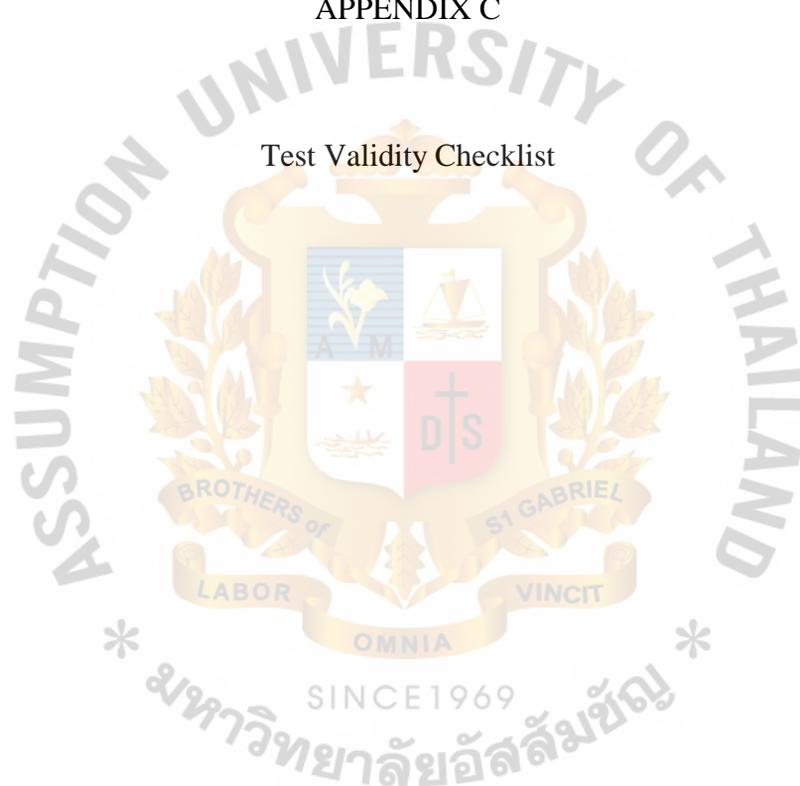
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## APPENDIX C

## Test Validity Checklist



The following three experts were invited to check the validity of the test used in this study. The three experts have experience in teaching the grade level, the subject, or both.

They are as follows.

1. Ms. Suwimon Chaiyos

Social studies teacher for grade 9, at Satriwithaya School 2

2. Ms. Thidarat Munsena

Social studies teacher for grade 9, at Satriwithaya School 2

3. Ms. Benjamas Bomlai

Social studies teacher for grade 9, at Satriwithaya School 2



### Pre-test and Post-test validity checklist

Tick in the box for each item

Items	Agreed	Disagreed
1. The assessment is consistent with the standard of the lesson indicators.		
2. The assessment is comprehensive as to cover all or almost all the aspects of the course content.		
3. the assessment is adapted to the level of learning for grade 9 students.		
4. The assessment items are clear and consistent in the content studied.		
5. The assessment measures the level of cognition that is adequate for the lesson.		
6. Overall, the assessment is suitable for assessing academic achievement.		

#### Suggestion

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(.....)

Social studies teacher for grade 9



แบบประเมินแบบทดสอบ  
 วิชาสังคมศึกษา ศาสนา และวัฒนธรรม  
 เรื่อง กลไกราคาในระบบเศรษฐกิจและบทบาทของรัฐบาลในการพัฒนาประเทศ

หัวข้อ	สอดคล้อง	ไม่สอดคล้อง
1. แบบประเมินสอดคล้องกับมาตรฐานตัวชี้วัดบทเรียน	✓	
2. แบบประเมินครอบคลุมเนื้อหาหลักสูตรและบทเรียน	✓	
3. แบบประเมินมีความเหมาะสมสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3	✓	
4. รายการประเมินมีความชัดเจนและสอดคล้องกันในเนื้อหาและบทเรียน		
5. แบบประเมินสามารถวัดความรู้ความเข้าใจของบทเรียนได้อย่างดี	✓	
6. ภาพรวมแบบประเมินเหมาะสำหรับการประเมินผลสัมฤทธิ์ทางการเรียน	✓	

ข้อเสนอแนะ

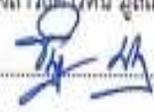
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นางสาวอติฉวีรัตน์ มูลเสนา

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ครูกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม

โรงเรียนสตรีวิทยา ๒ ในพระราชูปถัมภ์ฯ

แบบประเมินแบบทดสอบ  
 วิชาสังคมศึกษา ศาสนา และวัฒนธรรม  
 เรื่อง กลไกราคาในระบบเศรษฐกิจและบทบาทของรัฐบาลในการพัฒนาประเทศ

หัวข้อ	สอดคล้อง	ไม่สอดคล้อง
1. แบบประเมินสอดคล้องกับมาตรฐานตัวชี้วัดบทเรียน	✓	
2. แบบประเมินครอบคลุมเนื้อหาหลักสูตรและบทเรียน	✓	
3. แบบประเมินมีความเหมาะสมสำหรับผู้เรียนชั้นมัธยมศึกษาปีที่ 3	✓	
4. รายการประเมินมีความชัดเจนและสอดคล้องกับเนื้อหาและบทเรียน	✓	
5. แบบประเมินสามารถวัดความรู้ความเข้าใจของบทเรียนได้อย่างดี	✓	
6. ภาพรวมแบบประเมินเหมาะสำหรับการประเมินผลสัมฤทธิ์ทางการเรียน	✓	

ชื่อเสนอแนะ

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นางสาวเบญจมาศ บ่มไต้

(ตำแหน่ง/ระดับชั้นเรียน.....)

ครูกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม

โรงเรียนสตรีวิทยา ๒ ในพระราชูปถัมภ์ฯ

## APPENDIX D

Satisfaction Survey



**แบบสอบถามความพึงพอใจของผู้เรียนโดยใช้เกมในการจัดการเรียนรู้  
วิชา สังคมศึกษา ศาสนา และวัฒนธรรม ชั้นมัธยมศึกษาปีที่ 3**

**คำชี้แจง** ให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของนักเรียน

**ระดับความพึงพอใจ**

1. น้อยที่สุด                      2. น้อย                      3. ปานกลาง                      4. มาก                      5. มากที่สุด

	รายการ	1	2	3	4	5
1	ออกแบบหน้าจอได้สวยงามน่าสนใจ					
2	จัดตำแหน่งเนื้อหาที่ข้อมูลต่างๆบนหน้าจอได้เหมาะสม					
3	ปุ่มควบคุมเกมมีขนาดและรูปแบบที่เหมาะสม					
4	ภาพเคลื่อนไหวและรูปภาพที่ใช้เหมาะกับระดับผู้เรียน					
5	ภาพประกอบชัดเจนและมีความเหมาะสม					
6	สีข้อความชัดเจนและตัดฉากได้อย่างเหมาะสม					
7	ตัวอักษร มีขนาดและรูปแบบที่อ่านง่าย					
8	เสียงประกอบการเล่นเกมที่ชัดเจน ฟังสบาย เหมาะสม					
9	ข้อความและภาพมความสอดคล้องเหมาะสม					
10	การจัดเนื้อหาเหมาะสมกับผู้เรียน					
11	การเสนอเนื้อหาใช้ภาษาเหมาะสมกับผู้เรียน					
12	เนื้อหามีความยากง่ายเหมาะสมกับผู้เรียน					
13	รูปแบบการให้ผลป้อนกลับ					
14	ผลป้อนกลับดึงดูดความสนใจ					
15	ผู้เรียนสามารถโต้ตอบกับเกมการสอน					

**ข้อเสนอแนะ**

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**Questionnaire on satisfaction of learners using games in learning management.  
in Social Studies, Grade 9**

Note for students to mark ✓ Into the fields corresponding to the opinions of the students

Level of satisfaction

1. strongly disagree    2. disagree    3. Neutral    4. Agree    5. Strongly Agree

	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Beautiful and attractive screen design					
2	Properly align the content on the screen.					
3	Game control buttons are suitable size and layout.					
4	Animation and images that are suitable for the learner level.					
5	The illustrations are clear and appropriate.					
6	the colors, clear text and appropriate to scenes					
7	The characters are easy to read in size and format.					
8	Sound effects for playing games are clear, sound comfortable, suitable					
9	Text and images are appropriate in consistency.					
10	Organizing content suitable for learners.					
11	Presenting content in language suitable for learners.					
12	The content is difficult and suitable for learners.					
13	Pattern reflection effect					
14	Reflection effect attracts attention					
15	Learners can interact with the teaching game.					

**Suggestion**

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**แบบสอบถามความพึงพอใจของผู้เรียนโดยวิธีสอนแบบครูเป็นศูนย์กลางในการเรียนรู้  
วิชา สังคมศึกษา ศาสนา และวัฒนธรรม ชั้นมัธยมศึกษาปีที่ 3**

**คำชี้แจง** ให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของนักเรียน

**ระดับความพึงพอใจ**

1. น้อยที่สุด                      2. น้อย                      3. ปานกลาง                      4. มาก                      5. มากที่สุด

	รายการ	1	2	3	4	5
1	ครูเตรียมหนังสือและอุปกรณ์ต่างๆให้มีความพร้อม					
2	ครูจัดเตรียมห้องเรียนให้เหมาะสมกับการเรียนรู้					
3	ครูออกแบบกิจกรรมได้เหมาะสมกับเนื้อหา					
4	ครูอธิบายรายละเอียดในบทเรียนได้อย่างชัดเจน					
5	เนื้อหาของบทเรียนครอบคลุมมาตรฐานตัวชี้วัดตามหลักสูตร					
6	ครูมีการถามตอบนักเรียนระหว่างการสอน					
7	มีกิจกรรมที่หลากหลายในการเรียนการสอน					
8	การบรรยายเป็นไปด้วยดีระหว่างการสอน					
9	เสียงของครูชัดเจนไม่ซ้ำหรือเร็วเกินไป					
10	สื่อที่ใช้มีความเหมาะสมกับบทเรียน					
11	นักเรียนมีส่วนร่วมในกิจกรรมในห้องเรียน					
12	ครูให้ความสนใจกับนักเรียนอย่างทั่วถึง					
13	ครูส่งเสริมกิจกรรมแบบกลุ่ม					
14	ครูประเมินผลอย่างยุติธรรม					
15	นักเรียนมีความสุขในการจัดการเรียนการสอน					

**ข้อเสนอแนะ**

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**Questionnaire on satisfaction of learners by using Teacher-centered learning  
management in Social Studies, Grade 9**

Note for students to mark ✓ Into the fields corresponding to the opinions of the students

Level of satisfaction

1. strongly disagree    2. disagree    3. Neutral    4. Agree    5. Strongly Agree

	Items	1	2	3	4	5
1	Teachers prepare books and various materials to be ready					
2	Teachers provide classrooms suitable for learning.					
3	Teachers can design activities appropriate to the content.					
4	The teacher explains the details in the lesson clearly.					
5	The content of the lesson covers the standard and indicators according to the curriculum.					
6	The teacher asks and answers students during the teaching.					
7	There are many activities in teaching.					
8	The lectures went well during teaching.					
9	The teacher's voice is clear, neither too late nor too fast					
10	Materials that are suitable for the lesson					
11	Students participate in classroom activities					
12	Teachers give students thorough attention					
13	Teachers promote group activities					
14	Teachers evaluate results fairly					
15	Students are happy in social studies class					

**Suggestion**

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APPENDIX E

Satisfaction Survey Validity Checklist

**แบบประเมินความพึงพอใจ**  
**วิชาสังคมศึกษา ศาสนา และวัฒนธรรม โดยการใช้เกมส์ในการจัดการเรียนการสอน**

หัวข้อ	เห็นด้วย	ไม่เห็นด้วย
1. รูปแบบนวัตกรรมมีน่าสนใจ		
2. นวัตกรรมมีความเหมาะสมกับนักเรียน		
3. นวัตกรรมครอบคลุมเนื้อหาในบทเรียน		
4. นวัตกรรมใช้สีและภาพในการประกอบได้ดี		
5. นวัตกรรมสามารถวัดความรู้ความเข้าใจของบทเรียนได้อย่างดี		
6. ภาพรวมของนวัตกรรมเหมาะสำหรับการประเมินผลสัมฤทธิ์ทางการเรียน		

ข้อเสนอแนะ

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ครูกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม  
 โรงเรียนสตรีวิทยา ๒ ในพระราชูปถัมภ์ฯ

### Satisfaction questionnaire

For Social studies Grade 9 by using games in teaching and learning management

Items	Agree	Disagree
1.The game pattern is attractive for students.		
2. The game suitable for student's grade 9		
3. The game information covers the content of the lesson.		
4. The game well using colors and images to assemble well.		
5. The game can measure the knowledge and understanding of lessons well.		
6.Overview of the game suitable for assessing academic achievement.		

#### Suggestion

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Social studies teacher for grade 9

## แบบประเมินความพึงพอใจ

วิชาสังคมศึกษา ศาสนา และวัฒนธรรม โดยการใช้เกมส์ในการจัดการเรียนการสอน

หัวข้อ	เห็นด้วย	ไม่เห็นด้วย
1. รูปแบบนวัตกรรมมีน่าสนใจ	✓	
2. นวัตกรรมมีความเหมาะสมกับนักเรียน	✓	
3. นวัตกรรมครอบคลุมเนื้อหาในบทเรียน	✓	
4. นวัตกรรมใช้สีและภาพในการประกอบได้ดี	✓	
5. นวัตกรรมสามารถวัดความรู้ความเข้าใจของบทเรียนได้อย่างดี	✓	
6. ภาพรวมของนวัตกรรมเหมาะสำหรับการประเมินผลสัมฤทธิ์ทางการเรียน	✓	

ข้อเสนอแนะ

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นางสุวิมล ไชยยศ

(.....  
ศึหค.....)

หัวหน้ากลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม

โรงเรียนสตรีวิทยา ๒ ในพระราชูปถัมภ์ฯ

แบบประเมินความพึงพอใจ  
วิชาสังคมศึกษา ศาสนา และวัฒนธรรม โดยใช้เกมสื่ในการจัดการเรียนการสอน

หัวข้อ	เห็นด้วย	ไม่เห็นด้วย
1. รูปแบบกิจกรรมมีน่าสนใจ	✓	
2. นวัตกรรมมีความเหมาะสมกับนักเรียน	✓	
3. นวัตกรรมครอบคลุมเนื้อหาในบทเรียน	✓	
4. นวัตกรรมใช้สีและภาพในการประกอบได้ดี	✓	
5. นวัตกรรมสามารถวัดความรู้ความเข้าใจของบทเรียนได้อย่างดี	✓	
6. ภาพรวมของนวัตกรรมเหมาะสำหรับการประเมินผลสัมฤทธิ์ทางการเรียน	✓	

ชื่อเสกแบบ

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\* มหาวิทยาลัยอัสสัมชัญ \*  
SINCE 1969

นางสาวจิรวรัตน์ มูลเสนา

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ครูกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม

โรงเรียนสตรีวิทยา ๒ ในพระราชูปถัมภ์ฯ

แบบประเมินความพึงพอใจ  
วิชาสังคมศึกษา ศาสนา และวัฒนธรรม โดยการใช้เกมส์ในการจัดการเรียนการสอน

หัวข้อ	เห็นด้วย	ไม่เห็นด้วย
1. รูปแบบนวัตกรรมมีน่าสนใจ	✓	
2. นวัตกรรมมีความเหมาะสมกับนักเรียน	✓	
3. นวัตกรรมครอบคลุมเนื้อหาในบทเรียน	✓	
4. นวัตกรรมใช้สีและภาพในการประกอบได้ดี	✓	
5. นวัตกรรมสามารถวัดความรู้ความเข้าใจของบทเรียนได้อย่างดี	✓	
6. ภาพรวมของนวัตกรรมเหมาะสำหรับการประเมินผลสัมฤทธิ์ทางการเรียน	✓	

ชื่อเสนอแนะ

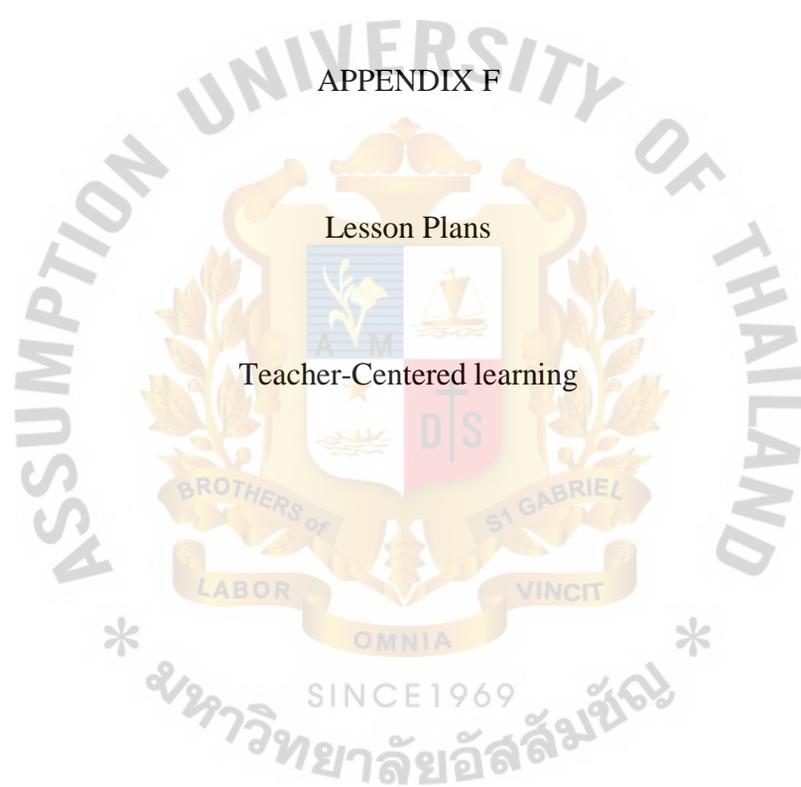
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นางสาวเบญจมาศ บ่มไธ

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ครูกลุ่มสาระการเรียนรู้สังคมศึกษา ศาสนา และวัฒนธรรม

โรงเรียนสตรีวิทยา ๒ โนนพระราชูปถัมภ์





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 1

Academic year2020

### 1. Learning Standards / Indicators

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

### 2. Learning objective

1. The student be able to explain the meaning and type of market in the economy.
2. The student be able analyze advantages and disadvantages of each type of market.

### 3. Teaching process

- Step into the lesson

The teacher brings the market picture for students to analyze what kind of market it is. And the teacher explains how the market relates to everyday life. The topic today is markets in the economy system.

- Teaching step

- Teachers use social studies grade 9 textbooks in teaching and learning management.

- Teachers use Q&A with students to stimulate their interest all the time during the lesson. Teacher explains the meaning of the market is that buyers and sellers can easily communicate with each other so that they can exchange and sell products.

Including the type of market that can be divided into 2 types of competition:

complete competition market and the market is not completely competitive

- The teacher continued to explain type of market of each.

- Conclusion

- Students summarize the market in the economy system by taking notes and using social studies grade 9 textbooks for conclusion.

### 4. Material

- Social studies grade 9 textbook.



## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 2

Academic year2020

### 1. Learning Standards / Indicators

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

### 2. Learning objectives

1. The student be able to explain the meaning and importance of the price mechanism.
2. The student be able to explain the laws of supply and demand.
3. The student be able to understand the dynamics of supply and demand.

### 3. Teaching process

- Step into the lesson
  1. The teacher brings images to students with a variety of products. And comment on whether the products in the market will be cheap or expensive, why
  2. The teacher explains the connection to the students that the price of the product is subject to the price mechanism generated by the demand and supply. Student answers to thought-provoking questions and the content to be studied in this hour is demand
- Teaching step
  1. Teachers use social studies grade 9 textbooks in teaching and learning management.
  2. The teacher explains more about demand. That means the quantity of products and services that consumers want and can buy. Teachers use Q&A to emphasize students' thinking and analyzing the law of demand.
  3. The teacher explains the connection between the determinants of demand and the dynamics of demand. To help students understand how the law of demand affects the market price mechanism.
- Conclusion

1. Teachers and students help summarize the content learned on the subject. Price and demand mechanism
2. The teacher asks students analysis questions to check their understanding of the subject.

#### 4. Material

- Social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 3

Academic year2020

**1. Learning Standards / Indicators**

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

**2. Learning objectives**

1. The student be able to understand pricing in the economy.
2. The student be able to explain the principles of pricing in the economy.
3. The student be able to explain adjustments and changes in prices of products and services.

**3. Teaching process**

- Step into the lesson

1. Teacher Students answer thought-provoking questions about demand and the laws of demand.
2. The teacher explains the connection to the content that will be studied in this hour: the supply that is meant Volume of products and services. The manufacturer or seller is ready to produce and sell at the specified price level. Then brought into the lesson

- Teaching step

1. Teachers use social studies grade 9 textbook.
2. The teacher further explains that supply depends on many other factors such as production costs, weathering, etc.
3. The teacher describes the law of supply. Factors that determine the supply and change of supply. Teachers focus on answering skills by Ask students to think about questions, for example, if the price of goods and services increases. Will the supply increase? Why?

- Conclusion

Teachers and students help summarize the material they learn about supply.

#### 4. Material

- Social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 4

Academic year2020

**1. Learning Standards / Indicators**

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

**2. Learning objectives**

1. The student be able to understand the dynamics of supply and demand.
2. The student be able to understand economic pricing.

**3. Teaching process**

- Step into the lesson
  1. Students answer thought-provoking questions, why is the winter blanket so expensive?
  2. Teachers ask students to comment on why the price of the product goes up or down and explains the reason.
  3. The teacher explains the connection to the students that in determining the price of the product, it follows the market price mechanism. Which has to be in place of pricing principles.
- Teaching step
  1. Teachers use social studies grade 9 textbook.
  2. The teacher explains to students about pricing in the economy. On the topic of principle. Determine the price, that is, the demand and supply of goods and services relate to the product price. Which the pricing of Business may be based on either purpose.
  3. Students answer thought-provoking questions. In which the teacher analyzes the question as follows

- What products have students ever bought that they think are the cheapest? And think that the reason the product is cheap.

- Conclusion

Teachers and students help summarize the content they learn about the principles In order to check students' understanding

#### 4. Material

- Social studies grade 9 textbook.





Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 5

Academic year2020

### 1. Learning Standards / Indicators

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

### 2. Learning objectives

1. The student be able to explain pricing principles in the economy.
2. The student be able to explain adjustments and changes in prices of products and services.

### 3. Teaching process

- Step into the lesson
  1. The teacher reviews students' knowledge from the last hour. In regard to pricing principles
  2. The teacher asks thought-provoking questions, asking if students have ever wondered why the price of the product is not stable. And there are always modifications
  3. The teacher agreed with the students that in this hour we will learn about price adjustments for products and services.
- Teaching step
  1. Teachers use social studies grade 9 textbook.
  2. The teacher explains to the students about the subject. Price adjustments for products and services in the following topics.

1) The demand of consumers is changing and the demand for production remains constant.

2) The consumer demand is constant and the demand for production is changing.

3) Consumer demand and production demand change simultaneously.

3. The teacher explains the connection to pricing in practice. That has to be a factor that should be taken into account in pricing and how it will set prices in practice.

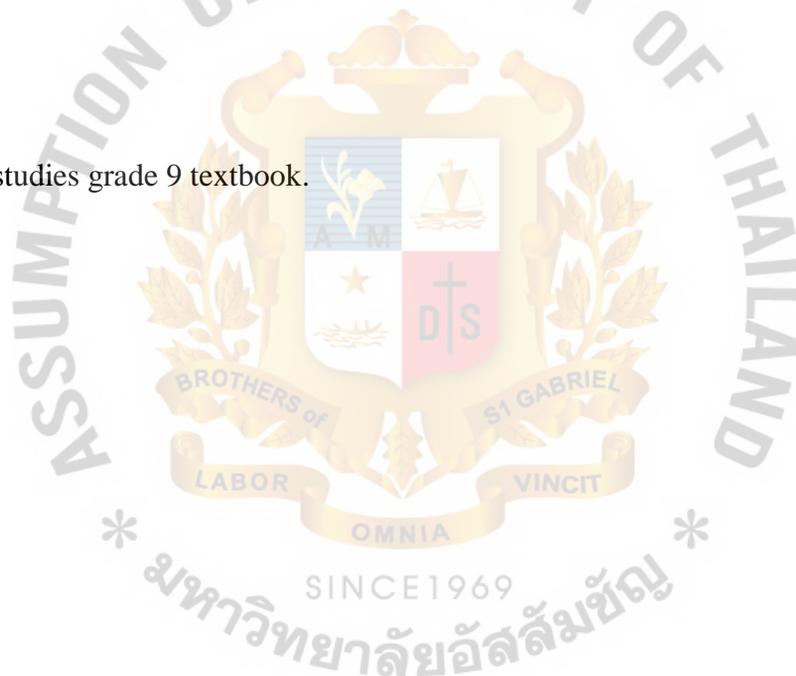
- Conclusion

1. Teachers and students help summarize prices.

2. Students Complete Worksheet 1 Price Mechanism in the Economy.

#### 4. Material

- Social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 6

Academic year 2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

1. The student be able to describe the role of government in the development of the country in the economy.

2. The student be able to describe the government's economic roles and activities.

**3. Teaching process**

- Step into the lesson

1. The teacher asks students to answer thought provoking questions. By raising questions about the role of government such as

- students think What is the important role of government in running the country? Explain why.

2. The teacher describes how the government is responsible for the development of the country so that people have a well-being, happiness and a progressive economy. It is then introduced into the lesson on the important role of government in the administration of the country.

- Teaching step

1. Teachers use social studies grade 9 textbook.

2. Teachers use Q&A with students to stimulate constant interest in the subjects studied within this hour. The important role of the government in the administration of the country Which can be divided into educational issues as follows

1) politics 2) social aspect 3) Economic 4) education

3. The teacher organizes a learning activity based on skills in asking and answering students. By randomly asking questions in Lessons to assess students' knowledge and understanding

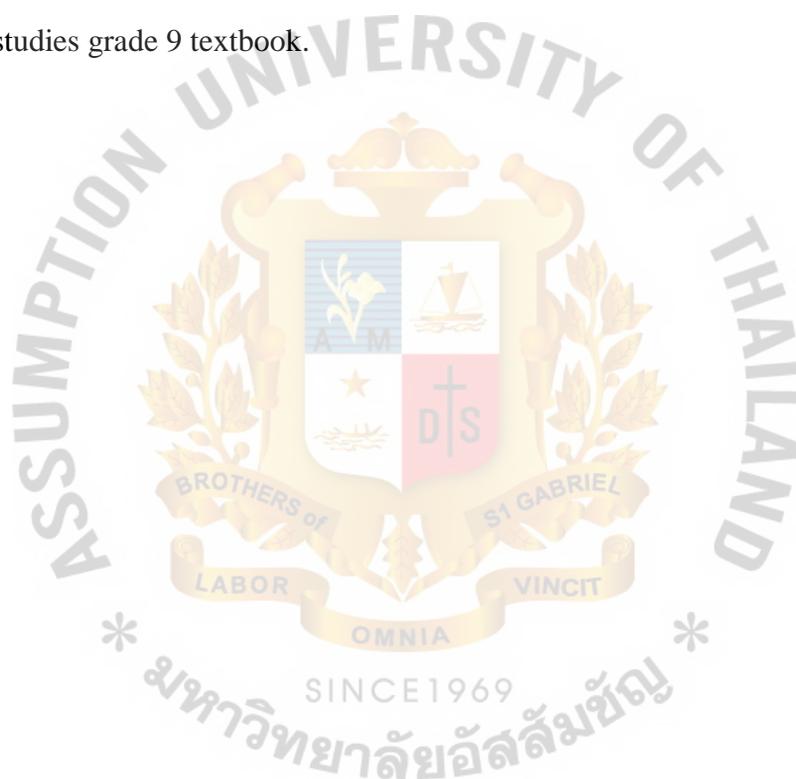
- Conclusion

1. Students summarize their knowledge of the important role the government plays in the administration of the country.

2. Students respond to thought-provoking questions such as the students were impressed. Or admire the role of government in any matter and explain the reasons

#### 4. Material

- Social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 7

Academic year 2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

- the student be able to describe the economic activities of the state to people, groups, and the nation.

**3. Teaching process**

- Step into the lesson
  1. The teacher reviewed the material learned in the last hour. About the important role of government in administration country.
  2. The teacher explained further in addition to the role of government in the country's development. It also has roles and activities Economic to want people to receive the most welfare and access to lessons on government economic roles and activities
- Teaching step
  1. Teachers use social studies grade 9 textbook.
  2. The teacher explains the economic roles and activities of the government. Where the state will act in determining the policies and economic activities to meet collective needs by the government, roles and activities as follows
    - 1) Non-private production of public goods and services and services
    - 2) Production of semi-public goods
    - 3) Productive production
    - 4) Role of taxation for development in various areas

5) the role of price intervention and price control for distribution and allocation in the economy

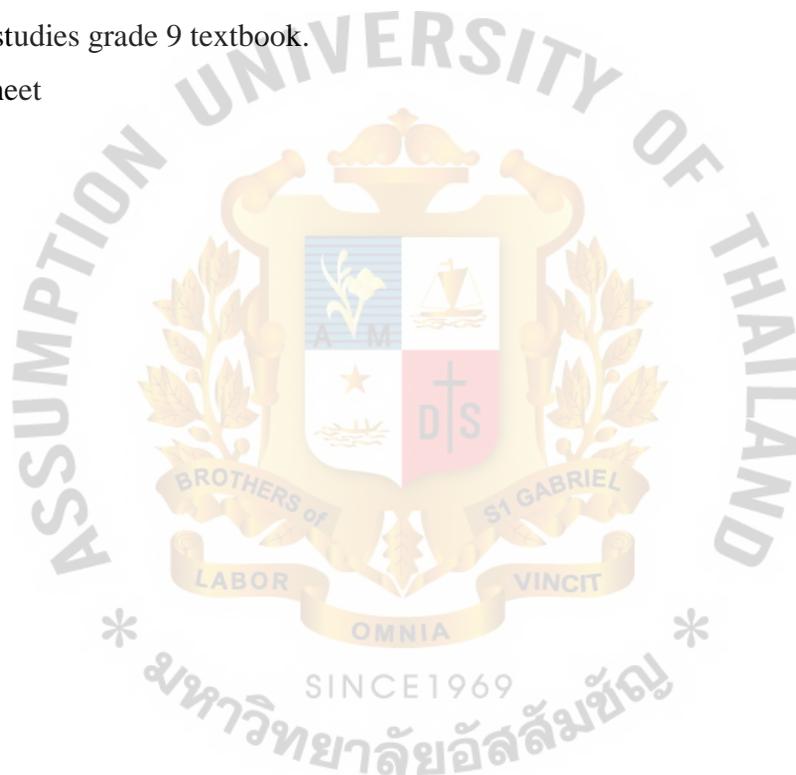
3. The teacher organizes a learning activity that focuses on critical thinking skills. By having students analyze roles of government in various fields. Worksheet 2: Roles of government in various fields

- Conclusion

1. Students summarize their knowledge of the government's economic roles and activities.

#### 4. Material

- Social studies grade 9 textbook.
- Worksheet





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 8

Academic year2020

### 1. Learning Standards / Indicators

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

### 2. Learning objectives

- The student be able to explain government policies

### 3. Teaching process

- Step into the lesson

1. The teacher brings the picture of production with technology in the industry. And the operation of financial transactions of the bank came to show the students. And help each other to comment that how does such activity picture affect the development of the country?

2. The teacher explains the connection to knowledge for students to understand that Such activities will develop with quality and efficiency depends on a number of important factors, and a critical part is the government's economic policy.

Production Policy and Monetary Policy

- Teaching step

1. Teachers use social studies grade 9 textbook.

2. Teachers use Q&A with students to stimulate constant interest in the subject matter. The contents within this hour include by

1) Production policy It is a policy about increasing productivity. Or allocation of production in accordance with demand the production policy will affect the allocation of resources. Income distribution, etc.

2) monetary policy It is a policy that controls the amount of money and credit of the central bank to be at an appropriate level. So, people have to do Have additional income, etc.

3. The teacher organizes a learning activity based on skills in asking and answering students. By randomly asking questions in the lesson to assess students' cognition

- Conclusion

The teacher summarizes the lesson and explains further in production policy and monetary policy. To conclude the lesson and check the entry of students.

#### 4. Material

- Social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 9

Academic year 2020

### 1. Learning Standards / Indicators

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

### 2. Learning objectives

- The student be able to explain government policies

### 3. Teaching process

- Step into the lesson

1. The teacher reviewed the material learned in the last hour. Subject: Production Policy and Monetary Policy Students answer questions to stimulate thought.

2. The teacher explains more about the government's economic policy on production and finance. There are two other policies that we need to be aware of: Fiscal Policy and International Economic Policy

- Teaching step

1. Teachers use social studies grade 9 textbook.

2. The teacher explains more about the content that will be studied during this hour.

1) fiscal policy It is a policy about government income and expenditures. So, it involves provide government income and spending, etc.

2) international economic policy As a guideline for economic operations with Foreign, both in foreign trade and international finance, etc.

3. The teacher explains more about economic policy formulation. By planning economic policy. The government has important objectives such as supporting business promotion. Solving economic problems or prevention of problems that may arise in the future, etc.

- Conclusion

1. Students help to summarize the government's knowledge, roles, and economic activities on fiscal policy and international economic policy.

2. Students Complete Worksheet 3 Economic Policy. To summarize the knowledge and understanding for themselves About government economic policy

#### 4. Material

- Social studies grade 9 textbook.





Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 10

Academic year 2020

### 1. Learning Standards / Indicators

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

### 2. Learning objectives

- The student be able to analyze the causes that cause inflation and deflation.

### 3. Teaching process

#### ▪ Step into the lesson

1. The teacher talks to the students about the issues related to the economic development of Thailand on various issues in which the teacher raised issues about Inflation problem

2. The teacher describes the development of the country of the government that may face problems in various areas, which is a major problem in Thai national development is inflation, which will be an issue that we will study today.

#### ▪ Teaching step

1. Teachers use social studies grade 9 textbook.

2. Teachers use Q&A with students to stimulate constant interest in the subject matter.

The content within this hour is the problem and the impact of inflation. Which can be separated into issues as follows

1) Causes of money inflation That can happen for many reasons, such as higher production costs. Demand for consumption of certain products has changed, etc.

2) Effects of inflation That have an impact on the economy and people, such as production and investment. Income distribution Foreign trade etc.

3. The teacher explains the link to the solution to inflation problem. The State Bank must expedite the amendment with the following guidelines. The use of fiscal policy controls international trade, etc.

▪ Conclusion

The teacher summarizes the lesson and explains about the inflation problem. And students answer questions to check their understanding of the content being studied

#### 4. Material

- Social studies grade 9 textbook.





Satri Wittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 11

Academic year 2020

### 1. Learning Standards / Indicators

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

### 2. Learning objectives

- The student be able to analyze the causes that cause inflation and deflation.

### 3. Teaching process

#### ▪ Step into the lesson

1. The teacher reviewed the material learned in the last hour on the issue of inflation. Along with answering thought-provoking questions, for example, if there is an inflation problem How will there be an impact, etc.

2. The teacher explained that in addition to the inflation problem, there is one more important problem. Is the deflation problem that we will learn in this hour

#### ▪ Teaching step

1. Teachers use social studies grade 9 textbook.

2. The teacher explains more about the deflation problem. Which is a condition in which the general price level of goods and services with the following educational issues

1) causes of deflation This is caused by a number of reasons such as the decline in demand for products and services. Or economic downturn, etc.

2) the effects of deflation That affect the national economy such as production and investment Income distribution, etc.

3. The teacher explains links to solutions that can solve problems such as monetary policy application, fiscal policy application. And promotion of international trade etc.

- Conclusion

1. Teachers and students help summarize knowledge about inflation problem affecting the Thai economy.
2. Student Complete Worksheet Inflation Deflation To summarize their own knowledge and understanding

#### 4. Material

- Social studies grade 9 textbook.
- Worksheet Inflation and Deflation





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 12

Academic year2020

### 1. Learning Standards / Indicators

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

### 2. Learning objectives

1. The student be able to analyze the reasons that cause unemployment.
2. The student be able to explain how to solve the problem of unemployment.

### 3. Teaching process

- Step into the lesson

1. The teacher talks to the students about the cause of the unemployment problem. and how does it affect

2. Students answer thought provoking questions about the problem of unemployment and the teacher agreed with the students that this hour we will study the issues of unemployment and their impacts.

- Teaching step

1. Teachers use social studies grade 9 textbook.

2. Teachers use Q&A with students to stimulate constant interest in the subject matter.

Within this hour is the unemployment problem. Which can be separated into issues as follows

- 1) type of unemployment Which can be divided into 2 types

- 1.1) open unemployment

- 1.2) Hidden unemployment

2) results of unemployment When unemployment occurs, it will have various impacts such as Income distribution, investment, finance, etc.

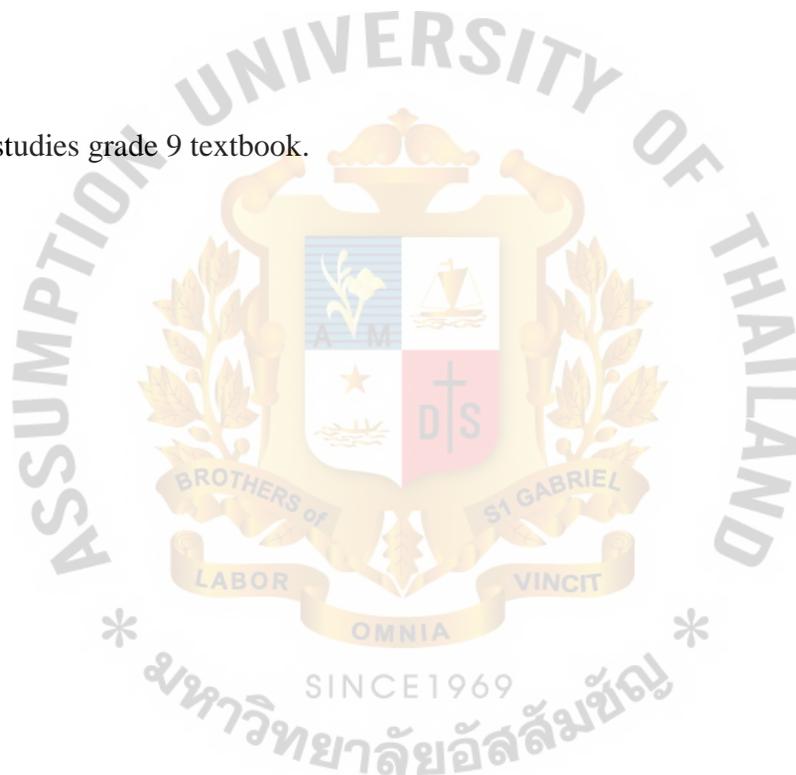
3. Teachers link to solutions to the problem of unemployment. The state took over by increasing the demand for the product. And provide more services with the use of financial and fiscal measures, etc.

- Conclusion

- The teacher summarizes the lesson and explains about the unemployment problem. And students answer the questions at the end of the lesson.

#### 4. Material

- Social studies grade 9 textbook.







## Satri Wittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 1

Academic year 2020

### 1. Learning Standards / Indicators

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

### 2. Learning objective

1. The student be able to explain the meaning and type of market in the economy.
2. The student be able analyze advantages and disadvantages of each type of market.

### 3. Teaching process

- Step into the lesson

The teacher brings the market picture for students to analyze what kind of market it is. And the teacher explains how the market relates to everyday life. The topic today is markets in the economy system

- Teaching step

1. Teachers use PowerPoint to manage their teaching. In order for students to see clear illustrations, teaching and learning will be arranged along with teachers using textbooks for social studies. 9
2. Teachers use Q&A with students to stimulate continued interest in the subject matter. The teacher explains the meaning of the market by using pictures and video clips than teacher explains the types of markets and types of goods in the economy.
3. Students play games "IM GOING TO SELL" where the teacher handed out product pictures to students. The student will classify products according to the market that they have learned. The market is divided into 2 groups including by completely competitive market and incomplete market competition. And students are required to direct with their product images to the correct market in a specified time.

- Conclusion

Teachers and students validate for the game and teachers review the market in the economy for students..

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 2

Academic year 2020

### 1. Learning Standards / Indicators

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

### 2. Learning objective

1. The student be able to explain the meaning and importance of the price mechanism.
2. The student be able to explain the laws of supply and demand.
3. The student be able to understand the dynamics of supply and demand.

### 3. Teaching process

- Step into the lesson
  1. The teacher brings images to students with a variety of products. And comment on whether the products in the market will be cheap or expensive, why
  2. The teacher explains the connection to the students that the price of the product is subject to the price mechanism generated by the demand and supply and student answers to thought-provoking questions and the content to be studied in this hour is demand
- Teaching step
  1. Teachers use PowerPoint to manage their teaching. So that students can see the illustrations that will provide teaching and learning along with social studies grade 9 textbook.
  2. The teacher explains more about demand. That means the quantity of products and services that consumers want and can buy teachers will use Q&A to emphasize students' thinking and analyzing the law of demand.
  3. The teacher explains the connection between the determinants of demand and the dynamics of demand. So that students understand the rules of Demand and how will affect the market price mechanism.

4. The teacher brings a video of economic situation for students to analyze about the situation of purchasing demand of the population. For students to better understand the law of demand

▪ Conclusion

1. Teachers and students help summarize the content learned on the subject. Price and demand mechanism

2. The teacher asks students analysis questions to check their understanding of the subject.

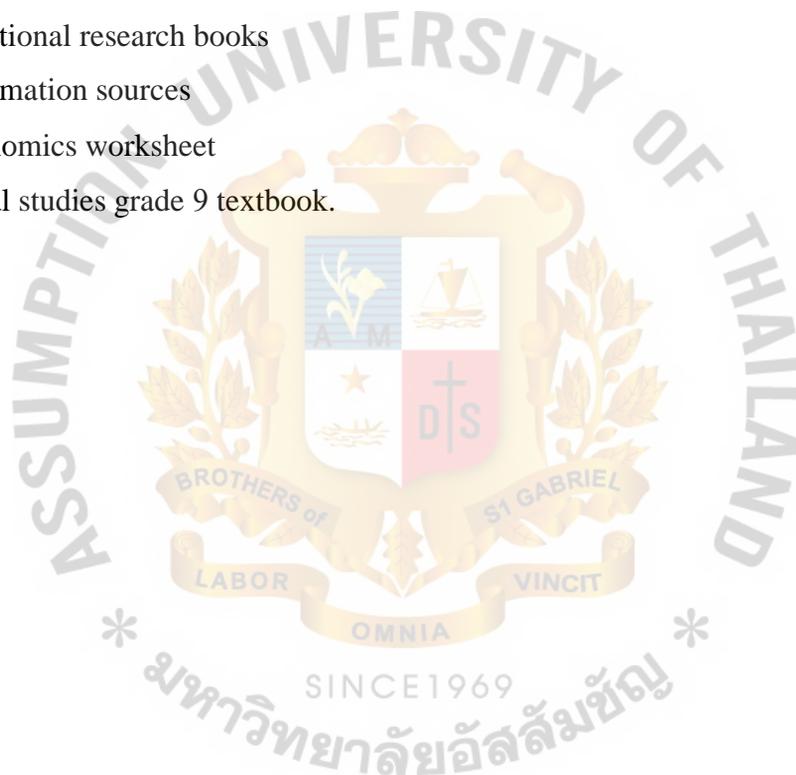
#### 4. Learning Materials

1. Additional research books

2. Information sources

3. Economics worksheet

4. social studies grade 9 textbook.





## Satri Wittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 3

Academic year 2020

**1. Learning Standards / Indicators**

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

**2. Learning objective**

1. The student be able to explain the meaning and importance of the price mechanism.
2. The student be able to explain the laws of supply and demand.
3. The student be able to understand the dynamics of supply and demand.

**3. Teaching process**

- Step into the lesson

1. Teacher Students answer thought-provoking questions about demand and the laws of demand.

2. The teacher explains the connection to the content that will be studied in this hour: the supply that is meant volume of products and services the manufacturer or seller is ready to produce and sell at the specified price level. Then brought into the lesson

- Teaching step

1. Teachers use PowerPoint to manage their teaching. In order for students to see clear illustrations, teaching and learning will be arranged along with social studies grade 9 textbook.

2. The teacher further explains that supply depends on many other factors such as production costs. Weathering etc.

3. The teacher describes the law of supply. Factors that determine the supply and change of supply. Teachers focus on answering skills by Ask students to think about questions, for example, if prices for goods and services go up, will supply go up? Why?

4. The teacher brings the economic situation video clips for students to analyze about the situation of sales demand of the operators. For students to better understand the rules of supply

▪ Conclusion

1. Teachers and students help summarize the material they learn about supply.
2. Students play Kahoot with questions in the content on the topic of supply and demand. To summarize the understanding

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. kahoot
5. social studies grade 9 textbook.





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 4

Academic year2020

**1. Learning Standards / Indicators**

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

**2. Learning objectives**

1. The student be able to understand the dynamics of supply and demand.
2. The student be able to understand economic pricing.

**3. Teaching process**

- Step into the lesson
  1. Students answer thought-provoking questions, why is the winter blanket so expensive?
  2. The teacher asks the students to comment on the reasons why the price of the product goes up or down and explains the reasons for it.
  3. The teacher explains the connection to the students that in determining the price of the product, it follows the market price mechanism. Which has to be in place of pricing principles.
- Teaching step
  1. Teachers use PowerPoint to manage their teaching. In order for students to see clear illustrations by teaching and learning along with social studies grade 9 textbook.
  2. The teacher explains to students about pricing in the economy. On the topic of principle price determination, that is, the demand and supply of goods and services are related to the price of the product. Business may be based on either purpose.
  3. Students answer thought provoking questions. In which the teacher analyzes the question as follows

- What products have students ever bought that they think are the cheapest? And think that the reason the product is cheap is the result.

4. Teachers take pictures of products at different times. Come to the students to have a worry about the reasons for the change in product prices.

- Conclusion

1. Teachers and students work together to summarize the material they learn about supply.

2. Teachers give students more self-study about economic pricing.

3. Teachers give students homework by dividing groups and playing games. Establish a factory for the production of one type of product and set the price to suit the time and that kind of product and presented in the next hour .

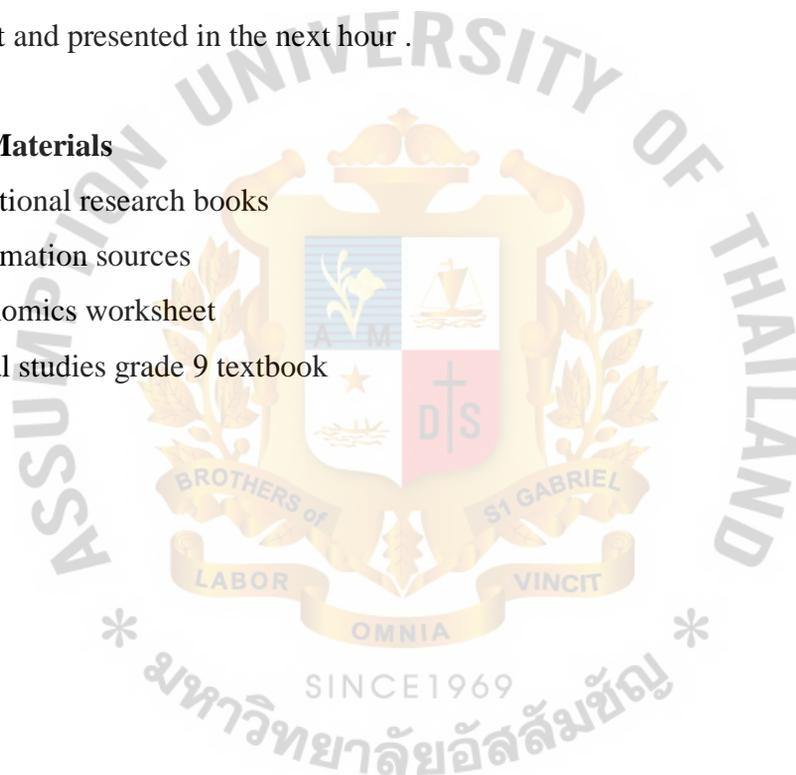
#### 4. Learning Materials

1. Additional research books

2. Information sources

3. Economics worksheet

4. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 5: Price Mechanisms in the Economic System Class 5

Academic year2020

**1. Learning Standards / Indicators**

Standard Sor 3.1 Understand and be able to manage resources in production and consumption. Limited resources can be efficiently and cost effective as well as understand the principles of the economy sufficient for a balanced life

Indicator 3/1 explains the price mechanism in the economy.

**2. Learning objectives**

1. The student be able to explain pricing principles in the economy.
2. The student be able to explain adjustments and changes in prices of products and services.

**3. Teaching process**

- Step into the lesson
  1. The teacher reviews students' knowledge from the last hour. in regards to pricing principles
  2. The teacher asks thought-provoking questions, asking if students have ever wondered why the price of the product is not stable. And there are always modifications
  3. The teacher agreed with the students that in this hour we will learn about price adjustments for products and services.
- Teaching step
  1. Teachers use PowerPoint to manage their teaching. So that students can see the illustration the curriculum will be taught along with social studies grade 9 textbook.
  2. The teacher explains to the students about the subject. Price adjustments for products and services in the following topics
    - 1) The demand of consumers is changing and the demand for production remains constant.
    - 2) The consumer demand is constant and the demand for production is changing.
    - 3) Consumer demand and production demand change simultaneously.

3. The teacher explains the connection to pricing in practice. That has to be a factor that should be taken into account in pricing and how it will set prices in practice.

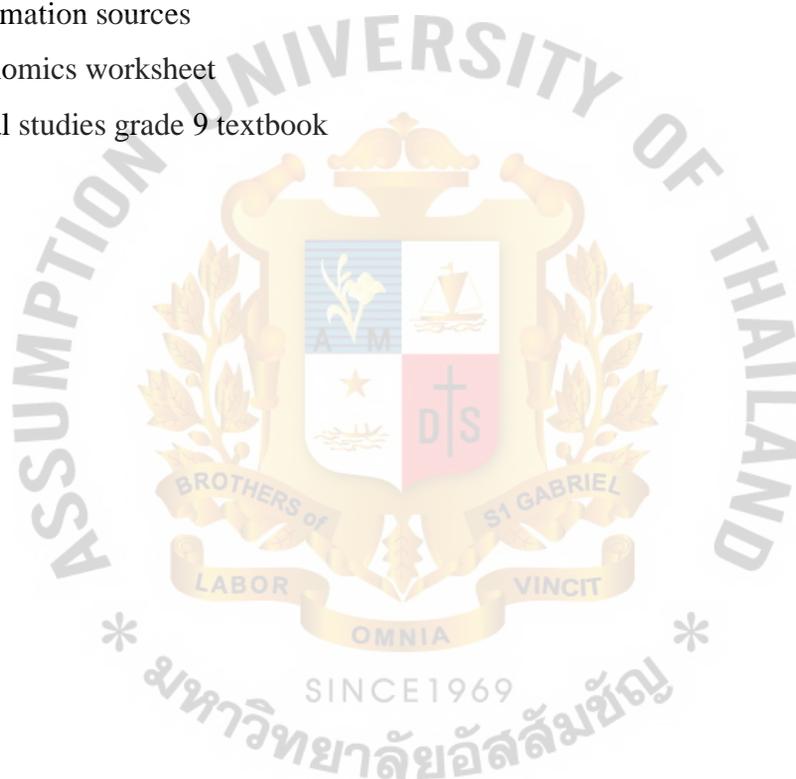
4. Teacher asks students to present the products and prices that they have set for sale at the time of the class.

- Conclusion

1. Teachers and students help summarize prices.

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 6

Academic year 2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

1. The student be able to describe the role of government in the development of the country in the economy.

2. The student be able to describe the government's economic roles and activities.

**3. Teaching process**

- Step into the lesson

1. The teacher asks students to answer thought provoking questions. By raising questions about the role of government such as

- students think What is the important role of government in running the country? Explain why.

2. The teacher describes how the government is responsible for the development of the country so that people are well-being, happy and have a progressive economy. It is then introduced into the lesson on the important role of government in the administration of the country.

- Teaching step

1. Teachers use PowerPoint to manage their teaching. so that students can see the illustration the curriculum will be taught along with social studies grade 9 textbook

2. Teachers use Q&A with students to stimulate constant interest in the subject matter.

By content within this hour the important role of the government in the administration of the country Which can be divided into educational issues as follows

1) politics 2) social aspect 3) Economic 4) education

3. The teacher organizes a learning activity based on skills in asking and answering students. By randomly asking questions in Lessons to assess students' cognition

▪ Conclusion

1. Students summarize their knowledge of the important role the government plays in the administration of the country.

2. Students respond to thought-provoking questions such as the students were impressed and admire the role of government in any matter and explain the reasons

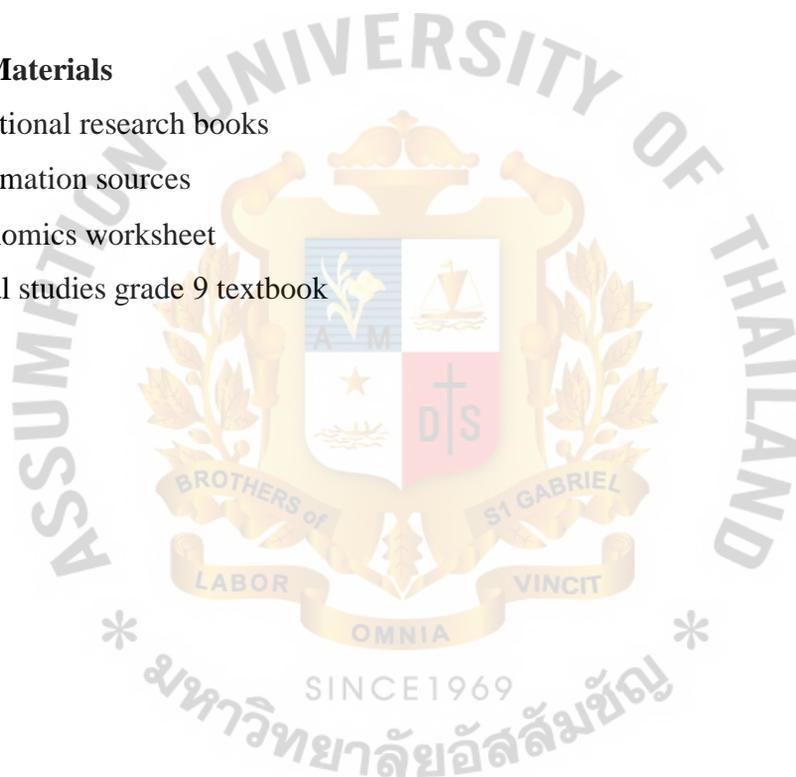
**4. Learning Materials**

1. Additional research books

2. Information sources

3. Economics worksheet

4. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 7

Academic year 2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

- the student be able to describe the economic activities of the state to people, groups, and the nation.

**3. Teaching process**

- Step into the lesson
  1. The teacher reviewed the material learned in the last hour. About the important role of government in the administration of the country
  2. The teacher explained further in addition to the role of government in the country's development. It also has roles and activities Economic to want people to receive the most welfare. And access to lessons on government economic roles and activities
- Teaching step
  1. Teachers use PowerPoint to manage their teaching. So that students can see clear illustrations It will provide teaching and learning along with social studies grade 9 textbook
  2. The teacher explains the economic roles and activities of the government. Where the state will act in determining the policies and economic activities to meet collective needs by the government, roles and activities as follows
    - 1) Non-private production of public goods and services and services
    - 2) Production of semi-public goods
    - 3) Productive production
    - 4) Role of taxation for development in various areas

5) the role of price intervention and price control for distribution and allocation in the economy

3. The teacher organizes learning activities that focus on critical thinking skills by having students analyze the role of Various government

▪ Conclusion

1. Students summarize their knowledge of the government's economic roles and activities.

2. Students play the Kahoot game on the role and economic activities of the government to validate the knowledge and understanding learned today.

**4. Learning Materials**

1. Additional research books

2. Information sources

3. Economics worksheet

4. Kahoot

5. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 8

Academic year2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

- The student be able to explain government policies

**3. Teaching process**

- Step into the lesson

1. The teacher brings the picture of production with technology in the industry. And the operation of financial transactions of the bank came to show the students. And help each other to comment that How does such activity picture affect the development of the country?

2. The teacher explains the connection to knowledge for students to understand that Such activities will develop with quality and efficiency depends on a number of important factors, and a critical part is the government's economic policy. And in this class, will study in Production Policy and Monetary Policy

- Teaching step

1. Teachers use PowerPoint to manage their teaching. So that students can see clear illustrations It will provide teaching and learning along with social studies grade 9 textbook

2. Teachers use Q&A with students to stimulate constant interest in the subject matter. The contents within this hour include

1) Production policy It is a policy about increasing productivity. Or allocation of production in accordance with demand the production policy will affect the allocation of resources, distribution income, etc.

2) monetary policy It is a policy that controls the amount of money and credit of the central bank to be at an appropriate level. So, people have to do Have additional income, etc.

3. The teacher organizes a learning activity based on skills in asking and answering students. By randomly asking questions in the lesson to assess students' cognition

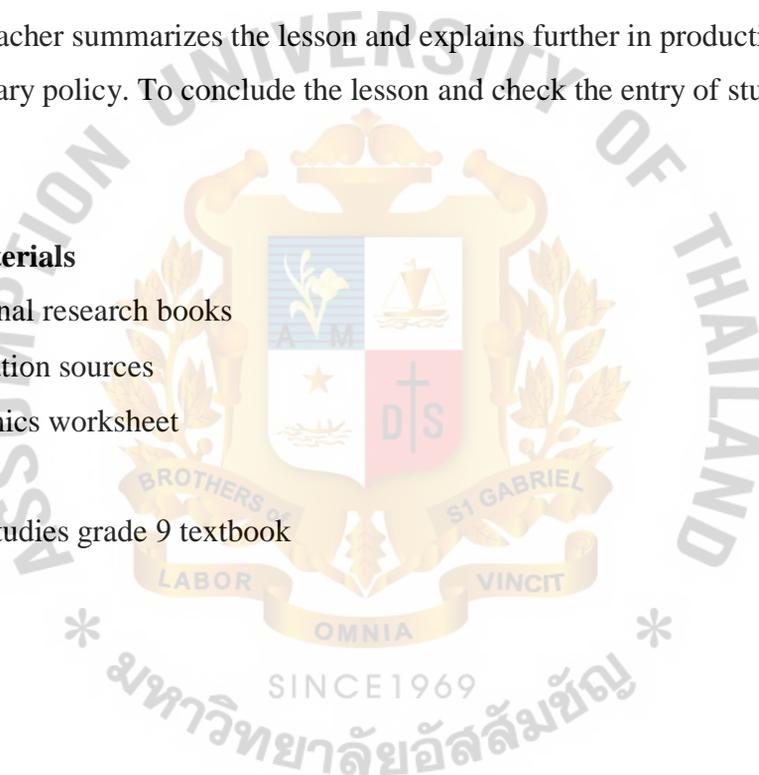
4. Students play Kahoot games on the content of the study to check their cognition.

▪ Conclusion

- The teacher summarizes the lesson and explains further in production policy and monetary policy. To conclude the lesson and check the entry of students

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. Kahoot
5. social studies grade 9 textbook





### 1. Learning Standards / Indicators

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

### 2. Learning objectives

- The student be able to explain government policies

### 3. Teaching process

- Step into the lesson

1. The teacher reviewed the material learned in the last hour. Subject: Production Policy and Monetary Policy Students answer questions to stimulate thought.
2. The teacher explains more about the government's economic policy on production and finance. There are two other policies that we need to be aware of: Fiscal Policy and International Economic Policy

- Teaching step

1. Teachers use PowerPoint to manage their teaching. In order for students to see clear illustrations, teaching and learning will be arranged along with social studies grade 9 textbook
2. The teacher explains more about the content that will be studied during this hour.
  - 1) fiscal policy It is a policy about government income and expenditures. Therefore, it is related to the procurement of income and government expenditures etc.
  - 2) international economic policy As a guideline for economic operations with foreign, both in foreign trade and international finance, etc.
3. The teacher explains more about economic policy formulation. The government's economic policy planning has important objectives such as supporting business

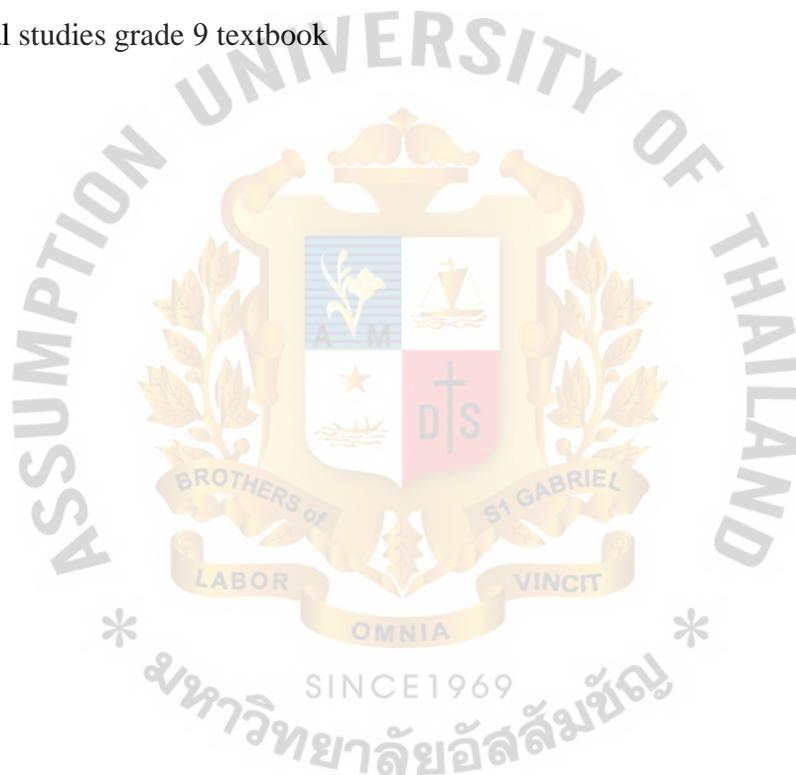
promotion. Solving economic problems or preventing problems that may arise in the future, etc.

▪ Conclusion

1. Students summarize the government's knowledge, roles, and economic activities on fiscal policy and international economic policy.

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 10

Academic year2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

- The student be able to analyze the causes that cause inflation and deflation.

**3. Teaching process**

- Step into the lesson

1. The teacher talks to students about the issues related to the economic development of Thailand on various issues. In which the teacher raised issues about Inflation problem
2. The teacher describes the development of the country of the government that may face problems in various areas, which is a major problem in Thai national development is inflation, which will be an issue that we will study today.

- Teaching step

1. Teachers use PowerPoint to manage their teaching. So that students can see clear illustrations It will provide teaching and learning along with social studies grade 9 textbook
2. Teachers use Q&A with students to stimulate constant interest in the subject matter. The content within this hour is the problem and the impact of inflation. Which can be separated into issues as follows
  - 1) Causes of money inflation That can happen for many reasons, such as higher production costs. Demand for certain products has changed, etc.
  - 2) Effects of inflation That affect the economy and people, such as production and investment. Income distribution Foreign trade etc.

3. The teacher explains the connection to the solution to inflation problem. The State Bank must expedite the amendment with the following guidelines. The use of fiscal policies to control international trade, etc.

▪ Conclusion

- Teachers and students help summarize knowledge about inflation problem affecting the Thai economy.

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 11

Academic year2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

- The student be able to analyze the causes that cause inflation and deflation.

**3. Teaching process**

- Step into the lesson

1. The teacher reviewed the material learned in the last hour on the issue of inflation. And answer thought provoking questions such as If there is an inflation problem How will there be an impact, etc.

2. The teacher explained that in addition to the inflation problem, there is one more important problem. Is the deflation problem that we will learn in this hour

- Teaching step

1. Teachers use PowerPoint to manage their teaching. So that students can see clear illustrations It will provide teaching and learning along with social studies grade 9 textbook

2. The teacher explains more about the deflation problem. Which is a condition in which the general price level of goods and services With the following educational issues

1) causes of deflation This is caused by many reasons such as the decline in demand for products and services Or economic downturn, etc.

2) the effects of deflation That affect the national economy such as production and investment Income distribution, etc.

3. The teacher explains links to solutions that can solve problems such as monetary policy application, fiscal policy application. And promotion of international trade etc.

▪ Conclusion

1. Teachers and students help summarize knowledge about inflation problem affecting the Thai economy.

2. Lesson Summary by Game Features Students get the peculiarities of various economic situations. And have to answer the question of what the property is about

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. social studies grade 9 textbook





## Satriwittaya 2 School

Soc 23104

Social Studies 6

Grade 9

Unit 6: Role of Government in Country Development Class 12

Academic year2020

**1. Learning Standards / Indicators**

Standard S 3.2 Understand economic systems and institutions. Economic relations and the necessity of economic co-operation in the world society

Indicator M 3/1 describes the role of government in the economy.

M 3/2 Comment on economic policies and activities of the state towards individuals, groups, and the nation.

M 3/4 Etheria Impacts from inflation, deflation

M 3/5 Analyzes the effects of unemployment and solutions

**2. Learning objectives**

1. The student be able to analyze the reasons that cause unemployment.
2. The student be able to explain how to solve the problem of unemployment.

**3. Teaching process**

- Step into the lesson

1. The teacher talks to the students about the cause of the unemployment problem.

And how does it affect

2. Students answer thought provoking questions about the problem of unemployment.

And the teacher agrees with the students that this hour we will study the issue of unemployment and its impact.

- Teaching step

1. Teachers use PowerPoint to manage their teaching. So that students can see clear illustrations It will provide teaching and learning along with social studies textbooks

Secondary School Year 3

2. Teachers use Q&A with students to stimulate constant interest in the subject matter.

The content within this hour is the unemployment problem. Which can be separated into issues as follows

- 1) type of unemployment Which can be divided into 2 types

- 1.1) open unemployment

### 1.2) Hidden unemployment

2) results of unemployment When unemployment occurs, it will have various impacts such as Income distribution, investment, finance, etc.

3. Teachers link to solutions to the problem of unemployment. The state took over by increasing demand for products and services. With the use of financial and fiscal measures, etc.

- Conclusion

- The teacher summarizes the lesson and explains about the unemployment problem.

And students create concept maps the unemployment problem that shows the causes, effects, and solutions.

#### 4. Learning Materials

1. Additional research books
2. Information sources
3. Economics worksheet
4. social studies grade 9 textbook

