

ABSTRACT

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Key Words: MATHEMATICS EDUCATION, MOTIVATION FOR LEARNING,
COGNITIVE ENGAGEMENT, SECONDARY EDUCATION,
COMPARATIVE STUDY

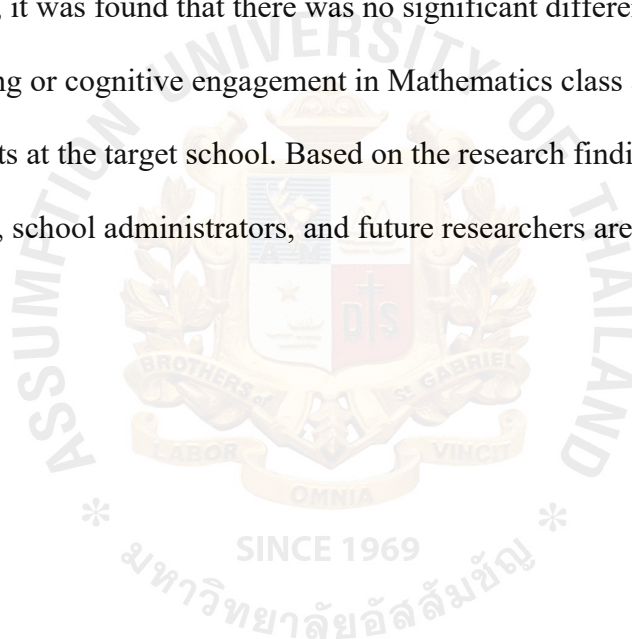
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Thesis Title: A COMPARATIVE STUDY OF GRADES 7-9 STUDENTS' MOTIVATION
FOR LEARNING AND COGNITIVE ENGAGEMENT IN MATHEMATICS
CLASS AT THE DEMONSTRATION SCHOOL OF RAMKHAMHAENG
UNIVERSITY, BANGKOK

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This study aimed to determine whether there was a significant difference in motivation for learning and cognitive engagement in Mathematics class held by Grades 7, 8 and 9 students at the Demonstration School of Ramkhamhaeng University in Bangkok. A conveniently chosen sample of 55 students, enrolled in the target school during the academic year 2022-2023, participated in this study. For the data collection, the Mathematics Motivated Strategies for Learning Questionnaire (MMSLQ) and the Student Engagement in Mathematics Classroom Scale (SEMCS) were used. From performing descriptive statistics on the collected data, it was found that the overall level of motivation for learning in Mathematics class held by Grades 7 and 9 students, was interpreted as slightly high, whereas it was interpreted as moderate for Grade 8 students at the target school. The overall level of intrinsic goal orientation for learning in Mathematics class held by Grade 7 students, was interpreted as slightly high, whereas it was interpreted as moderate for Grades 8 and 9 students. The overall level of extrinsic goal orientation for learning in Mathematics class held by Grades 7, 8 and 9

students, was interpreted as slightly high. The overall level of task value for learning in Mathematics class held by Grade 7 students, was interpreted as slightly high, whereas it was interpreted as moderate for Grades 8 and 9 students. The overall level of cognitive engagement in Mathematics class held by Grades 7, 8, and 9 students, was moderate. The overall level of surface strategy in Mathematics class in Grades 7, 8 and 9 students, was moderate. The overall level of deep strategy in Mathematics class by Grade 7, was high, while it was moderate for Grades 8 and 9 students. The overall level of reliance in Mathematics class held by Grades 7, 8, and 9 students, was moderate. From a quantitative comparative analysis, it was found that there was no significant difference in either motivation for learning or cognitive engagement in Mathematics class among Grade 7, Grade 8 and Grade 9 students at the target school. Based on the research findings, recommendations for students, teachers, school administrators, and future researchers are provided.



Field of Study: Curriculum and Instruction

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