

**FACTORS RELATED TO ACADEMIC ACHIEVEMENT IN  
MUSIC SKILL LEARNING OF WESTERN MUSICAL  
INSTRUMENTS OF PRE-COLLEGE STUDENTS  
(MATTAYOM 4-5-6) AT COLLEGE OF MUSIC,  
MAHIDOL UNIVERSITY**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ART (MUSIC)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2005**

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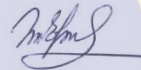
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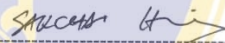
Miss. Sasivimon Changrian  
Candidate



Assoc. Prof. Orawan Banchongsilpa  
M.Ed., M.M.  
Major-Adviser



Assoc. Prof. Narongchai Pidokrajt  
B.Ed., M.Ed., M.A.  
Co-Adviser



Assist. Prof. Sakchai Hirunrak  
M.A.  
Co-Adviser



Assoc. Prof. Rassmidra Hoonsawat  
Ph.D.  
Dean  
Faculty of Graduate Studies

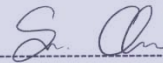


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M.M. (Composition)  
Chair  
Master of Arts Program in Music  
College of Music

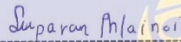
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was submitted to the Faculty of Graduate Studies, Mahidol University  
For the Degree of Master of Arts ( Music)  
on  
20 May, 2005



Miss. Sasivimon Changrian  
Candidate



Assoc. Prof. Supavan Phlainoi  
Ed.D.  
Member



Assoc. Prof. Orawan Banchongsilpa  
M.Ed., M.M.  
Chair



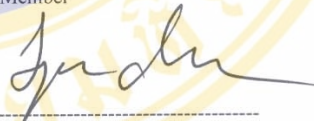
Assist. Prof. Sakchai Hirunrak  
M.A.  
Member



Assoc. Prof. Narongchai Pidokrajt  
B.Ed., M.Ed., M.A.  
Member



Assoc. Prof. Rassmidra Hoonsawat  
Ph.D.  
Dean  
Faculty of Graduate Studies  
Mahidol University



Assoc. Prof. Sugree Charoensook  
B.A., M.M.E., D.A.  
Director  
College of Music  
Mahidol University

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Sasivimon Changrian

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STUDENTS (MATTAYOM 4-5-6 ) AT COLLEGE OF MUSIC, MAHIDOL  
UNIVERSITY

SASIVIMON CHANGRIAN 4336333 MSMS/M

M.A.(MUSIC)

THESIS ADVISORS: ORAWAN BANCHONGSILPA, M.Ed., M.M.

NARONGCHAI PIDOKRAJT, B.E., M.E., M.A, SAKCHAI HIRUNRAK, M.A.

**ABSTRACT**

The research studied factors related to academic achievement in western musical instruments of Pre-college students at College of Music, Mahidol University. It also aimed to find the relationship between internal factors, namely study habit, ambition, enthusiasm, self-responsibility, and the external factors, namely relationship between the teacher and the student, relationship between the student and friends, and class atmosphere. The researcher collected data from a group of samples, which were 122 pre-college music students, at College of Music, Mahidol University, during the 1<sup>st</sup> semester, academic year of 2004. The tool used for the research was a questionnaire, which had been tested for its accuracy. Reliability testing of study habit indicated a score of  $-.76$ , ambition  $-.76$ , enthusiasm  $-.87$ , self-responsibility  $-.81$ , relationship between the teacher and the student  $-.87$ , relationship between the student and friends  $-.68$ , class atmosphere  $-.83$ . The data analysis was done through a software program 'SPSS/PC+'. Descriptive statistic values were used, which were percentage, average, standard deviation and chi-square.

The research revealed that the internal factors study habit, ambition, enthusiasm, and self-responsibility had a positive statistically significant relationship with the academic achievement. External factors the relationship between the teacher and the student and class atmosphere did not have any statistically significant relationship with the academic achievement.

KEY WORDS: FACTOR/ACHIEVEMENT/WESTREN MUSICAL/PRE-COLLEGE  
STUDENT

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ปัจจัยที่มีความสัมพันธ์กับผลสัมฤทธิ์ในการเรียนวิชาเครื่องดนตรีปฏิบัติสากลของนักเรียน  
เตรียมอุดมดนตรี ชั้นมัธยมศึกษาปีที่ 4-5-6 วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล  
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ศศิวิมล ช่างเรียน 4336333 MSMS/M

ศศ.ม. (ดนตรีศึกษา)

คณะกรรมการควบคุมวิทยานิพนธ์: อรวรรณ บรรจงศิลป์, ค.ม., M.M.

ณรงค์ชัย ปิฎกฤษต์, กศ.บ., กศ.ม., ศศ.ม. ศักดิ์ชัย หิรัญรักษ์, ศศ.บ., ศศ.ม.

### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษา ปัจจัยที่มีความสัมพันธ์กับผลสัมฤทธิ์ในการเรียนวิชาเครื่องดนตรี  
ปฏิบัติสากลของนักเรียนเตรียมอุดมดนตรี วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล รวมทั้งเพื่อศึกษา  
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การวิเคราะห์ข้อมูลใช้โปรแกรมสำเร็จรูป spss/pc+ ใช้ค่าสถิติเชิงพรรณนา คือ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบน  
มาตรฐานและค่า ไคสแควร์ (Chi-Square)

ผลการวิจัยพบว่า ปัจจัยภายใน ได้แก่ นิสัยทางการเรียน ความทะเยอทะยาน ความกระตือรือร้น ความ  
รับผิดชอบต่อตนเอง พบว่ามีความสัมพันธ์กับผลสัมฤทธิ์ทางการเรียนอย่างมีนัยสำคัญทางสถิติ ปัจจัยภายนอก  
ด้าน ได้แก่ สัมพันธภาพระหว่างครูกับนักเรียน สัมพันธภาพระหว่างนักเรียนกับเพื่อน และบรรยากาศระหว่าง  
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คำสำคัญ : ปัจจัย/ผลสัมฤทธิ์/เครื่องดนตรีปฏิบัติสากล/ นักเรียนเตรียมอุดมดนตรี

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Significance and Background of Study

Education is one of the most important elements for making progress and solving problems existing in the society. This is because education is a process that helps people improve themselves in order to lead their lives and make a living happily, be well-prepared for changes. All these can contribute to creativity for sustainable development of the country (Office of the National Education Commission, 1998: 2).

According to the Education Act, Section 6, education must aim at developing Thai people to make them humans completely in terms of physical body and mind, intelligence, knowledge and moral for living, enabling them to live happily with others. (Howard Gardner, 1983: 1) Cleverness or intelligence of human can be divided into at least 7 categories. Gardner calls his theory “Multi-Intelligence Theory”, 7 of which are as follows.

1. Linguistic Intelligence – high skill in using language either in speaking, e.g. storytellers, speakers, politicians, or in writing, e.g. poets, playwrights, editors, newspaper reporters. This kind of intelligence also includes skill in arranging linguistic structure, e.g. language for persuading, explaining, etc.

2. Logical-Mathematical Intelligence – high skill in manipulating numbers, e.g. accountants, mathematicians, statisticians, and rationalists like scientists, logicians, computer programmers. This kind of intelligence also includes the ability to understand concepts in relation, logic, abstract thinking, cause-effect thinking and if-then thinking. The methods used are classification, grouping, assumption.

3. Spatial Intelligence – high ability to see spaces, e.g. hunters, boy scouts, guides, and to improve and utilize spaces, e.g. architects, interior designers, artists, inventors. This kind of intelligence also includes sensitivity for lines, shapes,

spaces and the relation among these things. Additionally, it can mean the ability to see and form what is seen and the spatial idea.

4. Body-Kinesthetic Intelligence – high ability to use the body to express ideas, feelings, e.g. actors, mimes, sportsmen, performers, dancers, and the ability for manual inventions, e.g. sculptors, car fixers, surgeons. This kind of intelligence also includes physical skills like spryness, strength, quickness, flexibility, prudence and senses.

5. Musical Intelligence – high ability in music, e.g. musicians, song composers, music critics. This kind of intelligence also includes sensitivity to rhythms, melodies, sounds, and the ability to understand and analyze music.

6. Relationship Intelligence – high ability to understand emotions, feelings, thoughts, and intentions of others, including acuteness to observe tone of voice, face, action. It is also a high ability to realize characteristics of human relations and respond properly and efficiently, e.g. ability to make an individual or a group implement.

7. Interpersonal Intelligence – high ability to know oneself, i.e. knowing one's own reality, weakness, strength, seeing through one's own emotions, desires, having the ability to train, understand and respect oneself.

According to Gardner's multi-intelligence theory, music is a part of intelligence that shows a certain type of cleverness. Wipa Khongkhakul (1986: 37) says that music truly creates knowledge and intelligence. In addition, music can arouse emotions and feelings of humans. Humans can enjoy listening music, playing music, creating music. All these can develop the learners, making them absolute humans in both physical and mental terms.

With such importance, music is taking a more significant role in education. Music has become a compulsory subject in elementary education. Music is a subject extensively available in private music schools. Music is categorized as a vocational education taught in colleges, universities and institutes. There are arrangements of tests and offers of diplomas, degrees ranging from bachelor, master to doctorate. Music courses have become more accepted. A number of parents encourage their children to study music in response to the children's interests, expertise and development, which may lead to professions. Accordingly, the process of music

education programming and other factors leading to the children's achievement in music strongly need studying, researching and utilizing.

The researcher, as a teacher of music skill learning of western musical instrument, observes that achievement in skill learning of music of each child is different from the others. This may result from either internal or external factors of the children. According to Phongphan Gerdphitak (Supaporn Sasidiloktham. 2000: 92; reference to Phongphan Gerdphitak), the learner's internal factor leading to achievement in learning is the study habit, which means constant behaviors showing satisfaction and determination to study and improve the study without discouragement caused by obstacles, have initial thinking, diligence, patience, responsibility, self-dependence, and pride in the academic achievement. Study habit of each child is different from the others' and brings about different academic achievement.

The other important internal factor is achievement motive, which greatly affects the academic achievement. Many psychologists variedly define achievement motive. Murray (Murray, 1938: 340) is the first one to mention achievement need, saying that it is human mental need to win over obstacles, strive to succeed. He explains that it is a desire or a tendency to succeed as soon as possible. McClelland (McClelland, 1953: 110-111) defines achievement motive as a driving force to succeed in doing something or strive to win over obstacles by competing with others upon the excellent standard. Atkinson (Atkinson, 1964: 240-241) defines achievement motive as a driving force caused when a person realizes that his actions shall be evaluated by himself or others with comparison to the excellent standard. The result of evaluation can be either satisfactory in case of success or unsatisfactory in case of failure. Achievement motive can lead to academic achievement because it serves as stimulation. Rattanaporn Wongsaroj (1990: 83-85) concludes habits and behaviors of those who have high achievement motive that they have 5 qualities: 1) ambition, 2) enthusiasm, 3) daring, 4) self-responsibility, and 5) planning.

The other factor important to children's academic achievement is external factor. Kitikorn Meesub (1984: 352) and Pennee Kantawong (1989: 52) define external factor as environments in children's daily lives, e.g. relationship between students and friends, teachers and students. Teaching atmosphere also affects success of children's education. Kitikorn Meesub says that relationship between students and

friends, especially those in their late teens, is very important because these students begin to get socialized and create relationship among friends. If such students have opportunities to learn and live in the society, they can create good relationship with friends. This helps to make them self-confident and live happily. Students who have mental stability can adjust themselves and confidently express their opinions. However, if they have problems in getting along with friends, they will feel unconfident, discouraged and disappointed with their lives in the society. This may bring about bad outcome to the students. According to Wachanee Submee (1982: 226), if the relationship with teenage friends fails, the students will feel lonely, distressed. This may lead to students' unsuccessful education and may affect the students socially.

Pennee Kantawong (1989: 52) says that if teachers believe that relationship between teachers and students is not based only on meeting and teaching in the class, good relationship creation can make the students rely on the teachers, ready to ask for advice, solution to problems, and to improve themselves. Since students and teachers have good interaction, knowledge can be relayed well during the class. However, if students and teachers do not have good interactions, students may close their minds or may not pay attention to the study, which causes failure to education. Also, atmosphere during the class is a key factor children's academic achievement. Class atmosphere can be divided into physical matter and mental or personal matter. Examples of physical matter are poorly lit and musty classroom, lack of instruments for practice, noisiness. Mental or personal matters are, for example, teacher's personality, teacher's teaching techniques and experience, creation of atmosphere, education supporting activities, creation of atmosphere for good relationship among students, friends, and teachers. These can lead to academic achievement.

What mentioned above reveals that internal and external factors affect children's academic achievement. The researcher believes that both internal and external factors also affect music skill learning. The researcher, as a teacher of music skill learning, is interested in studying factors supporting children's academic achievement in music skill learning of western musical instruments. This will help to understand the learners and serve as a guideline for improving and developing the learning, which leads to children's higher academic achievement.

The College of Music, Mahidol University, started a pre-college music school (Mattayom 4-5-6) project to prepare students for university-level music study. It commenced the teaching activities in 2001, with Asst. Prof. Dr. Nopanand Chanorathaikul as the head of the project. As for the sample group, the researcher chose a group of pre-college students (Mattayom 4-5-6) of the College of Music, Mahidol University, 1<sup>st</sup> semester, academic year of 2004. This was because in the 2004 semester, the College of Music was well equipped with buildings, study places, practice places, teaching aids like musical instruments, and full of highly qualified teachers. This made the College of Music better prepared in many aspects than what it had been during the past semesters. Accordingly, the researcher saw that making this group of students successful in their study needed factors that made them interested in the lessons, happy with classes, and strong in potential for music study. With these reasons, the researcher chose this group of pre-college students of the College of Music, Mahidol University, 1<sup>st</sup> semester, academic year of 2004.

## **1.2 Research and Background of the Study**

To study factors related to academic achievement in music skill learning of western musical instruments of pre-college students (Mattayom 4-5-6) at the College of Music, Mahidol University.

## **1.3 Expected Benefits**

1.3.1 The result of the research will benefit teachers, students and related parties because it reveals the factors related to academic achievement in music skill learning of western musical instruments. Thus, it helps to understand behavior of the students, which can be used to improve teaching to make it more efficient. It can also be used as a guideline for developing music education in the future.

1.3.2 The result of the research serves as data and guideline for those interested in further studying or researching the related topics.

## 1.4 Research Hypothesis

The researcher has set the hypothesis as follows.

1.4.1 Internal factors positively related to academic achievement are:

- Study habit,
- Ambition,
- Enthusiasm, and
- Self-responsibility.

1.4.2 External factors positively related to academic achievement are:

- Relationship between the teachers and the students,
- Relationship between the student and their friends, and
- Class atmosphere.

## 1.5 Scope of Research

1.5.1 The sampling chosen for the research is a group of pre-college students of the College of Music, Mahidol University: 27 from Mattayom 4 room 1, 27 from Mattayom 4 room 2, 35 from Mattayom 5, and 34 from Mattayom 6; the total number is 125. The research was done during the first semester of the academic year of 2004. The students were those from the western music program, who studied the music skill learning of western musical instruments as follows.

1.5.1.1 The music skill learning group of wooden wind instruments, 12 students

1.5.1.2 The music skill learning group of brass instruments, 33 students

1.5.1.3 The music skill learning group of western stringed instruments, 15 students

1.5.1.4 The music skill learning group of guitar, 32 students

1.5.1.5 The music skill learning group of keyboard, 29 students

1.5.1.6 The music skill learning group of western-style singing, 3 students

1.5.1.7 The music skill learning group of percussion, 1 student

### 1.5.2 Variables

The independent variable has 2 factors.

#### 1. Variables of internal factors:

- 1.1 Study habit
- 1.2 Ambition
- 1.3 Enthusiasm
- 1.4 Self-responsibility

#### 2. Variables of external factors:

- 2.1 Relationship between the students and their friends
- 2.2 Relationship between the teachers and the students
- 2.3 Class atmosphere

The dependent variable is the academic achievement in music skill learning of western musical instruments.

### 1.6 Basic Agreement

The academic achievement in music skill learning of western musical instruments is showed through the grade 4, 3.5, 3, 2.5, 2, 1.5, 1, according to the evaluation criteria of the College of Music. The results “I” and “P” are not used in this research.

### 1.7 Definition of Terms

1.7.1 Study habit means an action and a behavior of the students, which are related to the study, e.g. planning for the music skill learning of western musical instruments, preparation for the study, attention to the study, being on time for the class, constancy of class attendance.

1.7.2 Achievement motive means a motive that propels an effort to succeed in doing something with the excellent universal standards, or to outdo the others to achieve the goal already set in the music skill learning of western musical instruments.

1.7.3 Ambition means a desire to succeed in the study, not being discouraged by obstacles but determined to be successful in the study, having great effort, preferring difficult lessons, not being disheartened by difficult tasks, loving to win at a competition, and wanting the work to be highly successful.

1.7.4 Enthusiasm in the music skill learning of western musical instruments means an intention to study, to be diligent, having attention and fun during class, not procrastinating, finishing the assignment in time, having determination to complete work efficiently, having high patience without getting bored easily, being willing to and determined to study and work.

1.7.5 Self-responsibility for the study means an intention and determination to succeed in the study, always improving the study, trying to finish assignment despite being bothered, having strong self-disciplined, being responsible for the work done.

1.7.6 Relationship between the teacher and the students means how the teacher treats the students, which includes love, attention, care. The teacher can help the students solve their problems. The teacher should have justice, accept students' opinions, be friendly to the students, give advice to the students, always admire students' good behaviors, reasonably punish students.

1.7.7 Relationship between the students and their friends means how one treats to the others to create good relationship with one another, which includes trust, sincerity, care, help, any activity that creates good relationship and friendliness. How the students treat the teachers includes respect, obedience, following the teachers' instructions, finishing the teachers' assignments in time.

1.7.8 Class atmosphere consists of good ventilation, well-lit and clean room without stale smell, or smell from garbage or toilet. The classroom should be quiet without loud noise from the outside. The classroom should not be too crowded and should be painted with light colors.

1.7.9 Teaching method means the teaching that can attract students' interests and has good and easy-to-understand sequence. The teacher should have teaching methods that make the students love the study. The teacher should pay attention to the students, have intention, speak clearly, open opportunities for students to ask. The teacher should also use teaching aids and arrange activities for the students.

1.7.10 Teaching aid means any musical equipment used for teaching. The equipment should be durable, modern, and sufficient for teaching requirements.

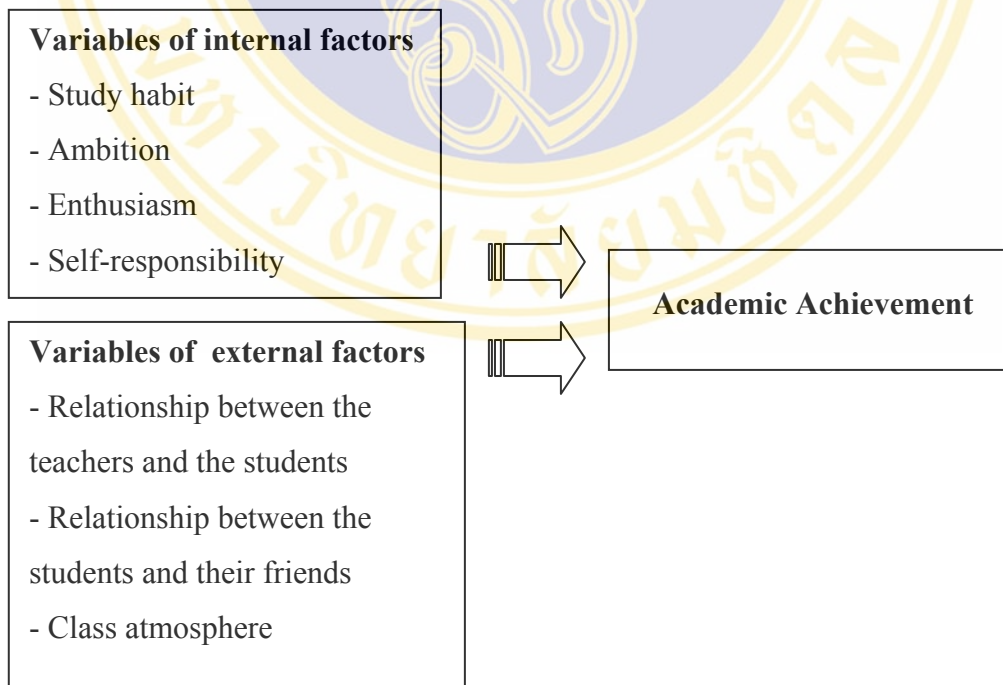
1.7.11 Academic achievement means ability of the student, which is evaluated from the result of the music skill learning of western musical instruments. It is categorized into grades: 4, 3.5, 3, 2.5, 2, 1.5, 1, 0

1.7.12 Pre-college student means one who is studying in Mattayom 4-5-6 of the College of Music, Mahidol University.

1.7.13 Music skill courses of western musical instruments mean music skill learning musical instruments, which can be divided into 1) skill learning group of wooden wind instruments, 2) skill learning group of brass instruments, 3) skill learning group of western stringed instruments, 4) skill learning group of guitar, 5) skill learning group of keyboard, 6) skill learning group of singing, and 7) skill learning group of percussion.

1.7.14 Western music course means study program of western music of pre-college music courses.

## 1.8 Research Conceptual Framework



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Documents Related to Internal Factors

##### 2.1.1 Internal factors

- 1) Study Habit
- 2) Motive Theory: Achievement Motive

##### 2.1.2 External factors

- 1) Good Relation Between the Teachers and the Students
- 2) Good Relation Between the Students and Their Friends
- 3) Class Atmosphere

#### 2.2 Related Topics

##### 2.2.1 Skill Learning

##### 2.2.2 Evaluation and assessment

##### 2.2.3 Development of teenager

##### 2.2.4 Pre-college music course, the college of music mahidol university

#### 2.1 Documents Related to Internal Factors

##### 1) Study Habit

Study habit is an internal factors that plays a very important role in making the student efficiently and successfully study the music skill learning of western musical instruments. Constant good study habit can result in the student's high achievement. There are those who define study habit as follows

Phongphan Gerdpitak (Supaporn Sasidiloktham. 2000: 92 ; reference to Phongphan Gerdpitak) says that study habit means constant behavior that shows satisfaction and determination to study and learn and always improve the study, not being discouraged by obstacles, having initiation, diligence, patience, responsibility, self-dependence and pride in the study result.

Savoey Singtosi (2001:7) says that study habit means the student's self-practice that is so constant it becomes a habit.

Eysenck, Arnold and Meily (Terd Kaewsiri. 1987: 8; reference to Eysenck, Arnold and Meily. 1972: 40) says that study habit means each individual's tendency to show his behaviors until they become habit automatically, especially when such behaviors are caused by regular training.

In conclusion study habit means an action and a behavior of the students, which are related to the study, e.g. planning for the music skill learning of western musical instruments, preparation for the study, attention to the study, being on time for the class, constancy of class attendance.

Haslam and Brown (Khajornsuda Lekpetch. 1979: 19; reference to Haslam and Brown. 1968: 223-226) mention regular behaviors that make the academic achievement better. The learner must understand things below.

1. Study method and working method
2. Study schedule planning
3. Environment management that makes the study efficient
4. Jotting down, taking note and making note
5. Examination preparation
6. Studying
7. Answering the question and doing the exam
8. Report writing
9. Use of library

Prathan Wattanapanich (1986: 5-6) has a conforming opinion on the efficient study that it must contain the following characteristics.

1. Always setting a schedule for daily practice
2. Following the schedule
3. Always working in accordance with the time already set
4. Always working where it is planned

5. Working for a not so long time and having a break
6. Reviewing the lesson or the lecture after a not so long elapse of time
7. Not keeping the work undone until the last minute
8. Paying concentration to the work
9. Not using examination as a motive for working
10. Reading adequately before the class
11. Paying attention to the lecture, the seminar or the course review
12. Not neglecting the subject that is more difficult than the others
13. Knowing how to use the library
14. Working in accordance with the plan
15. Finishing the assignment in time
16. Always updating the lecture
17. Working well with motivation
18. Not working too hard during holidays

Thipawadee Emawattana (1986: 2-3) suggests how to increase study efficiency as follows.

Phase 1. The learner sees his own problem. When the learner realizes that his present study is not good enough for the aimed achievement by any cause, it means that the learner begins to see his own problem.

Phase 2. The learner realizes the solution. When the learner wants to improve himself, he will start to find the solution. This phase allows a good timing for seeking helpers, e.g. consulting with the teacher or requesting services of the counselor.

Phase 3. The learner solves the problem. There are 6 principles to be considered.

1. Accumulating – gradually studying little by little, not cramming only 5-6 days before the exam
2. Repeating – preventing forgetfulness by learning by heart and doing exercises repeatedly

3. Reinforcing – possibly rewarding or admiring oneself to create encouragement for the study
4. Increasing enthusiasm – having interest in what is being read, or even thinking or doing favorite things
5. Emphasizing practices – practicing after studying the theory to create skills and remember accurately
6. Finding something rousing – arranging the environment that contributes to motivation

Phase 4. The learner improves study methods, which can be done as follows.

1. Arranging schedule – planning by allocating time properly to urge the accomplishment of the work
2. Increasing self-encouragement properly
3. Learning from books
4. Practicing taking note, e.g. writing big fonts, writing in descending style, using pens of different colors to underline, or taking notes according to importance levels
5. Practicing techniques for fast reading, e.g. reading ahead, reading sentence by sentence, reading only the important parts, reading roughly, skimming through

The study habit that is orderly and systematic can cause success to the academic achievement.

## **2) Motive Theory**

Motive is an important thing that the teacher should study to understand the learner's behaviors. There are many motive theories, examples of which are as follows.

1. Instinct Theory by McDougall (1908), Mental Analysis Theory of Freud (1902), emphasizing instinct that causes motives for doing things
2. Drive and Need Theories by Cannon (1930), Hull (1940), emphasizing the physical drive that causes motives

Maslow (1943) gives explanation on motive theory that humans have physical needs, need safety, love, acceptance, praise from others, success in lives.

Hilgard (1983) divides human motives into 3 types.

- A. Survival Motive – caused by physical needs such as food, rest, safety from illness
- B. Social Motive – relationship with others such as sexual needs
- C. Ego-integrative Motive – a kind of motive that makes a person successful in his deeds

There are 5 types of social motive.

1. Achievement motive
2. Relation motive
3. Aggressiveness motive
4. Authority motive
5. Support motive

In this case, the researcher would mention only the achievement motive because it is an important motive that helps children have development of their studies, succeed in studying, working and leading their lives in the future. According to Atkinson's concept (1974: 231-232), in a certain situation those who have achievement motive will try to finish the work by comparing with the standard. If the outcome is better than or equal to the standard, they will think they are successful. Achievement motive depends on 3 factors as follows.

1. Expectation – estimation of the outcome of the action. Those who have high achievement motive will estimate the success of the work.

2. Incentive – satisfaction gained from working such as the work in which one is interested. If the incentive is satisfactory, the achievement motive will be higher accordingly.

3. Motive from satisfaction of searching for happiness and avoiding guilt. When a person does something, he tends to expect happiness from such deed,

wants success, and fears failure. Those who need high success have high achievement motive. Those who fear failure avoid the work they think they cannot do, which leads to low achievement motive. Creating the achievement motive, then, depends on:

A. Increasing the need of success and decreasing the fear of failure. It is necessary that parents or teachers have the students repeatedly experience success for a long continuation.

B. Making the students feel that lessons are not too difficult. This helps them think and believe that they have the opportunity of success. The teacher may divide the assignment or the lesson into parts or units and let the students do it unit by unit. When they finish one step, the teacher has them move on to the next one. As such, the students will not feel that the work is complicated. Skill training needs to create confidence to the students so that they have encouragement and motive to practice more. Skill training should vary, based on what is necessary for the students. Also, the teacher should provide advice and guideline that help the students succeed more easily and comfortably than what they have thought. According to McClelland (1961: 233-235), an American psychologist, achievement motive is a need to succeed in working, which is the most important motive of humans and affects the achievement.

#### **Characters of persons who have high achievement motive**

1. Having courage to think, to do, to decide, to encounter success or failure
2. Having determination, loving to do work that challenges ideas and abilities
3. Having confidence, self-responsibility, knowing duty and mission
4. Having knowledge that contributes to decision, and following up the outcome of the decision
5. Being capable of accurate speculation
6. Being able to choose the work that leads to high success, and do it with own ability

**Those who have low achievement motive** have the characters opposite to what mentioned above. McClelland believes that achievement motive can be learned and developed from the inside of students and people by arranging studying and training programs that emphasize the change of attitude, behavior, personality. Training process for learning and developing motive is as follows.

1. Creating belief and having the learners set target together that after the training they will change attitudes and behaviors in order to have achievement motive. The assignments used for training must create success step by step. The target should be set in procedures, and each procedure should be achieved. As such, more encouragement for learning shall be gained.

2. Showing the learners that in the society there are those who work well or who are successful. Humans tend to imitate others, have effort, and do not want to be inferior to others. Thus, if the students have good models, they can follow them, encouraging themselves to study and work.

3. Showing the learners that the society needs those with high achievement motive. To possess this quality, they must have good habit for studying and working, build their own images, survey their own weakness in working, and be determined to improve responsibility and disciplines, set up a working schedule systematically, not procrastinating. If they can change their personalities, attitudes, and behaviors to be those needed by the society and to conform to social norm and value, they will develop themselves and be those with higher achievement motive

4. Trying to win over weakness and discouragement that are key obstacles against success. World-famous persons are successful because they set targets for their futures and do not get discouraged by obstacles. Also, the learning atmosphere should be warm, friendly, light-hearted, not making the learners anxious too much.

The teacher may use McClelland's guidelines for developing the learners' achievement motive. The teacher may organize activities that make learners see strength of high achievement motive, understand how to think, say and do; these can be achieved by arranging interviews or meetings with those who are successful in careers. The teacher may arrange for the learners to observe how successful persons work, and then compare to themselves. At the same time, the teacher keeps

encouraging and pushing them. The teacher should consider the following things.

A. Development of achievement motive still needs other factors such as responsibility, self-confidence, self-understanding, success and failure, positive self-attitude. The teacher should develop some of students' aforementioned characters together with developing achievement motive.

B. Achievement motive is related to parents' upbringing. The teacher should make understanding with the parents so that they help to train the children to help themselves and be themselves. Also, the parents should expect their children to do not too difficult, yet not too easy, things. Parents should express love, care, and support as rewards for their children's work and behavior in order that the children do such work with intention.

Additionally, many psychologists and educationists define achievement motive as follows.

Surang Kowtrakul (1998: 172) says that achievement motive means a motive that drives a person to behave in a certain way to succeed according to excellent standard set by himself. Those who have achievement motive do not work for rewards but for success as of the objectives already set.

In conclusion achievement motive means a motive that propels an effort to succeed in doing something with the excellent universal standards, or to outdo the others to achieve the goal already set in the music skill learning of western musical instruments.

### **Characters of persons with high achievement motive**

The children who can do well in the music skill learning of western musical instruments often have more outstanding character and quality than those not very good at music subject. Many psychologists analyze those of high achievement motive as follows.

Guilford (1959: 437-439) says that those who have high achievement motive have the following things.

1. General ambition – a desire to succeed in activities

2. Effort – finishing the work
3. Patience – willingness to face no matter what the hardship is

Some psychologists compare key characteristics of children who have high achievement motive with those who have low achievement motive, which clearly shows the relation and association between the achievement motive and the personality.

**Psychologists who compare people of high achievement motive to those of the low one**

Weiner (1972: 203-215) concludes the key characters of those who have high achievement motive in comparison with those who have low achievement motive as follows.

1. Those who have high achievement motive pay more attention to their work, have more patience against failure, prefer complicated work more than those who have low achievement motive do.
2. Those who have high achievement motive love to initiate doing things with their own thoughts more than those who have low achievement motive do.

Rattanaporn Wongsaroj (1990: 83-85) mentions the characters and behaviors that comprise 5 personalities concerning the achievement motive as follows.

1. Ambition
  - 1.1 Setting high expectation
  - 1.2 Trying to reach a higher status
  - 1.3 Becoming known by the work
  - 1.4 Wanting to win at the competition
  - 1.5 Wanting to outshine the others
  - 1.6 Wanting the work to be highly successful
  - 1.7 Wanting progress in working
  - 1.8 Choosing activities concerning competition or challenge

## 2. Enthusiasm

- 2.1 Being diligent
- 2.2 Being careful
- 2.3 Having willingness and intention to work
- 2.4 Being highly patient
- 2.5 Doing the assignment hurriedly, not procrastinating
- 2.6 Exerting effort to make the work efficient
- 2.7 Feeling fun with work
- 2.8 Realizing the value of time
- 2.9 Not getting discouraged by difficult tasks

## 3. Daring

- 3.1 Daring to make decision
- 3.2 Choosing to do possible things, the difficult of which matches the ability
- 3.3 Striving to succeed, not avoiding failure
- 3.4 Doing everything with confidence
- 3.5 Not believing in luck or supernatural things
- 3.6 Daring to take risks
- 3.7 Choosing difficult and challenging work

## 4. Self-responsibility

- 4.1 Striving to succeed for self-satisfaction
- 4.2 Always improving oneself
- 4.3 Trying to finish work despite being disturbed
- 4.4 Being strict on the right and the duty
- 4.5 Daring to be responsible for the outcome of the work

## 5. Knowing how to plan

- 5.1 Having regulation for the work
- 5.2 Having clear-cut objectives for working
- 5.3 Seeing ways to work in steps
- 5.4 Having far-sighted vision
- 5.5 Having sustainable expectation of life success
- 5.6 Being careful and prudent to make a decision

5.7 Working comprehensively, elaborately, and systematically

5.8 Expressing well-thought ideas

In this research, the researcher used overall characteristics and behaviors, which are composite parts of personality in respect of achievement motive; there are three of them, namely 1) ambition, 2) enthusiasm, and 3) self-responsibility. Risking is not used in this research because the details are more in tune with business administration and management while planning is like self-responsibility. Therefore, the researcher chose only these 3 items.

It can be concluded that many psychologists have studied habits and behaviors that clearly show the persons' high and low achievement motive. Thus, if the music teachers understand such habits and behaviors, they will understand each student well.

## **2.2 Documents Concerning External Factors**

- 1) Good Relationship Between the Teachers and the Students
- 2) Good Relationship Between the Student and Friends
- 3) Class Atmosphere

### **1) Good Relationship Between the Teachers and the Students**

Definition of Good Relationship Between the Teachers and the Students  
Beside the aforementioned internal factors, the external factors concerning good relationship between the teachers and the students is also important. A warm atmosphere can lead to success in studying and teaching, and bring about the academic achievement in music skill learning of western musical instruments.

Penmanee Kantawong (1980: 52) says that if the teacher believes that the relationship between the teacher and the student is not only meeting and teaching the subject in the class, creating a good relationship will stimulate the student's reliance and readiness to ask for advice on solving problems and improving themselves for the studies.

Siriboon Saikosum (1999: 250) says that positive relationship between the

teacher and the student is very important. The teacher's positive feeling toward the student makes the student proud of themselves.

Amphorn Jenraphaphong (1985: 38-39) gives suggestions on good relationship between the teacher and the student as follows.

1. The teacher contributes to enhancing the student's progress in all aspects. The teacher's personality and mental health affect the student's mental health. Thus, the teacher should develop himself to have good mental health and be able to control his emotions and express himself properly.

2. The adviser teacher should create or improve good relationship with the student. This can be done by expressing love and care, accepting the student's feelings, accepting the student's opinions, not being bias, having good intention, sympathizing with the student, being close to and friendly with the student, admiring the student whenever they do well, punishing the student reasonably, being fair and providing advice for the student, knowing what's right or wrong. The good relationship makes the student love and rely on the teacher, want to go to school, to talk with the teacher and to consult with the teacher in time of problems or happiness.

3. The teachers should pay attention to the students in term of the following things.

- 3.1 The teacher should know well the personal background and the ability of the student under his care by observing the student's behaviors each day.

- 3.2 The teacher should understand and accept the student's abilities, which are different from others'. The teacher must understand the student's behaviors expressed and the cause of such behaviors to find proper solution.

- 3.3 The teacher should be sensitive to the student's actions or behaviors to understand what the student wants, e.g. wanting to interest the teacher or friends, or wanting to express the distressed feeling.

- 3.4 The teacher should be alert and active to create relationship with students one by one and in small groups to respond to students' requirements.

In conclusion relationship between the teachers and the students means how the teachers treat the students, which includes love, attention, care. The teacher can help the students solve their problems. The teacher should have justice, accept

students' opinions, be friendly to the students, give advice to the students, always admire students' good behaviors, reasonably punish students.

## **2) Good Relationship Between the Students and Friends**

Definition of good relationship between the students and friends

Relationship between the students and friends is important and serves as a factor that causes good academic achievement. The students must know how to adjust themselves to their friends, understanding himself and others, care for others and help others.

Wallapha Dhebbhasadin Na Ayudhya (1984: 352) says that there are different people in a school, ranging from classmates, seniors, teachers, and others. The student, then have an opportunity to learn skills for creating relationship with related persons. If the student has good relationship with persons in the school, he will feel mentally secure, have ability to adjust himself, feel accepted, and feel free to express opinions. This makes the student happy with his school ages. Watcharee Submee (1982: 226) says that if the relationship with friends fails, the student will feel lonely and distressed.

### **Creating good relationship with friends**

Vijit Awakul (1994: 65-69) says that gaining friends' love and sympathy needs the following things.

1. Breaking the ice
2. Being sincere to friends
3. Avoiding gossiping about friends
4. Not blaming friends
5. Admiring friends where appropriate
6. Always participating in friends' business with willingness
7. Informing friends of things they have responsibility

for or are associated with

8. Listening to friends' opinions
9. Avoiding being superior to friends
10. Being constant
11. Being generous

12. Having meetings with friends occasionally

13. Sympathizing with or helping friends in time of hardship

### **The way to treat friends when working together**

Nopporn Panitchsuk (1979: 68-70) suggests ways to treat friends when working together as follows.

1. Being friendly is a key factor and is required during working together. It is advisable to talk with polite, sweet, delicate words, and to be lively.

2. Harmony in a group or among colleagues occurs when each member has good attitude and feeling to the others, and sees the importance of one another and of the group.

3. Compromise is needed because one member regularly has different ideas from the others'. When working together each member should listen to the others' opinions, put priority on reasons, not emotions, and not have bias.

4. Helping one another where ability and occasion allow is necessary because humans need helps and depend on one another due to the uncertainty of life. It is an important thing that should not be omitted.

5. Members must have freedom in thinking. Expressing opinions while working with others who are different in positions, status or roles may cause monopoly or reluctance to show opinions. This may cause the members to lack freedom in expressing opinions that may be useful to the group. Thus, all members should realize the freedom of each person.

6. Members' sincerity causes helps and assistance. Sincerity is rare today though it is what everyone asks for. We often see jealousy because humans have sins, which are anger, greed, infatuation; this is the cause of less sincerity because people would pretend when being with others. Sincerity, then, is an important key to cooperation.

7. Members should avoid criticizing one another and gossiping. Criticism, or even gossip, is not useful for harmony or cooperation.

8. Members should pay admiration whenever occasions allow. This is needed by everyone. Admiration at one's presence or behind one's back brings encouragement to the one admired.

It can be concluded that relationship between the students and their friends means how one treats to the others to create good relationship with one another, which includes trust, sincerity, care, help, any activity that creates good relationship and friendliness. How the students treat the teachers includes respect, obedience, following the teachers' instructions, finishing the teachers' assignments in time.

### **3) Definition of Class Atmosphere**

Class atmosphere means the students' environment. Good and bad environments affect the music skill learning of western musical instruments. Good study environment makes the study more efficient.

Lawan Polkla (1982: 257-261) divides class atmosphere into 2 categories: material environment and personnel environment.

#### **1. Material environment**

1.1 The size of the classroom should match the number of the students. A crowded classroom makes the teacher and the students uneasy. Students' seats that are too close to one another do not facilitate the student's activities and the teachers' care

1.2 The classroom should have good ventilation. It should be located where the wind can blow through to allow fresh air in, not making the classroom hot and stuffy. If the classroom is not in an air-ventilated location, it should be equipped with electric fans.

1.3 The classroom should be far away from bad smell originators.

1.4 The color of the walls and ceiling should be of light tone that makes the atmosphere fresh and lively.

1.5 The classroom should have enough brightness. If not, electric light should be used. In case of too much brightness that irritates the eyes, curtains or blinds shall be used.

1.6 The classroom should be far away from outside noise because the teacher has to speak louder, which makes the teacher feel tired, annoyed, moody, and the students lose their concentration.

1.7 The blackboard should be smooth, easy to erase, and green, which makes the room brighter and eases the eyes more than the black color.

1.8 Tables and chairs should match the sizes of students' bodies.

1.9 The boards on the back and on the sidewall of the room should be made of sugar cane pulp, and be used for posting students' achievement announcements, interesting articles, special questions.

1.10 Shelves should be placed at the back of the classroom for putting teaching aids and students' works.

1.11 There should be a cupboard for keeping teacher's reference books, or books from students for supplementary reading.

## 2. Personnel environment

The teacher most affects the students' learning and must have good attitude toward all students in the class.

Department of Curriculum and Instruction Development, the Ministry of Education, (1993) formed teaching behaviors for developing the students' learning according to primary and secondary curricula and concluded the factors supporting the efficiency of students' learning into 5 items as follows.

### 1. A quality teacher should have the following behaviors.

#### 1.1 Having responsibility

1.1.1 Being on time at the class

1.1.2 Regularly correcting students' works

1.1.3 Not leaving the class

1.1.4 Not being late

1.1.5 Finishing assignments in time

#### 1.2 Having practice standard

1.2.1 Preparing teaching plan or teaching project for the whole semester or academic year

1.2.2 Following such teaching plan or project

1.2.3 Teaching and dismissing the class according to the schedule

1.2.4 Setting a calendar for the work for the whole semester or academic year

2. Teaching process should be done as follows.

2.1 Teaching efficiently

2.2 Using different teaching techniques

2.3 Using and developing the teaching aids efficiently

3. Class environment management

3.1 The teacher and the student participate in making the classroom clean and beautiful.

3.2 The teacher and the student participate in arranging an extra-curriculum corner.

3.3 The teacher and the student participate in exhibiting students' works.

3.4 The teacher and the student participate in arranging extra-curriculum activities.

3.5 The teacher and the student participate in arranging students' seats in different forms.

3.6 The teacher and the student participate in making the class atmosphere good.

4. Outside environment management

4.1 The teacher and the student participate in making school areas clean, pleasant, beautiful, safe.

4.2 The teacher and the student participate in regularly arranging exhibitions and class boards.

4.3 The teacher and the student participate in arranging activities on important days or in proper occasions.

4.4 The teacher and the student participate in arranging activities for school environment.

4.5 The teacher and the student participate in promoting the use of library.

## 5. The relationship among teachers, parents, and community

5.1 The teacher should have good relationship with the parents and the community.

5.2 The teacher should keep regular contact with the parent to inform them of the students' academic achievement.

5.3 The teacher should use local resources for developing the teaching.

5.4 The teacher should invite the parents to join school's activities.

In conclusion class atmosphere consists of good ventilation, well-lit and clean room without stale smell, or smell from garbage or toilet. The classroom should be quiet without loud noise from the outside. The classroom should not be too crowded and should be painted with light colors.

## 2.2 Related Topics

2.2.1 Skill Learning

2.2.2 Evaluation and assessment

2.2.3 Development of teenager

2.2.4 Pre-college music course, the college of music mahidol

university

### 2.2.1 Skill Learning

Skill means characteristics of behavior that shows the ability to express continuously, or the correlation of the parts of the body, or the thought that responds to problems so actively or correctly that it becomes a habit or becomes automatic (Kamolrat Lasuwong, 1980: 270).

Collins Cobuild defines skill in the Learner's Dictionary that "skill is the knowledge and ability that enables you to do something well" (The University of Birmingham 1996: 1031).

Skill is knowledge in one of the fields of art, together with the ability to utilize such knowledge actively and skillfully (Sathit Wongsuwan, 1982: 256).

It can be concluded that skill is a way to perform a certain thing until it becomes expertise and activeness.

Skill study or skill training can be efficient due to the following methods and factors.

1. The short training duration is better than the longer one because the learners will not get bored and will not lose motive to train the skill. Children especially have much shorter interest than adults.

2. The emphasis should be placed on training small parts first, then move on to the overall part. For example, a basketball training first emphasizes controlling the ball, shooting the ball, defending, then moves on to the rules and the team playing.

3. The emphasis should be placed on the speed before the accuracy. This is because if things can be done fast first, next times will be faster.

4. If the rhythm or the style of the skill learning includes smooth movements of the body parts, skills can be developed faster.

5. Occasional evaluation of the progress in skill learning and the fast feedback to the learners stimulates the motive to train the skills.

6. The training should be as practical as possible. For example, the practice of radio and television fixing is better than the theory on the blackboard.

7. The old skill should be connected to the new one through the transferring learning.

8. The use of intelligence, especially the use of creativity, should be applied to new skill learning methods to make them modern and match oneself (Kamolrat Lasuwong, 1980: 273-274).

### **2.2.2 Evaluation and Assessment**

Evaluation and assessment is the last process for evaluating if the academic achievement is satisfactory or not, comparing with the objectives. There are those who define evaluation and assessment as follows.

Narut Suttajit (1995: 160) says that evaluation means the evaluation of the learner's academic achievement, which is often showed in number. Assessment means the learner's quantitative data. Evaluation plus assessment will show how much or how high the quality is.

Anaekul Krisaeng (1979: 270) says that educational evaluation means the process of considering or judging the academic achievement of the student to see how and which direction the change goes to, or how much it conforms to the objectives of the education management.

Generally, the teacher should inform the students of the objectives of the course. Thus, the students will correctly understand the requirement of the course. Also, the students will know which part is more important or less important. This will make the teaching meet the target (Anan Srisopha, 2001: 4).

Supitchya Theerakul and others (1981: 182-187) suggest guidelines for arranging the environment that supports the teaching as follows.

1. The conditions of the school buildings and classrooms should be proper. For example, the buildings should be in proper direction to allow good ventilation, not being stuffy, noisy. The inside should be decorated beautifully and in order, making the atmosphere cozy, good for the study. The classroom condition should be flexible all the time. The area should be clean. Tables and chairs should be sufficient. The size of the classroom should match the number of the learners. All these contribute to good teaching.

2. Curricula are guidelines the school provides for the students' learning. Good curricula must match educational objectives and each age of the students.

3. Textbooks and lessons are important factors affecting the learning of the students. They are also crucial educational tools. The teacher may manage the lessons by choosing only those useful to the students, appropriate for the age, knowledge, interest, and requirements of the students and the local area.

4. Teaching aids help the students learn better and more easily. The efficient use of teaching aids depends on how appropriately and correctly the teacher uses them for the lessons during such duration.

5. Teaching activities are behaviors that are expressed and create the learning. How good the learning is depends on whether such activities correspond to the set target or not. Good activities should contribute to self-learning. There are many activities the teacher can arrange for the students.

6. Time and opportunity contribute to the efficiency of the study. The teacher must allocate time to make it appropriate and flexible to the lessons. It should not be fixed.

7. Study place may not only mean the classroom but also educational trip. Places, then, contribute to the feeling and the atmosphere of the study. Changing class atmosphere makes the students not get bored, and students' society better. However, the place should not be so noisy that the students cannot concentrate. Also, it should not be too eerie, mysterious, frightening, risky, or near something dangerous or dirty. It must be useful totally to the teaching.

8. To make the teaching efficient, the learners must be ready and interested in studying and accepting the lessons. The teacher must help stimulate the students' readiness for the lessons. Or when the learners are ready, the teacher should give such opportunity to the learners. During the lessons, the teacher must observe behaviors of the learners. If they become worried or anxious, the teacher must help reduce such feelings and try to create an atmosphere where the learners can fully use their abilities.

9. Teacher and teaching method are important factors contributing to good teaching. Foreign educationists and educational researches clearly indicate that no equipment in this world can best replace competent teachers.

### **2.2.3 Development of Teenager**

Development of teenagers aged 15-18 years or in senior high school, Mattayom 4-5-6

The development of those at these ages brings about changes physically and mentally. Their emotions are easy to change. The way they speak or dress often follows friends of the same age. Parents, then, should remain close with them and

advise them to have good friends. Pannee Chuthaijanejit (1995: 260-262) divides teenage development as follows.

### 1. Physical Characteristics

1.1 Most of those at these ages have fully grown. Girls reach their fullest height while some boys can become taller after these ages. Those at these ages have the highest weight and the fullest height.

1.2 Those at these ages begin to have adult characters and are interested in their bodies, obsessed with dressing up. Teachers should give good advice to them.

1.3 They begin to have sexual development. The body's glands have fully grown, making the body change.

1.4 General health is perfect due to sufficient nutrition and rest.

### 2. Social characteristics

2.1 Teenagers tend to follow their group, have more conflicts with adults, have too much craze.

2.2 Teenagers are interested in the opposite sex, think about dating and getting married with those of the same age, and begin to date with older persons.

2.3 Teenagers prepare themselves for having their own family.

### 3. Emotional characteristics

3.1 Teenagers are aggressive, which is a characteristic of changing from childhood to adulthood. Teachers have to understand their behaviors and support the proving of their adulthood by having them do something with ability and expertise.

3.2 Teenagers have more freedom, thereby often having conflicts with the parents, and trying to leave the parents' custody. This causes gaps between the ages. The teachers should sympathize with them and give them good consultation.

3.3 Teenagers tend to dream especially about the futures.

3.4 Teenagers may be highly successful in their future careers. The teachers should be careful when supporting them. The teachers should make them accept the truth that may hurt them in the future.

### 4. Development tasks

4.1 Teenagers are allowed freedom by their parents.

#### 5. Cognitive characteristics

5.1 Teenagers have brain development as almost high as that of adults. However, they lack experience, which makes them unable to use their brains so efficiently.

5.2 Teenagers think about life philosophy, emphasizing norms, customs, religions, and politics. However, they are still confused and cannot make a decision. It is a responsibility of the teacher to open an opportunity for them to discuss things concerning lives.

It can be concluded that teenagers aged 15-18 years, or in the senior high-school level, Mattayom 4-5-6, undergo changes both physically and mentally. They are better responsible for the assignments, love the challenging things, and are greatly affected by the social roles and the environments. Thus, they should receive cares from teachers, parents and friends to make them become good models and youngsters in the future.

#### **2.2.4 Pre-college Music Course, the College of Music Mahidol University**

The project on pre-college music curricula is a new project of the College of Music, Mahidol University, which is responsible for managing musical education in the high-school level, Mattayom 4-5-6. The project started in 2001. On February 21, 2001, Mahidol University Council resolved that the College of Music open music courses in the pre-college levels with the aim to prepare the students for their future music careers.

Course	Pre-College Project
Certificate	Certificate in Music Performance

#### **Course Philosophy**

Music is a course for philosopher. Colleges are responsible for elevating the status of the music course, from a low-class course to one that must be studied by all

philosophers, and making the music course an honorable vocational study. The college must make a person competent and cultivate benevolence into a person, then mold the competent person and the benevolent person into one. This is to put emphasis on having music develop a person's quality so that the person helps to build the country. The college is an institute of people with music competence, a place where good people live in, and a place for performances of those competent in professional, national and international levels.

### **Course Objective**

1. To prepare music education for pre-college students who will move on to college level.
2. To open an opportunity for students who prepare themselves for direct music study.
3. To elevate the quality of music education to a vocational education in both national and international levels.

### **Course Duration**

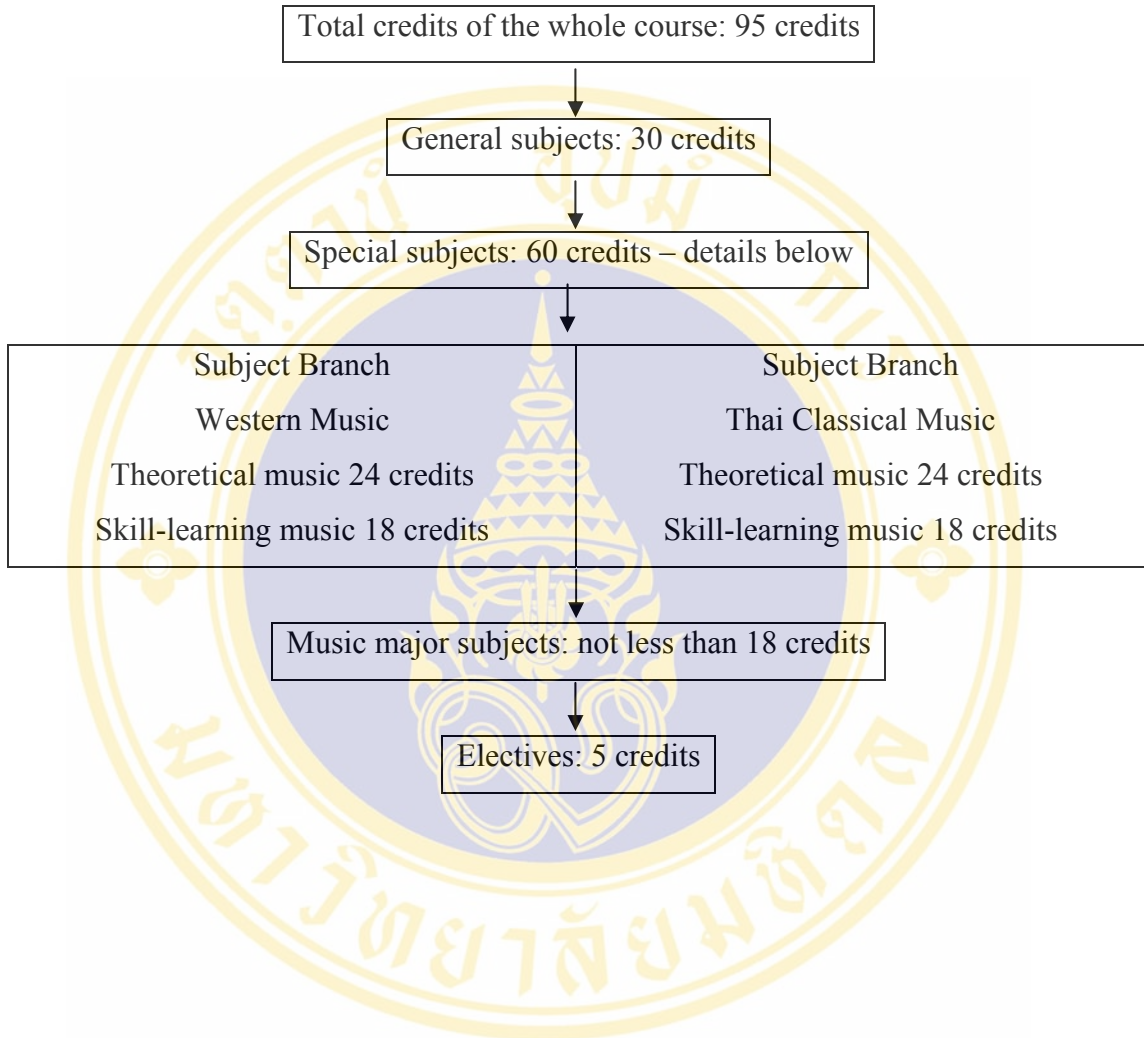
The duration of the whole course last 3 academic years, not more than 4 academic years.

### **Education System**

(1 period = 50 minutes) Within 1 semester, there must be 1 study unit, and 1 subject must contain not less than 15 periods per a semester.

Theoretical subject 1 credit:	2 study periods per week (2-0)
Skill-learning subject 1 credit:	2 study periods per week (0-2)

### Course Structure



**Study Program****1<sup>st</sup> Year**

1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
General Subjects	5.5	General Subjects	6.5
Theoretical Music	6	Theoretical Music	6
Skill-learning Music	3	Skill-learning Music	3
Elective compulsory subjects	2	Elective compulsory subjects	1
Electives	-	Electives	-
Total	16.5	Total	16.5

**2<sup>nd</sup> Year**

1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
General Subjects	5.5	General Subjects	6.5
Theoretical Music	4	Theoretical Music	4
Skill-learning Music	3	Skill-learning Music	3
Elective compulsory subjects	2	Elective compulsory subjects	1
Electives	1	Electives	1
Total	15.5	Total	15.5

**3<sup>rd</sup> Year**

1 <sup>st</sup> Semester	Credits	2 <sup>nd</sup> Semester	Credits
General Subjects	3.5	General Subjects	2.5
Theoretical Music	2	Theoretical Music	2
Skill-learning Music	3	Skill-learning Music	3
Elective compulsory subjects	6	Elective compulsory subjects	6
Electives	1	Electives	1
Total	15.5	Total	14.5

### Symbolic Academic Results

#### 1. Symbols with fixed point

The academic result of each subject may be showed through symbols with fixed point as follows.

Symbols	Fixed Point	Definition
A	4.00	Very Good
B+	3.50	Good
B	3.00	Good
C+	2.50	Fair
C	2.00	Fair
D+	1.50	Poor
D	1.00	Poor
F	0.00	Fall

#### 2. Symbols without fixed point

The academic result of each subject may be showed through symbols with definitions as follows.

Symbol	Definition
S	Satisfactory
U	Unsatisfactory
I	Incomplete
P	In Progress
W	Withdraw
AU	Audit
X	No Report

### Student Qualification

Applicants must be studying in or have graduated from the junior high school level, or equivalent, of valid institutes either local or foreign.

### **Buildings, Tools and Equipment**

All subject branches open at the College of Music will be taught at the College of Music, Mahidol University, Salaya Campus, Budhamonthon, Nakhonpathom Province. The college comprises practicing rooms, a big concert hall, rooms for single practice, lecture rooms. As for specific subjects, the college has prepared musical instruments sufficiently for the teaching.

### **Library**

Mahidol University has the Central Library for studies and researches of general subjects. As for music subjects, the students can study and do researches at Dhebbharat Music Library, which is located on the 3<sup>rd</sup> floor, Central Library, Mahidol University, Salaya Campus, and the library of the Institute of Language and Culture for Rural Development. Also, the College of Music has a library situated on G floor and a 3-storied music library, which is under construction at the College of Music, Mahidol University, Salaya Campus.

### **Cost and Expense**

1. The whole course costs 198,000 Baht. Total credits of the whole course are 95, costing 95,000 Baht.
2. The fee for each skill-learning subject is 6,000 Baht, totally 6 subjects costing 36,000 Baht.
3. Tuition fee is 10,000 Baht per a semester, totally 60,000 baht per 3 years.
4. First registration fee is 3,000 Baht.
5. Damage insurance costs 4,000 Baht.

### **3. Researches concerning factors associated with academic**

Rumphaitip Theerawiti (1971) studied the relation between the achievement motive and the academic achievement. Population sample was a group of 240 freshmen, 120 males and 120 females. The questionnaire measuring the achievement motive was that of Hewbert J. M. Hermans. The academic achievement was considered from G.P.A., result of research on the achievement motive and the academic achievement at the significant level of .01.

Roongsolos Sittivet (1991) studied the relation between the achievement motive and the self-practice upon the sublime states of mind (loving kindness, compassion, sympathy, and equanimity) of students of the Faculty of Education,

Srinakharinwirot University, Prasarnmitr Campus. She compared the achievement motive and the self-practice upon the sublime states of mind, with the variables of sexes, education levels, academic achievement, and the occupations of the parents. It was found that students whose parents had different occupations did not have different achievement motive. Students who had high and middle academic achievements were stricter about the sublime states of mind than those of low academic achievements. Students whose parents had different occupations were not different in term of the practice upon the sublime states of mind. From the research samples and documents referred, it can be said that those with higher achievement motive will have higher potential to succeed than those with lower achievement motive have.

Moragot Sriyasa-ngan (2002) studied the variables related to the achievement motive for the study of Thai classical music and dance of students in Prathom 5, St. Joseph Convent, Bangkok. The studied variables were study habit, academic achievement of Thai classical music and dance, family's economic status, relationship between the teachers and the students, relationship between the students and friends. The sample group comprised 295 students. The statistics used for collecting data was the Pearson product moment correlation coefficient. The research revealed that the variables, namely the study habits, the relationship between the students and families, the class atmosphere, the relationship between the teachers and the students and the relationship between the students and friends had positive relation with the achievement motive for the study of Thai classical music and dance, at the significant statistic level of .05.

Roy Thomas Maxwell (1962: 1146-1147) studied the relation between the achievement motive and the academic achievement of 359 grade-7 students, 164 males and 195 females. The tools used were TAT and California Achievement Tests Battery. He study revealed that there was a positive significant relation between the achievement motive and the academic achievement.

Russell (1969: 263-266) did a research on the achievement motive and the academic achievement of grade-9 students, using the California Achievement Test.

The research revealed that there was a positive significance between the achievement motive and the academic achievement.

The aforementioned researches concern the relation between the achievement motive and the academic achievement. They were done on different sample groups and used different tests of achievement motive. However, the major parts of the results show that the achievement motive and the academic achievement are related to each other.

Amphorn Janephraphong (1985) studied the relation among the relationship of adviser teachers and students, students' mental health and academic achievement of Prathom 6 students in Bangkok. The research revealed that the relationship of adviser teachers and students and students' mental health had positive relation with statistic significance. The mental health and the academic achievement of Prathom 6 students had positive relation with statistic significance.

Thaweesilp Sarasaen (2000) studied the relation of environmental factors of classroom study, the teachers and students' satisfaction in high schools. The showed that the relation of environmental factors of classroom study was positive with statistic significance. As for the teachers and students' satisfaction in high schools, the study revealed that the relation was positive with statistic significance.

## CHAPTER 3

### METHODOLOGY

Doing a research on factors related to academic achievement of music skill learning of western musical instruments of pre-college students (Mattayom 4-5-6) Mahidol University, during the 1<sup>st</sup> semester of the academic year of 2004. This was because in the 2004 semester, the College of Music was well equipped with buildings, study places, practice places, teaching aids like musical instruments, and full of highly qualified teachers. This made the College of Music better prepared in many aspects than what it had been during the past semesters. Thus, the researcher was interested in studying internal and external factors affecting the academic achievement of music skill learning of western musical instruments of the students. The research is a quantitative one, with research 6 steps as follows.

#### 3.1 Data Source

##### Sampling

The sampling of the research was a group 125 pre-college students (Mattayom 4-5-6) at the College of Music, Mahidol University, during the 1<sup>st</sup> semester of the academic year of 2004.

1.	Mattayom 4/1	27 students
2.	Mattayom 4/2	27 students
3.	Mattayom 5	35 student
4.	Mattayom 6	36 students

**Pre-college students, 1<sup>st</sup> Semester/2004**

Table showing the number of students who play western musical instruments, categorizing into major instruments

Subject Branch	Sex	M4/1	M4/2	M5	M6	Students not completing M6	Total
Western music	Male	20	19	25	22	2	86
Western music	Female	7	8	10	14	1	39

**Table** showing the number of pre-college students who play western musical instruments, categorizing into major instruments

Instrument	M4/1	M4/2	M5	M6	Students not completing M6	Total
Piano	5	7	7	10	1	29
Guitar	5	6	13	8	2	32
Voice	1	1	-	1	-	3
Violin	1	1	1	3	-	6
Viola	1	1	-	-	-	2
Cello	3	-	-	1	-	4
Double Bass	-	-	-	2	-	2
Oboe	-	1	-	1	-	2
Flute	1	1	1	1	-	4
Clarinet	1	1	3	1	-	6
Saxophone	4	3	4	3	-	14
Trumpet	1	-	3	4	-	8
Trombone	3	3	2	-	-	8
Euphonium	1	1	1	-	-	3
Tuba	-	1	-	-	-	1
Percussion	-	-	-	1	-	1
Total	27	27	35	36	3	125

As for the target group of the research, the researcher was interested in studying students in Mattayom 4-5-6, at College of Music, Mahidol University. College of Music, was well equipped with buildings, study places, practice places, teaching aids like musical instruments, and full of highly qualified teachers. This made the College of Music better prepared in many aspects than what it had been during the past semesters. Thus, the researcher was interested in studying internal and external factors affecting the academic achievement of music skill learning of western musical instruments of the students. This was because external factors and internal factors, then, greatly affect musical achievement of the students. Thus, there should be researches in this regard.

### 3.2 Tool Creating Method

Questionnaire creating method is based on the researcher's studies of documents and questionnaires concerning internal and external factors. The researcher created each part of the questionnaire in conformity with factors as follows.

Internal factors:      study habit  
                                 ambition  
                                 enthusiasm for the study  
                                 self-responsibility

External factors:      relationship between the teachers and the students  
                                 relationship between the students and their friends  
                                 class atmosphere

Later, the researcher presented the questionnaire to the committee for corrective actions. After that, the researcher improved and corrected the questionnaire, and then tested its reliability.

#### **The researcher tested the questionnaire's reliability in the following steps.**

1. The researcher brought the letter from the Graduate School to the College of Performing Arts to request an adviser teacher's permission and help to have students there answer the questionnaire to test 30 questionnaires' reliability.

2. The researcher brought the questionnaire to the students of the College of Performing Arts to have them answer. The researcher collected the data by herself.

3. The researcher analyzed the questionnaire's reliability through the alpha coefficient of Kronbach. The researcher, then, used it to collect data at the College of Music.

**Internal factors:**

Study habit tested the questionnaire's reliability .75

Ambition tested the questionnaire's reliability .76

Enthusiasm for the study tested the questionnaire's reliability .87

Self-responsibility tested the questionnaire's reliability .81

**External factors:**

Relationship between the teachers and the students tested the questionnaire's reliability .86

Relationship between the students and their friends tested the questionnaire's reliability .68

Class atmosphere tested the questionnaire's reliability .82

4. Questionnaire correcting experts are as follows.

**Music Group**

1. Assoc. Prof. Orawan Banchongsilpa (Mahidol University)
2. Assoc.Prof. Dr.Nopanand Chanorathaikul (Mahidol University)

**Psychology Group**

1. Assoc. Prof. Narongchai Pidokrajt (Mahidol University)
2. Assoc. Prof. Orawan Buachongsilpa (Mahidol University)

**Evaluation and Assessment Group**

1. Assoc. Prof. Dr. Supavan Phlainoi (Mahidol University)
2. Assist.Prof. Sakchai Hirunrak (Mahidol University)

**3.3 Data Collecting Method**

1. The researcher brought the letter from the Graduate School to the college to request adviser teachers' permission and help to have pre-college students at

Mattayom 4-5-6 of the College of Music, Mahidol University, fill out the questionnaire.

2. The researcher collected the data with 125 questionnaires by myself.
3. The researcher analyzed the data statistically.

### 3.4 Tool Creating and Quality Testing Method

#### Tool for study

##### Part 3 Research tool

The study tool was a questionnaire concerning factors related to the academic achievement in music skill learning of western musical instruments, divided into 3 parts as follows.

**Part 1** The questionnaire on personal data of the students at Mattayom 4-5-6.

**Part 2** The questionnaire concerning internal factors

- 2.1 The questionnaire on study habit
- 2.2 The questionnaire on ambition
- 2.3 The questionnaire on study enthusiasm
- 2.4 The questionnaire on self-responsibility

**Part 3** The questionnaire concerning external factors

- 3.1 The questionnaire on relationship between the teachers and the students
- 3.2 The questionnaire on relationship between the students and their friends
- 3.3 The questionnaire on class atmosphere

**Part 1** Example of questionnaire on students' personal data

**Instruction** These questions are about the student's personal data. Please mark ✓ in the box provided, only one mark for each question.

Item No.	Statement
X	Sex <input type="checkbox"/> Female <input type="checkbox"/> Male

**Part 2** The questionnaire concerning internal factors, divided as follows:

- 2.1 The questionnaire on study habit
- 2.2 The questionnaire on ambition
- 2.3 The questionnaire on study enthusiasm
- 2.4 The questionnaire on self-responsibility

### 2.1 Example of questionnaire on study habit

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question.

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	I practice music regularly everyday.					
XX	I practice music long before the class starts.					

### 2.2 Example of questionnaire on ambition

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question.

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	I enjoy difficult lessons and songs.					
XX	I love to have examination.					

### 2.3 Example of questionnaire on enthusiasm

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question.

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	<b>Enthusiasm</b> If the teacher assigns me any song, I will practice the song at once.					
XX	I have high responsibility.					

## 2.4 Example of questionnaire on self-responsibility

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question.

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	<b>Self-responsibility</b> I will practice soon after the teacher gives me any assignments.					
XX	If I get bored at practicing a song, I will stop practicing the song at once.					

### Part 3 The questionnaire concerning external factors, divided as follows:

- 3.1 The questionnaire on relationship between the teachers and the students
- 3.2 The questionnaire on relationship between the students and their friends
- 3.3 The questionnaire on class atmosphere

#### 3.1 Example of questionnaire on relationship between the teachers and the students

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question. 8

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	The teacher gives advice well on the practice of a song.					
XX	The teacher pays attention to all students equally.					

### 3.2 Example of questionnaire on relationship between the teachers and the students

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question.

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	When I cannot understand how to practice a song, my friends help explain it to me.					
XX	My friends never gossip about me behind my back.					

### 3.3 Example of Questionnaire on Class Atmosphere

**Instruction** Please read the questions and mark ✓ in the space on your right, only one mark for each question.

Item No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
X	The classroom is clean and tidy.					
XX	The classroom is too small.					

**All questionnaires ask students' opinions, the answer of which is divided into 5 levels as follows.**

“Strongly agree” means the statement best responds to the truth.

“Agree” means the statement moderately responds to the truth.

“Neutral” means the statement sometimes responds but sometimes does not respond to the truth.

“Disagree” means the statement only little responds to the truth.

“Strongly disagree means the statement least responds to the truth.

**All questionnaires use the following scoring criteria.**

## 1. Positive statements use the following scoring.

“Strongly agree” scores 5 points.

“Agree” scores 4 points.

“Neutral” scores 3 points.

“Disagree” scores 2 points.

“Strongly disagree” scores 1 point.

## 2. Negative statements use the following scoring.

“Strongly agree” scores 1 points.

“Agree” scores 2 points.

“Neutral” scores 3 points.

“Disagree” scores 4 points.

“Strongly disagree” scores 5 point.

**3.5 Statistics for Analyzing Data and Statistics for Testing Hypothesis**

## 1. Basic statistics involved percentage, mean, standard deviation.

For the research of standard deviation use the defining criteria of Wichian Gatesingha (1995: 9), which is as follows.

The average of 3.67-5.00 means the evaluation is satisfactory.

The average of 2.34-3.66 means the evaluation is neutral.

The average of 1.00-2.33 means the evaluation is unsatisfactory.

2. Statistics used for analyzing the quality of the tools involved the questionnaire’s reliability value through the alpha coefficient of Kronbach.

3. Statistics used for testing the hypothesis on factors related to the academic achievement in music skill learning of western musical instruments was the Chi-square statistics at the reliability value of 95%.

## CHAPTER 4

### DATA ANALYSIS

The research is aimed at studying factors related to academic achievement in music skill learning of western musical instruments of pre-college students (Mattayom 4-5-6) at the College of Music, Mahidol University. The researcher analyzed and processed data from 122 of 125 sets of questionnaire, equaling 97.6%, through the software program SPSS/PC based on chi-square analysis.

#### Symbols used in data analysis

The researcher used the following characters to symbolize the data analysis.

$\bar{X}$  = Mean

S.D. = Standard deviation

n = Sample group

X1 = Study habit

X2 = Ambition

X3 = Enthusiasm

X4 = Self-responsibility

X5 = Relationship between the teacher and the student

X6	=	Relationship between the student and friends
X7	=	Class atmosphere
Y	=	Academic achievement in music skill learning of western musical instruments

#### 4.1 Result of Data Analysis

In this study, the researcher presented the result of data analysis in the following order.

4.1.1 Analyzing basic data to know the characteristics of the sample group through mean and standard deviation of the internal and the external factors.

4.1.2 Analyzing factors related to academic achievement in music skill learning of western musical instruments through chi-square analysis.

#### 4.2 Presentation of Data Analysis Result

In this research, the researcher presented the result of the study in the following order.

**Part 1:** showing the number and the percentage of students in Mattayom 4-5-6, categorized into classes.

**Part 2:** showing academic achievement students in Mattayom 4-5-6, categorized into classes.

**Part 3:** calculating mean and standard deviation of the internal and the external factors.

##### **Internal factors:**

1. Showing mean and standard deviation of study habit of students in Mattayom 4-5-6.

2. Showing mean and standard deviation of ambition of students in Mattayom 4-5-6.

3. Showing mean and standard deviation of enthusiasm of students in Mattayom 4-5-6.

4. Showing mean and standard deviation of self-responsibility of students in Mattayom 4-5-6.

**External factors:**

5. Showing mean and standard deviation of teacher-student relationship of the students in Mattayom 4-5-6.

6. Showing mean and standard deviation of student-friend relationship of the students in Mattayom 4-5-6.

7. Showing mean and standard deviation of class atmosphere of the students in Mattayom 4-5-6.

**Part 4:** analyzing relation between the internal/external factor and the academic achievement in musical skill learning of western musical instruments. The statistics used was chi-square.

**Internal factors:**

1. Analyzing study habit and academic achievement
2. Analyzing ambition and academic achievement
3. Analyzing enthusiasm and academic achievement
4. Analyzing self-responsibility and academic achievement

**External factors:**

5. Analyzing teacher-student relationship and academic achievement
6. Analyzing student-friend relationship and academic achievement
7. Analyzing class atmosphere and academic achievement

**Study Result**

The researcher summarized basic data of the 122 students in Mattayom 4-5-6. Such data concerned the number of students in Mattayom 4-5-6, the number in percentage, and the academic achievement of students in Mattayom 4-5-6 categorized

into classes. The data collected can be used to summarize characteristics of the students in the following table.

**4.3 Part 1: The number and the percentage of students in Mattayom 4-5-6, as analyzed in the following table**

**Table 1:** The number and the percentage of students in Mattayom 4-5-6 in western music section categorized into classes

Variables	Levels of variables	The number	The percentage
Classes	M 4/1	27	22.1
	M 4/2	27	22.1
	M 5	34	27.9
	M 6	34	27.9
Total		122	100

From table 1, reveals that the percentage of students in Mattayom 4/1 is 22.1, Mattayom 4/2 22.1, Mattayom 5 27.9, Mattayom 6 27.9. The number of students in Mattayom 5 and 6 is highest.

#### 4.4 Part 2: The academic achievement of students in Mattayom 4-5-6 categorized in classes

**Table 2:** Academic achievement of students in Mattayom 4-5-6 categorized in classes

Class/Grade	0	1.5	2	2.5	3	3.5	4	Total
M.4/1	-	1	-	1	3	11	11	27
M.4/2	-	-	-	-	12	6	9	27
M.5	1	-	-	1	10	10	12	34
M.6	1	-	1	2	7	10	13	34
<b>Total</b>	2	1	1	4	32	37	45	122

From table 2, the overview of the students' basic data, which is academic achievement of students in Mattayom 4-5-6, shows that the number of students receiving grade 4 is highest, 45 students. Next below is the number of students receiving grade 3.5, 37 students. Therefore, the number of students receiving grade 4 and 3.5 is highest. However, with consideration to the lowest academic achievement, it is found that the number of students receiving grade 0 in Mattayom 4 and 5 is 2. One student in Mattayom 4/1 received grade 1.5, and one in Mattayom 6 grade 2.

#### 4.5 Part3:Calculating mean and standard deviation of scores from the questionnaire

**Table 3:** Mean and standard deviation of scores from the questionnaire on study habit of students in Mattayom 4-5-6

Study Habit	Mean	S.D
<b>Study planning</b>	3.13	1.01
1. I set the studying schedule everyday.		
2. I practice playing the music as planned.	3.61	1.04
3. I usually practice playing the music in order to play it smoothly before attending the class.	3.76	0.86
4. When I know about the examination, I do not immediately prepare myself for it.	3.37	1.27
5. I will make a clear understanding about what I have to play before go practicing it.	3.42	1.05
6. I try to finish my practice at school so that I do not have to do it again at home	3.33	1.35
<b>Self preparation before the class</b>	3.49	1.00
7. I spend a lot of time practicing before the class.		
8. I recall every explanation in the music before the class.	3.22	0.99
9. I try to finish my homework everyday before the class.	3.34	1.16
10. When it is time for the class, I am always so sleepy or bored that I do not want to attend it.	3.75	1.23
TOTAL	3.44	1.09

From table 3, reveals that overall mean of study habit of students in Mattayom 4-5-6 is 3.44, signifying medium level. The mean of students who practice for their fluency in music performance is highest at 3.76. It is also found that mean of daily preparation of study schedule is lowest at 3.13.

**Table 4:** Mean and standard deviation of scores from the questionnaire on study ambition of students in Mattayom 4-5-6

<b>Ambition in studying</b>	<b>Mean</b>	<b>S.D</b>
<b>Ambition in studying</b>		
1. In studying the western musical instruments, I aim to get good grades and try to accomplish that goal.	4.11	1.03
2. I do not enjoy difficult lessons or music.	3.50	1.20
3. I want to be good at playing the western musical instruments so that I will further my study in higher levels.	4.46	0.82
4. I always think that someday I will be a very famous musician of the country.	3.70	1.24
5. I usually compare my own grades in order to improve myself.	3.84	1.09
6. I do not like examinations.	3.21	1.22
7. I believe that having good grades is one of the successes in life.	3.31	1.29
8. I want to succeed in studying the western musical instrument course.	4.25	1.00
9. When studying with my friends who can play the music very well, I do not like to compete with them.	3.40	1.28
10. I believe that competitions encourage better study.	3.07	1.40
TOTAL	3.68	1.14

From table 4, shows that overall mean of ambition of students in Mattayom 4-5-6 is 3.68, signifying satisfactory level. Mean of students who want good academic records for the sake of higher education is highest at 4.46. Next below is mean of students who want to achieve high scores as determined, which is 4.11. Mean of students who believe that competition brings better academic achievement is lowest at 3.07.

**Table 5:** Mean and standard deviation of scores from the questionnaire on study enthusiasm of students in Mattayom 4-5-6

<b>Enthusiasm in studying</b>	<b>Mean</b>	<b>S.D</b>
<b>Enthusiasm in studying</b>		
1.If the teacher assigns me any song, I will practice the song at once.	3.75	0.93
2. I study the western musical instruments with pleasure rather than boredom.	4.01	0.90
3. I seriously practice to accomplish my goal.	3.89	0.85
4. I always love to read articles concerning music.	3.27	1.17
5. While studying the western musical instrument, I pay attention to what the teacher says all the time.	4.14	0.93
6. I regularly practice playing the music in my spare time.	3.53	0.92
7. Although I am disturbed, I am able to keep on practicing.	3.14	1.02
8. If the teacher complains about my practice, I will improve myself.	4.07	0.92
9. I feel excited, enjoyed and challenged when I learn something difficult.	3.83	1.19
10. I want more time to study the western musical instrument course.	4.19	1.03
TOTAL	3.78	0.99

From table 5, finds that overall mean of enthusiasm of students in Mattayom 4-5-6 is 3.78, signifying satisfactory level. Mean of the need for more study hours is highest at 4.19. Next below is paying attention to the teacher while studying, which is 4.14. Also, mean of ability to continue practicing despite annoyances is 3.14.

**Table 6:** Mean and standard deviation of scores from the questionnaire on study Self-responsibility of students in Mattayom 4-5-6

<b>Self-responsibility</b>	<b>Mean</b>	<b>S.D</b>
<b>Self-responsibility</b>		
1. I will practice soon after the teacher gives me any assignments.	3.66	0.88
2. If there is a musical instrument class tomorrow, I will practice before going out with my friends.	3.46	1.08
3. I have never been absent from the class, if not necessary.	4.32	0.97
4. If I think that I still do not play well enough and not achieve my goal, I will continue practicing.	4.11	0.86
5. If the teacher complains about my practice, I will ignore it.	3.89	1.31
6. Although I am disturbed, I am able to keep on practicing.	3.11	1.06
7. I pay my attention to the class all the time.	3.90	1.00
8. I will practice only when I want to or when I feel like doing it.	2.67	1.17
9. If the music is difficult, I will keep on practicing and let it go when I can play it well.	3.74	0.91
10. When the teacher asks me about the subject in class, I usually can not answer.	3.44	1.04
<b>TOTAL</b>	<b>3.63</b>	<b>1.03</b>

From table 6, reveals that overall mean of self-responsibility of students in Mattayom 4-5-6 is 3.63, signifying medium level. Mean of students who do not miss classes if not necessary is highest at 4.32. Next below is mean of students who still keep practicing if not reaching the goal, which is 4.11. Mean of students who practice music when feeling like doing so is 2.67, which is lowest.

**Table 7:** Mean and standard deviation of scores from the questionnaire on study teachers and the students of the students in Mattayom 4-5-6

<b>Teachers and the Students</b>	<b>Mean</b>	<b>S.D</b>
1. The teacher shows his/her love and care to me.	4.07	0.93
2. The teacher often threatens me with low points or an F if I do not practice regularly.	3.50	1.51
3. The teacher always listens to the problems the students face when practicing.	4.06	1.05
4. The teacher ignores students when meeting outside the class.	4.16	1.10
5. The teacher praises me when I practice regularly.	3.99	1.03
6. The teacher encourages me to practice harder.	3.84	1.10
7. If I do something wrong, the teacher will punish me reasonably.	3.59	1.17
8. The teacher gives effective advice to me to enhance my skills.	4.34	0.86
9. The teacher pays attention only to students who can play well.	3.61	1.38
10. The teacher is friendly to the students.	4.20	1.02
<b>TOTAL</b>	<b>3.93</b>	<b>1.11</b>

From table 7, it is found that the students in Mattayom 4-5-6 have good level of teacher-student relationship. Mean of teacher providing advice on practicing is highest at 4.34. Next below is mean of teacher showing friendliness, which is 4.20. Mean of teacher threatening to give F if the students do not pay attention is lowest at 3.50.

**Table 8:** Mean and standard deviation of scores from the questionnaire on study student and his/her Friends the Student of students in Mattayom 4-5-6

<b>Student and his/her Friends</b>	<b>Mean</b>	<b>S.D</b>
<b>Sincerity towards friends</b>		
1. My friends are sincere to me.	3.75	0.92
2. I have never envied my friends who are better than me.	3.80	1.12
3. I usually lie to my friends.	4.11	1.05
4. I do not pass the blame on to my friends.	3.52	1.37
5. My friends show their care by reminding me to practice when the examination is near.	3.41	1.10
<b>Caring for each other</b>		
6. My friends express their care when I am sick and absent from the class.	3.57	1.15
<b>Helping each other</b>		
7. I help my friends when they have personal problems	3.89	0.92
8. I help my friends when they forget their Musical instrument.	3.66	0.96
<b>Doing activities together.</b>		
9. My friends and I do musical activities together, with good cooperation.	4.00	1.02
10. My friends and I have never done any activities together.	4.65	3.82
<b>TOTAL</b>	<b>3.83</b>	<b>1.34</b>

From table 8, shows that overall mean of student-friend relationship of students in Mattayom 4-5-6 is 3.83, signifying satisfactory level. Mean of “I’ve never had any musical activity with friends” is highest at 4.65. Mean of “Friends are worried and keep reminding me of the coming exam” is 3.41, which is lowest.

**Table 9:** Mean and standard deviation of scores from the questionnaire on study Class Atmosphere of students in Mattayom 4-5-6

<b>Class Atmosphere</b>	<b>Mean</b>	<b>S.D</b>
1. The classroom is clean and tidy.	3.17	1.07
2. The classroom is airy.	3.66	0.90
3. The classroom is private and peaceful.	2.84	1.38
4. The teacher gives the exact content as in the book.	3.92	0.84
5. The teacher takes care of every student.	3.77	1.04
6. The teacher's voice is loud and clear.	3.94	0.94
7. The class activities go well with the content of the subject.	3.88	1.00
8. The teaching method is interesting.	3.66	1.08
<b>Teaching media</b>		
9. The musical instruments are enough for every student.	3.35	1.23
10. The musical instruments are durable.	3.57	1.00
<b>TOTAL</b>	<b>3.55</b>	<b>1.05</b>

From table 9, reveals that mean of class atmosphere of overall students in Mattayom 4-5-6 is 3.55, signifying medium level. Mean of “Teacher speaks loudly and clearly” is highest at 3.94. Mean of “Classroom provides privacy and tranquility” is 2.84, which is lowest.

#### **4.6 Part 4: Analysis of relation between internal/external factor and academic achievement in music skill learning of western musical instruments, with the use of chi-square**

In this research, the data of the variables do not vary well. Most of students have high academic achievement, thereby limiting the explanation of dependent variables' variability in this research. The researcher set  $X^2$  (chi-square) for finding

the relation, dividing variables into 2 group: independent variables and dependent variables.

Dependent variables are divided into 3 groups with the following criteria.

1. General group 1 (grade 0-3.0): signifying low academic achievement of students Mattayom 4-5-6.

2. General group 2 (grade 3.5): signifying medium academic achievement of students Mattayom 4-5-6.

3. General group 1 (grade 4.0): signifying high academic achievement of students Mattayom 4-5-6

Independent variables or internal factors are divided into 2 groups(appendix D).

Group 1: lower than or equal the mean

Group 2: higher than the mean

#### **Internal factors**

1. Study habit and academic achievement, mean = 34
2. Ambition and academic achievement, mean = 37
3. Enthusiasm and academic achievement, mean = 38
4. Self-responsibility and academic achievement, mean = 36

#### **External factors**

5. Teacher-student relationship and academic achievement, mean = 39
6. Student-friend relationship and academic achievement, mean = 38
7. Class atmosphere and academic achievement, mean = 36

### 1. Student habit

As for study habit, the researcher has set a hypothesis that study habit has relation with academic achievement.

**Table 10:** Relation between study habit and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Study habit</b>	<b>High/ Number (%)</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	14 (25.0)	22 (39.3)	20 (35.7)	56 (100)
Group 2	31 (47.0)	15 (22.7)	20 (30.3)	66 (100)
Total	45 (36.9)	37 (30.3)	40 (32.8)	122 (100)

Value	df	Asymp. Sig (2-sided)
6.974(a)	2	.031

From table 10, the research finds that the study habit of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the study habit in high level of relation with academic achievement of group 2 belongs to 31 students, equaling 47%. The study habit in medium level of relation with academic achievement of group 1 belongs to 22 students, equaling 39.3%. The study habit in low level of relation with academic achievement of group 1 and 2 belongs to the same number of students, which is 20, equaling 35.7% and 30.3% respectively.

## 2. Ambition

As for ambition, the researcher has set a hypothesis that ambition has relation with academic achievement.

**Table 11:** Relation between ambition and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Ambition</b>	<b>High/ Number (%)</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	15 (24.6)	19 (31.1)	27 (44.3)	61 (100)
Group 2	30 (49.2)	18 (29.5)	20 (21.3)	61 (100)
Total	45 (36.9)	37 (30.3)	40 (32.8)	122 (100)

Value	df	Asymp. Sig (2-sided)
9.927(a)	2	.007

From table 11, the research finds that the ambition of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the ambition in high level of relation with academic achievement of group 2 belongs to 30 students, equaling 49.2%. The ambition in medium level of relation with academic achievement of group 1 belongs to 19 students, equaling 31.1%. The ambition in low level of relation with academic achievement of group 1 belongs to 27 students, equaling 44.3%. When the relation between ambition and academic achievement is tested, it is found that the relation exists.

### 3. Enthusiasm

As for enthusiasm, the researcher has set a hypothesis that enthusiasm has relation with academic achievement.

**Table 12:** Relation between enthusiasm and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Enthusiasm</b>	<b>High/ Number (%)</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	12 (20.3)	20 (33.9)	27 (45.8)	59 (100)
Group 2	33 (52.4)	17 (27.0)	13 (20.6)	63 (100)
Total	45 (32.8)	37 (30.3)	45 (36.9)	122 (100)

Value	df	Asymp. Sig (2-sided)
14.828(a)	2	.001

From table 12, the research finds that the enthusiasm of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the enthusiasm in high level of relation with academic achievement of group 2 belongs to 33 students, equaling 52.4%. The enthusiasm in medium level of relation with academic achievement of group 1 belongs to 20 students, equaling 33.9%. The enthusiasm in low level of relation with academic achievement of group 1 belongs to 27 students, equaling 45.8%. When the relation between enthusiasm and academic achievement is tested, it is found that the relation exists.

#### 4. Self-responsibility

As for self-responsibility, the researcher has set a hypothesis that self-responsibility has relation with academic achievement.

**Table 13:** Relation between self-responsibility and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Self-responsibility</b>	<b>High/ Number (%)</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	14 (24.1)	18 (31.0)	26 (44.8)	58 (100)
Group 2	31 (48.4)	19 (29.4)	14 (21.9)	64 (100)
Total	45 (36.9)	37 (30.3)	40 (32.8)	122 (100)

Value	df	Asymp. Sig (2-sided)
9.778(a)	2	.008

From table 13, the research finds that the self-responsibility of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the self-responsibility in high level of relation with academic achievement of group 2 belongs to 31 students, equaling 48.4%. The self-responsibility in medium level of relation with academic achievement of group 2 belongs to 19 students, equaling 29.4%. The enthusiasm in low level of relation with academic achievement of group 1 belongs to 26 students, equaling 44.8%. When the relation between self-responsibility and academic achievement is tested, it is found that the relation exists.

### 5. Relationship between the teachers and the students

As for relationship between the teacher and the student, the researcher has set a hypothesis that relationship between the teacher and the student has relation with academic achievement.

**Table 14:** Relation between relationship between the teachers and the students and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Relationship between the teacher</b>	<b>High/ Number</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	17 (30.4)	15 (26.8)	24 (42.9)	56 (100)
Group 2	28 (42.4)	22 (33.3)	16 (24.2)	66 (100)
Total	45 (36.9)	37 (30.3)	40 (32.8)	122 (100)

Value	df	Asymp. Sig (2-sided)
4.826(a)	2	.090

From table 14, the research finds that the teacher-student relationship of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the teacher-student relationship in high level of relation with academic achievement of group 2 belongs to 28 students, equaling 42.4%. The teacher-student relationship in medium level of relation with academic achievement of group 2 belongs to 22 students, equaling 33.3%. The teacher-student relationship in low level of relation with academic achievement of group 1 belongs to 24 students, equaling 42.9%. When the relation between teacher-student relationship and academic achievement is tested, it is found that the relation does not exist.

## 6. Relationship between the students and friends

As for relationship between the student and friends, the researcher has set a hypothesis that relationship between the student and friends has relation with academic achievement.

**Table 15:** Relation between relationship between the students and friends and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Relationship between student</b>	<b>High/ Number (%)</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	20 (31.3)	19 (29.7)	25 (39.1)	64 (100)
Group 2	25 (43.1)	18 (31.0)	15 (25.9)	58 (100)
Total	45 (36.9)	37 (30.3)	40 (32.8)	122 (100)

Value	df	Asymp. Sig (2-sided)
2.794(a)	2	.247

From table 15, the research finds that the student-friend relationship of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the student-friend relationship in high level of relation with academic achievement of group 2 belongs to 25 students, equaling 43.1%. The student-friend relationship in medium level of relation with academic achievement of group 1 belongs to 19 students, equaling 29.7%. The student-friend relationship in low level of relation with academic achievement of group 1 belongs to 25 students, equaling 39.1%. When the relation between enthusiasm and academic achievement is tested, it is found that the relation does not exist.

### 7. Class atmosphere

As for class atmosphere, the researcher has set a hypothesis that class atmosphere has relation with academic achievement.

**Table 16:** Relation between relationship between class atmosphere and academic achievement

<b>Academic achievement in music skill learning of western musical instruments</b>				
<b>Class atmosphere</b>	<b>High/ Number (%)</b>	<b>Medium/ Number (%)</b>	<b>Low/ Number (%)</b>	<b>Total number (%)</b>
Group 1	20 (30.3)	22 (33.3)	24 (36.4)	66 (100)
Group 2	25 (44.6)	15 (26.8)	16 (28.6)	56 (100)
Total	45 (36.9)	37 (30.3)	40 (32.8)	122 (100)

Value	df	Asymp. Sig (2-sided)
2.67(a)	2	.26

From table 16, the research finds that the class atmosphere of group 2 has a higher level of relation with academic achievement than group 1 does. That is, the class atmosphere in high level of relation with academic achievement of group 2 belongs to 25 students, equaling 44.6%. The class atmosphere in medium level of relation with academic achievement of group 1 belongs to 22 students, equaling 33.3%. The class atmosphere in low level of relation with academic achievement of group 1 belongs to 24 students, equaling 36.4%. When the relation between class atmosphere and academic achievement is tested, it is found that the relation does not exist.

## **CHAPTER 5**

### **SUMMARY, DISCUSSION AND RECOMMENDATION**

The research on factors related to academic achievement in music skill learning of western musical instruments is aimed at studying factors related to academic achievement in music skill learning of western musical instruments. The research is also aimed at considering how the variables of internal and external factors are related to the academic achievement. The variables of internal factors include study habit, ambition, enthusiasm and self-responsibility. The variables of external factors include relationship between the student and friends, relationship between the teacher and the student, and class atmosphere. To answer the research problems, the researcher has sorted research summary and discussion as follows.

- 5.1 Basic data on characteristics of the sample group
- 5.2 Variables related to academic achievement
- 5.3 Variables not related to academic achievement
- 5.4 Discussion
- 5.5 Recommendation

#### **Research Summary**

##### **5.1 Basic data on characteristics of the sample group**

###### **The number and the percentage of students**

It is found that the number of students in Mattayom 5 and 6 is highest, which is 34, equaling 27.9%. The number of students in Mattayom 4/1 and the number of students in Mattayom 4/2 are equal, which are 27, 22.1%.

### **Students' academic achievement**

With students categorized into classes, it is found that the number of students in Mattayom 4-5-6 who got grade 4 is highest, which is 45. Next below are students who got grade 3.5, 37 students. Accordingly, the number of students who got 4 and 3.5 is highest. However, as for the lowest academic achievement, the number of students in Mattayom 4 and 5 who got 0 is 2.

### **Mean and standard deviation**

It is found that mean of overall study habit of students in Mattayom 4-5-6 is 3.44, signifying medium level. Mean of students who practice for their fluency in performance is highest at 3.76. Also, mean of daily preparation of study schedule is lowest at 3.13.

Mean of overall ambition is 3.68, signifying satisfactory level. Mean of students who want good academic records for the sake of higher education is highest at 4.46. Next below is mean of students who want to achieve high scores as determined, which is 4.11. Also, mean of students who believe that competition brings better academic achievement is lowest at 3.07.

Mean of overall enthusiasm is 3.78, signifying satisfactory level. It is found that the need for more study hours receives the highest mean, 4.19. Next below is paying attention to the teacher while studying, which is 4.14. It is also found that mean of ability to continue practicing despite annoyances is 3.14

Overall self-responsibility has the mean at 3.63, signifying medium level. It is found that mean of “never missing the class if not necessary” is highest at 4.32. Next below is mean of “keeping practicing if not reaching the goal”, which is 4.11. It is also found that mean of “practicing music when feeling like doing so” is 2.67, which is lowest.

Overall relationship between the teacher and the student is in satisfactory level. It is found that mean of teacher providing advice on practicing is highest at 4.34. Next below is mean of teacher showing friendliness, which is 4.20. Also it is found that mean of teacher threatening to give F if the students do not pay attention is lowest at 3.50.

Mean of overall relationship between the student and friends is 3.83, which is in satisfactory level. It is found that “I’ve never had any musical activity with friends” is highest at 4.65. Also, mean of “Friends are worried and keep reminding me of the coming exam” is 3.41, which is lowest.

Mean of overall class atmosphere is 3.55, signifying medium level. It is found that mean of teacher speaking loudly and clearly is highest at 3.94. Also mean of classroom providing privacy and tranquility is 2.84, which is lowest.

## **5.2 Variables related to academic achievement**

### **5.2.1 Study habit**

It is found that study habit, with statistic significance, has relation with academic achievement. With consideration to the relation between study habit and academic achievement, the research finds that preparation for practicing music is in satisfactory level ( $\bar{x} = 3.76$ , S.D. = 0.86). Practicing music as planned is in medium level ( $\bar{x} = 3.61$ , S.D. = 1.04). Practicing & reviewing songs long enough before the class is in medium level ( $\bar{x} = 3.49$ , S.D. = 1.00). It can be understood that study habit means student’s actions and behaviors concerning study and has relation with academic achievement.

### **5.2.2 Ambition**

The research finds that ambition has relation with academic achievement with statistic significance. With consideration to the relation between ambition and academic achievement, the study finds that good academic records for the sake of higher education is in satisfactory level ( $\bar{x} = 4.46$ , S.D. = 0.82). The need for academic success is in satisfactory level ( $\bar{x} = 4.25$ , S.D. = 1.00). A must to achieve high scores as expected is in satisfactory level ( $\bar{x} = 4.11$ , S.D. = 1.03). Therefore, ambition is a desire to be successful in study, not getting discouraged by obstacles. It is also a wish to be highly successful in the work; it has relation with academic achievement.

### 5.2.3 Enthusiasm

The research finds that enthusiasm has relation with academic achievement with statistic significance. With consideration to the relation between enthusiasm and academic achievement, it is found that the need for more study hours is in satisfactory level ( $\bar{x} = 4.19$ , S.D. = 1.03). Paying attention to the teacher while studying is in satisfactory level ( $\bar{x} = 4.14$ , S.D. = 0.93). “When getting criticized by the teacher, I improve myself” is in satisfactory level ( $\bar{x} = 4.07$ , S.D. = 0.92). Therefore, enthusiasm, in summary, means paying attention to the study, being diligent, putting mind into study, being fun with the study, being willing and determined to study; it has relation with academic achievement.

### 5.2.4 Self-responsibility

The research finds that self-responsibility has relation with academic achievement with statistic significance. With consideration to the relation between self-responsibility and academic achievement, it is found that “never missing class if not necessary” is in satisfactory level ( $\bar{x} = 4.32$ , S.D. = 0.97). Keeping practicing if not reaching the goal is in satisfactory level ( $\bar{x} = 4.11$ , S.D. = 0.86). Paying attention to the class throughout the period is in satisfactory level ( $\bar{x} = 3.90$ , S.D. = 1.00). Thus, self-responsibility means, in summary, attention and determination to be successful in study; it has relation with academic achievement.

## 5.3 Variables not related to academic achievement

### 5.3.1 Relationship between the teacher and the student

The research finds that the relationship between the teacher and the student does not have relation with academic achievement with statistic significance (details in research discussion).

### 5.3.3 Class atmosphere

The research finds that class atmosphere does not have relation with academic achievement with statistic significance (details in research discussion).

## 5.4 Research discussion

Basic analysis of the research reveals as follows.

1. Study habit has relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6 according to the hypothesis. Study habit is an action and a behavior of a student regarding the study. For example, it can be something concerning study plan for western musical instrument learning, preparation before the class, paying attention to the lesson, being on time for the class, consistency in attending a class. The researcher, as a music learner, music performer, and music teacher, agrees with the result because music study requires good study habit. Music study is a practice subject. Before the class, a student has to be prepared, which means well practicing, has to have a systematic practice plan, and has to practice in a correct way. The student also needs to know his own weakness and strength, and finds ways to improve such weakness. As for practicing, the student must set an aim for seriously and continuously practicing in order to bring about skillfulness and fluency in performing music with higher efficiency. Being on time and paying attention to the class are extremely important. It is a way to train one to be disciplined and on time, and to pay attention to the study. If the student behaves as mentioned, his study habit will lead to higher academic achievement. This opinion conforms to that of PrathanWattanapanich (1986: 5-6), who says that efficient study needs a schedule for regularly practicing each day; one has to follow such schedule and finish an assignment in time.

2. Ambition has relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6 according to the hypothesis. Ambition means a desire to make a study successful without being discouraged by obstacles. It also means a determination to study and be successful. One who has ambition tries very hard, loves difficult lessons, dares difficult tasks, needs to win at a competition, and wants his work to be highly successful. Studying

music really requires effort to study and practice in order to make music study successful. From the researcher's opinion, urging students to have ambition for the study can be done by finding a CD of an artist they like, taking them to a concert of a famous Thai/foreign artist, reading an article in a music magazine to inspire them, or taking them to a music competition. All these things provide benefits for the students, making them have ambition and want to be competent like such artist. Then, it brings about high academic achievement. This conforms to Rattanaporn Wongsaroj (1990: 83-85), who mentions overall characteristics and behaviors, which are composite parts of personality in respect of 5 achievement motives including ambition; they are high expectation, effort to get to a higher status, getting known by pieces of work, need for winning at competition, need for outshining others, need for high success in work, need for progress in work, doing activities regarding competition or challenge.

3. Enthusiasm has relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6 according to the hypothesis. Enthusiasm means attention in study, diligence, putting mind into study, having fun in study, not procrastinating, finishing assignment in time, being determined to efficiently finish the work, having high patience, not getting bored easily, being willing and determined to study and work. The researcher agrees that music study needs diligence, and attention in practice. One more important thing is to love and be happy with study and practice, not to get bored easily. The researcher has an opinion that finding songs that students like and are interested in for the practice may cause higher motive to practice. The students will not get bored but have fun more with practicing such songs than with practicing only songs in the lesson. They will be willing and determined to practice. These conform to Rattanaporn Wongsaroj (1990: 83-85), who mentions overall characteristics and behaviors, which are composite parts of personality in respect of achievement motives including enthusiasm; they are diligence, paying attention, being willing and determined to work, high patience, doing assignment with eagerness – not procrastinating, effort to finish work efficiently, having fun with work, realizing value of time, not getting discouraged by difficult work.

4. Self-responsibility has relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6 according to the hypothesis. Self-responsibility means intention and determination to successfully study, constant self-improvement in study, finishing the work despite getting annoyed while working, being disciplined, taking responsibility for the work done. This conforms to the researcher's opinion that, for music skill learning of western musical instruments, students need to be serious and determined to successfully study and practice. The students must also keep disciplined to themselves to play music fluently and correctly. Responsibility is crucial for higher achievement in the study. This complies with Rattanaporn Wongsaroj (1990: 83-85), who mentions overall characteristics and behaviors that are composite parts of personality in respect of achievement motives including self-responsibility. Such characteristics and behaviors are striving for achievement as for satisfaction, regular self-improvement, finishing the work despite getting annoyed while working, keeping disciplined, taking responsibility for the work done.

5. Relationship between the teacher and the student does not have relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6, which does not conform to the hypothesis. Relationship between the teacher and the student means a way the teacher treats the student, including love, attention, care. The teacher can help the student in time of problem. The teacher is fair and accepts the student's opinions. The teacher is friendly to the student and provides advice for him. The teacher praises the student every time he does well and punishes the student reasonably. According to the researcher's opinion, relationship between the teacher and the student does not have relation with academic achievement maybe because, in music skill learning of western musical instruments, the teacher meets the students for only one period of the music skill learning subject per one week. The rest of the time the students have to practice on their own. This deteriorates the relationship between the teacher and the student since one period is not long at all. Thus, the teacher needs to urgently teach the lesson. Also, the researcher thinks that at College of Music there are many foreign teachers. Some students may not dare speak up and express themselves. There are as well differences

in culture. All these things may weaken the teacher-student relationship and make it not conform to the hypothesis.

6. Relationship between the student and friends does not have relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6, which does not conform to the hypothesis. Relationship between the student and friends means a way to treat the others for good relationship, which includes reliance, sincerity to friends, care for one another, helping one another, doing activities together for good relationship, being friendly to others. According to the researcher's opinion, the relationship between the student and friends does not have relation with academic achievement maybe because students do not study so many subjects together. Each day a student meets friends only during core subjects like mathematics, English, social study, etc. After that, they disperse to practice or to study their own music skill learning subjects. One student may study alone with a teacher while one has to practice in a band with seniors. Most of students do not study only in their classes, deteriorating the relationship between the student and friends. This is different from some schools where students study together all day no matter what the subjects are. Even though they do not study together, they are only divided into groups but still in the same room. In time of an activity, all of them do it together without dispersing to other classrooms. These factors may cause the result not conform to the hypothesis.

7. Class atmosphere does not have relation with academic achievement in music skill learning of western musical instruments of students in Mattayom 4-5-6, which does not conform to the hypothesis. Class atmosphere means a clean and orderly classroom with good ventilation, and light. In a classroom, there should be tranquility, no noise slipping outside. According to the researcher's opinion, class atmosphere does not have relation with academic achievement because the students have an expectation that the College of Music is well prepared in terms of buildings; there are 40 practice rooms, 40 classrooms for solo musical instrument skill learning, music library, record rooms, ensemble practice rooms. The students think that all these things must be available at the college, which makes the students consider them as

normal in their daily life. The students, then, focus on studying and practicing well, and finishing their work with excellent standard. This may cause class atmosphere not to comply with the hypothesis.

## **5.5 Recommendation**

Studying factors related to academic achievement, with analysis on concepts, theories concerned, and data collection, the researcher has recommendation as follows.

### **A. Recommendation on the use of the research's result**

1. Since the variables, namely study habit, ambition, enthusiasm and self-responsibility, have relation with students' academic achievement in music skill learning of western musical instruments, these variables should be regarded as crucial. This is because they are keys to students' learning development, success in study and work, and future conduct of life.

2. Relationship between the teacher and the student, relationship between the student and friends, and class atmosphere do not have relation with academic achievement. From the result, this is because the time when the teacher meets the student is only one period a week. Also, the researcher thinks that there are a lot of foreign teachers at College of Music; some students, therefore, dare not speak up and express themselves. There are as well differences in culture. All these may weaken the teacher-student relationship. As such, these things should be brought to consideration to find why the relation does not occur in order to improve and develop the relationship between the teacher and the student, which shall bring about better academic achievement.

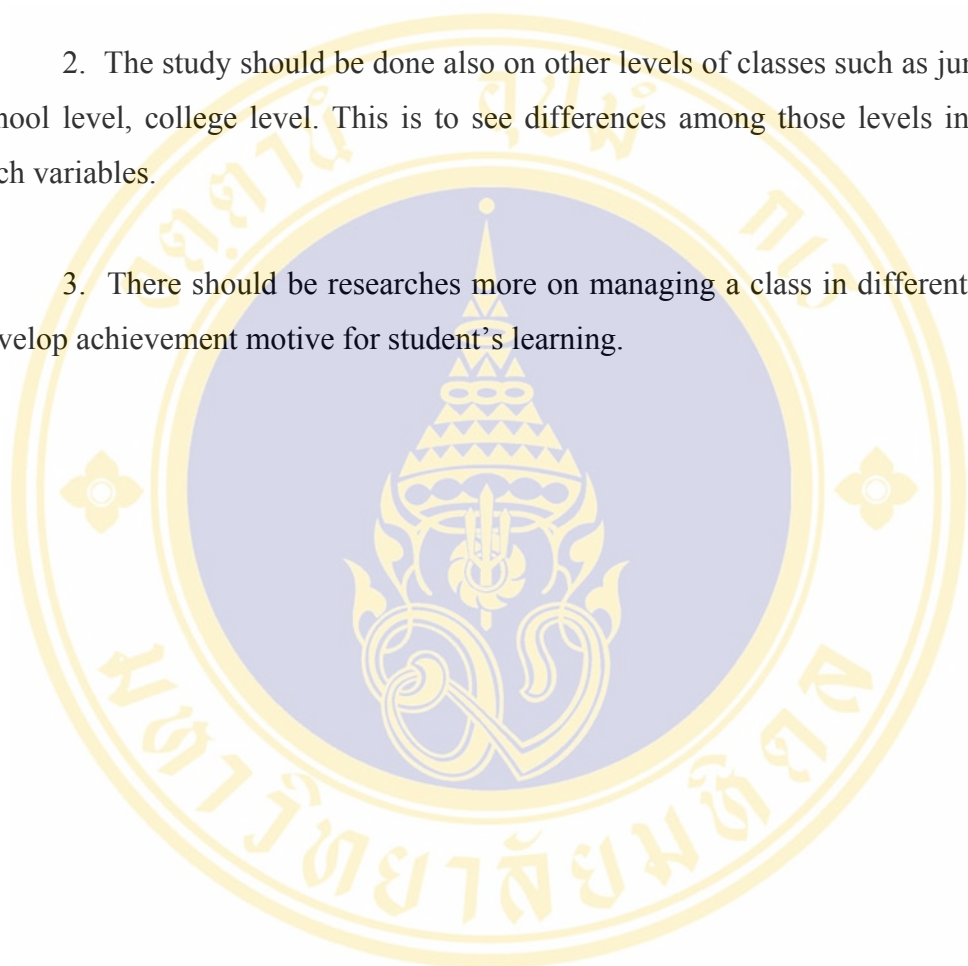
3. The result of the research, the internal and the external factors should be brought to consideration and developed where they are improper for academic institutes, to make them more proper. It is because each academic institute is different from the others. This can benefit the academic circle in Thailand, making academic institutes successful in teaching and working.

**B. Recommendation on research**

1. Other variables of students concerning academic achievement in music skill learning of western musical instruments should be studied. Such variables are, for example, upbringing, economic status, students' attitudes, students' behaviors, etc.

2. The study should be done also on other levels of classes such as junior high school level, college level. This is to see differences among those levels in term of such variables.

3. There should be researches more on managing a class in different ways to develop achievement motive for student's learning.



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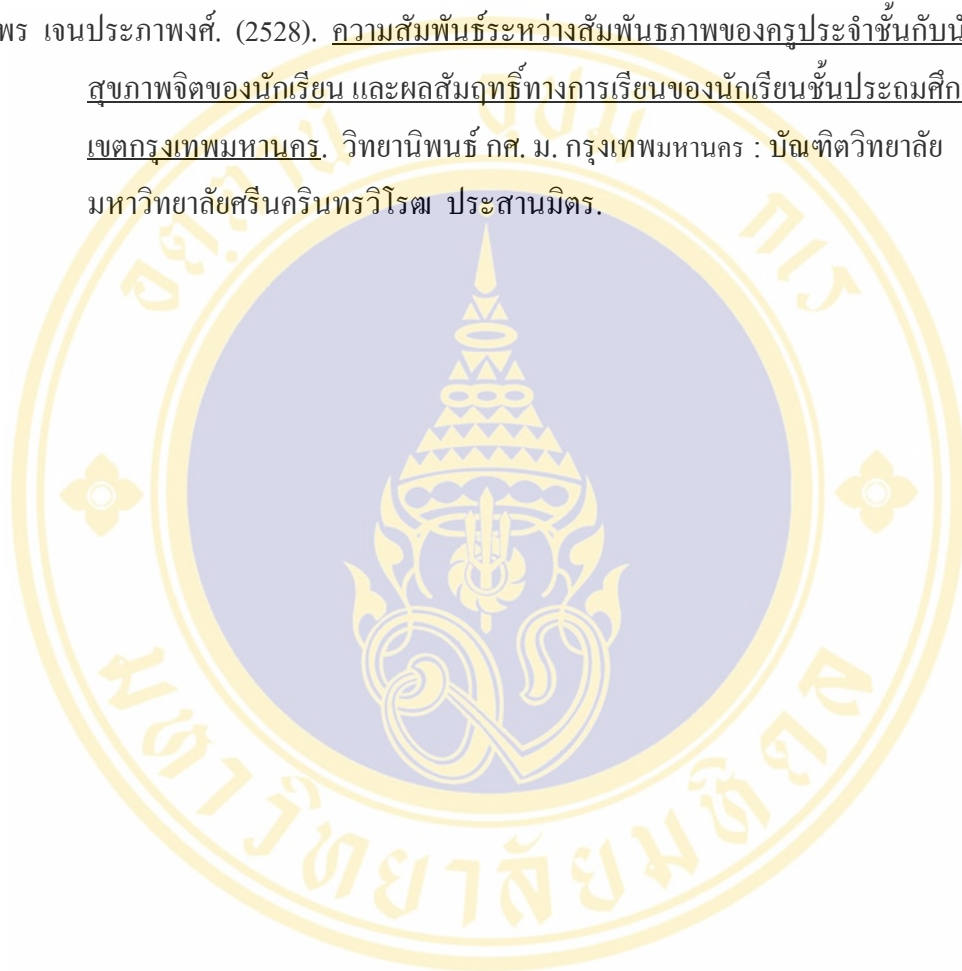
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วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล

25/25 ถนนพุทธมณฑล สาย 4

ศาลายา นครปฐม 73170

30 ธันวาคม 2547

เรื่อง ขอบความอนุเคราะห์ตอบแบบสอบถาม

เรียน อาจารย์ผู้สอนนักเรียนชั้นมัธยมศึกษาปีที่ 4-5-6

ข้าพเจ้านางสาวศศิวิมล ช่างเรียน นักศึกษาระดับปริญญาโท สาขาวิชาดนตรี แขนงวิชา  
ดนตรีศึกษา วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล กำลังดำเนินวิทยานิพนธ์ เรื่อง ปัจจัยที่มี  
ความสัมพันธ์กับผลสัมฤทธิ์ในการเรียนวิชาเครื่องดนตรีปฏิบัติสากล ของนักเรียนชั้นมัธยมศึกษาปีที่  
ที่ 4-5-6 วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล โดยใช้แบบสอบถามเป็นเครื่องมือวิจัย ใน  
การนี้ข้าพเจ้าขอความกรุณาจากอาจารย์ผู้สอน ให้นักเรียนเตรียมอุดมดนตรีกรุณาตอบ  
แบบสอบถามฉบับนี้ทุกข้อ ข้อมูลจากแบบสอบถามของท่านจะเป็นประโยชน์ต่อการวิจัยเพื่อ  
พัฒนาการเรียนการสอนในอนาคตต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่าน และขอขอบพระคุณเป็นอย่างสูงมา ณ โอกาสนี้  
นี้ด้วย

ขอแสดงความนับถือ

ศศิวิมล ช่างเรียน

บัณฑิตศึกษา



ที่ ศษ 0517.31/ 1808

วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล  
25/25 ถ.พุทธมณฑล สาย 4 ต.ศาลายา  
อ.พุทธมณฑล จ.นครปฐม 73170

22 ธันวาคม 2547

เรื่อง ขอความอนุเคราะห์ข้อมูล

เรียน ผู้อำนวยการวิทยาลัยนาฏศิลป์ เขตพระนคร

ด้วย นางสาวศศิวิมล ช่างเรียน นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาคดนตรี แผนกวิชา  
ดนตรีศึกษา วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล ปัจจุบันกำลังทำวิทยานิพนธ์เรื่อง "ปัจจัยที่มีผล  
สัมพันธ์กับผลสัมฤทธิ์ในการเรียนเครื่องดนตรีปฏิบัติสากลของนักเรียนเตรียมอุดมดนตรี ชั้นมัธยมศึกษาปีที่  
4-5-6 วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล"

วิทยาลัย จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ข้อมูลโดยการกรอกแบบสอบถาม ซึ่งกลุ่ม  
เป้าหมายคือนักเรียนชั้นมัธยมศึกษาตอนปลาย ที่มีอายุระหว่าง 15-18 ปี จำนวน 30 คน เพื่อเป็นข้อมูล  
พื้นฐานประกอบการทำวิทยานิพนธ์

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ด้วย จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

(รองศาสตราจารย์สุกรี เจริญสุข)  
ผู้อำนวยการวิทยาลัยดุริยางคศิลป์

วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล  
โทรศัพท์ 0-2800-2525 โทรสาร 0-2800-2530



### บันทึกข้อความ

ส่วนราชการ งานบริการการศึกษา สำนักงานบัณฑิตวิทยาลัย สาขาสาธาณมหาวิทยาลัยมหิดล i+22-311-312  
 ที่ ศธ 0517.02(ศย)/ 1969 วันที่ 30 ธันวาคม พ.ศ. 2547  
 เรื่อง ขออนุมัติผู้ทรงคุณวุฒิตรวจสอบเครื่องมือวิจัย เพื่อประกอบการทำวิทยานิพนธ์

เรียน คณะคณาจารย์และคณาจารย์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล

ด้วย นางสาวศศิวิมล ช่างเรียน นักศึกษาบัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล หลักสูตรปริญญาโท สาขาวิชาดนตรี วิทยาลัยดุริยางคศิลป์ กำลังทำวิทยานิพนธ์เรื่อง “ปัจจัยที่มีความสัมพันธ์กับผลสัมฤทธิ์ในการเรียนเครื่องดนตรีปฏิบัติสากลของนักเรียนเตรียมอุดมดนตรี ชั้นมัธยมศึกษาปีที่ 4-5-6 วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล” อยู่ในความควบคุมของ รศ.อรพรรณ บรรจงศิลป์ ซึ่งในการศึกษาวิจัยครั้งนี้ นักศึกษาได้สร้างแบบสอบถาม เป็นเครื่องมือในการวิจัยและเพื่อให้เครื่องมือวิจัยดังกล่าว มีความเที่ยงตรงตามเนื้อหาและตรงตามวัตถุประสงค์ของการวิจัย บัณฑิตวิทยาลัย จึงใคร่ขอเรียนเชิญ รศ.ดร.ศุภวลัย พลายน้อย เป็นผู้ทรงคุณวุฒิตรวจสอบและแก้ไขปรับปรุงเครื่องมือวิจัย เพื่อให้ให้นักศึกษานำเครื่องมือวิจัยมาปรับปรุงแก้ไขให้เหมาะสมยิ่งขึ้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติด้วย จักขอบพระคุณยิ่ง

(รองศาสตราจารย์ ทพญ.วราภรณ์ ฐิตินันท์)

รองคณบดีฝ่ายบริหาร

รักษาราชการแทนคณบดีบัณฑิตวิทยาลัย

ติดต่อประธานคณะกรรมการควบคุมวิทยานิพนธ์ รศ.อรพรรณ บรรจงศิลป์

โทร. 06-064-8134



**บันทึกข้อความ**

ส่วนราชการ งานบริการการศึกษา สำนักงานบัณฑิตวิทยาลัย สาขาสาธาณ มหาวิทยาลัยมหิดล i+22-311-312

ที่ ศธ 0517.02(ศษ)/ 15.10 วันที่ 30 ธันวาคม พ.ศ. 2547

เรื่อง ขอร้องเชิญตรวจสอบเครื่องมือวิจัย เพื่อประกอบการทำวิทยานิพนธ์

เรียน รศ.ดร.ศุภวัฒน์ พลายน้อย

ด้วย นางสาวศศิวิมล ช่างเรียน นักศึกษามหาวิทยาลัย มหาวิทยาลัยมหิดล หลักสูตรปริญญาโท สาขาวิชาดนตรี วิทยาลัยดุริยางคศิลป์ กำลังทำวิทยานิพนธ์เรื่อง “ปัจจัยที่มีความสัมพันธ์กับผลสัมฤทธิ์ในการเรียนเครื่องดนตรีปฏิบัติสากลของนักเรียนเตรียมอุดมดนตรี ชั้นมัธยมศึกษาปีที่ 4-5-6 วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล” อยู่ในความควบคุมของ รศ.อรุณธรรม บรรจงศิลป์ ซึ่งในการศึกษาวิจัยครั้งนี้ นักศึกษาได้สร้างแบบสอบถาม เป็นเครื่องมือในการวิจัยและเพื่อให้เครื่องมือวิจัยดังกล่าว มีความเที่ยงตรงตามเนื้อหาและตรงตามวัตถุประสงค์ของการวิจัย บัณฑิตวิทยาลัย จึงใคร่ขอร้องเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจสอบและแก้ไขปรับปรุงเครื่องมือวิจัย เพื่อให้ศึกษานำเครื่องมือวิจัยมาปรับปรุงแก้ไขให้เหมาะสมยิ่งขึ้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ตรวจสอบและแก้ไขเครื่องมือวิจัยดังกล่าว ซึ่งนางสาวศศิวิมล ช่างเรียน ได้สร้างขึ้นด้วย จักขอบพระคุณซึ่ง

(รองศาสตราจารย์ ทพญ.วราภรณ์ ฐิตินันทพันธุ์)

รองคณบดีฝ่ายบริหาร

รักษาราชการแทนคณบดีบัณฑิตวิทยาลัย

ติดต่อประธานคณะกรรมการควบคุมวิทยานิพนธ์ รศ.อรุณธรรม บรรจงศิลป์

โทร. 06-064-8134

## แบบสอบถาม

### คำชี้แจงในการตอบแบบสอบถาม

แบบสอบถามชุดนี้เป็นแบบสอบถามที่ใช้ในการวิจัย เรื่องปัจจัยที่มีความสัมพันธ์กับผลสัมฤทธิ์ในการเรียนวิชาเครื่องดนตรีปฏิบัติสากล ของนักเรียนเตรียมอุดมดนตรี ชั้นมัธยมศึกษาปีที่ 4-5-6 วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล แบ่งออกเป็น

**ตอนที่ 1** ข้อมูลส่วนตัวของนักเรียนชั้นมัธยมศึกษา ปีที่ 4-5-6

**ตอนที่ 2** แบบสอบถามด้านปัจจัยภายใน แบ่งเป็นดังนี้

- 2.1 แบบสอบถามด้านนิสัยทางการเรียน
- 2.2 แบบสอบถามด้านความทะเยอทะยาน
- 2.3 แบบสอบถามด้านความกระตือรือร้น
- 2.4 แบบสอบถามด้านความรับผิดชอบต่อตนเอง

**ตอนที่ 3** แบบสอบถามด้านปัจจัยภายนอก แบ่งเป็นดังนี้

- 3.1 แบบสอบถามสัมพันธภาพครูกับนักเรียน
- 3.2 แบบสอบถามสัมพันธภาพระหว่างนักเรียนกับเพื่อน
- 3.3 แบบสอบถามบรรยากาศการเรียนการสอน

แบบสอบถามชุดนี้เป็นแบบสอบถาม เกี่ยวกับความรู้สึกรักคิด และลักษณะนิสัยของนักเรียน ที่เกี่ยวกับการเรียนวิชาเครื่องดนตรีปฏิบัติสากล คำถามในแต่ละข้อนั้นไม่สามารถตัดสินว่าถูกหรือผิด คำตอบที่ได้ ไม่กระทบกระเทือนต่อผลการเรียนของนักเรียน และคำตอบทั้งหมดจะเก็บไว้เป็นความลับ ดังนั้นจึงขอความกรุณานักเรียนตอบแบบสอบถามนี้ให้ตรงกับสภาพความเป็นจริงของนักเรียนให้มากที่สุด และกรุณาตอบให้ครบทุกข้อด้วย

ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถาม

นางสาวศศิวิมล ช่างเรียน  
นักศึกษาระดับปริญญาโท ดนตรีศึกษา  
วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล

**ตอนที่ 1** แบบสอบถามข้อมูลส่วนตัวของนักเรียน

**คำชี้แจง** แบบสอบถามนี้เป็นแบบสอบถามข้อมูลส่วนตัวของนักเรียน ให้นักเรียน ทำเครื่องหมาย

- ✓ ลงในช่อง ที่เหลี่ยม เพียงช่องเดียว

**ตอนที่ 1** ข้อมูลส่วนตัวของนักเรียนชั้นมัธยมศึกษา ปีที่ 4-5-6

1. เพศ

- ชาย
- หญิง

2. กำลังศึกษาอยู่ชั้นมัธยมศึกษา

- ชั้นมัธยมศึกษาปีที่ 4/1
- ชั้นมัธยมศึกษาปีที่ 4/2
- ชั้นมัธยมศึกษาปีที่ 5
- ชั้นมัธยมศึกษาปีที่ 6

2. เครื่องดนตรีปฏิบัติสากลที่นักเรียนเลือกเรียน

- กลุ่มปฏิบัติเครื่องลมไม้ ได้แก่เครื่อง.....
- กลุ่มปฏิบัติเครื่องทองเหลือง ได้แก่เครื่อง.....
- กลุ่มปฏิบัติเครื่องสายสากล ได้แก่เครื่อง.....
- กลุ่มปฏิบัติกีตาร์ ได้แก่เครื่อง.....
- กลุ่มปฏิบัติคีย์บอร์ด ได้แก่เครื่อง.....
- กลุ่มปฏิบัติขับร้องสากล ได้แก่เครื่อง.....
- กลุ่มปฏิบัติเครื่องกระทบ ได้แก่เครื่อง.....

3. เกรดที่นักเรียนได้ในวิชาดนตรีสากลในการวัดผลเมื่อภาคการศึกษาปีที่ 1 ปีการศึกษา 2547

- เกรด 4.00
- เกรด 3.50
- เกรด 3.00
- เกรด 2.50
- เกรด 2.00
- เกรด 1.50
- เกรด 1.00
- อื่นๆ ได้แก่.....

**ตอนที่ 2** แบบสอบถามด้านปัจจัยภายใน แบ่งเป็นดังนี้

- 2.1 แบบสอบถามด้านนิสัยทางการเรียน
- 2.2 แบบสอบถามด้านความทะเยอทะยาน
- 2.3 แบบสอบถามด้านความกระตือรือร้น
- 2.4 แบบสอบถามด้านความรับผิดชอบต่อตนเอง

**คำชี้แจง** ให้นักเรียนอ่านคำถามแล้วทำเครื่องหมาย ✓ ลงในทางขวามือเพียงช่องเดียว

- |                |         |  |
|----------------|---------|--|
| จริงที่สุด     | หมายถึง | ตรงกับการกระทำของนักเรียนเป็นประจำทุกครั้ง   |
| จริง           | หมายถึง | ตรงกับการกระทำของนักเรียนเกือบทุกครั้ง       |
| จริงบ้าง       | หมายถึง | ตรงกับการกระทำของนักเรียนและบางครั้งก็ไม่ตรง |
| จริงน้อย       | หมายถึง | ตรงกับการกระทำของนักเรียนน้อยครั้งมาก        |
| จริงน้อยที่สุด | หมายถึง | ตรงกับการกระทำของนักเรียนน้อยมาก             |

**ตอนที่ 3** แบบสอบถามด้านปัจจัยภายนอก แบ่งเป็นดังนี้

- 3.1 แบบสอบถามสัมพันธภาพครูกับนักเรียน
- 3.2 แบบสอบถามสัมพันธภาพนักเรียนกับเพื่อน
- 3.3 แบบสอบถามบรรยากาศการเรียนการสอน

**คำชี้แจง** ให้นักเรียนอ่านคำถามแล้วทำเครื่องหมาย ✓ ลงในทางขวามือเพียงช่องเดียว

- |                |         |  |
|----------------|---------|--|
| จริงที่สุด     | หมายถึง | ตรงกับการกระทำของนักเรียนเป็นประจำทุกครั้ง   |
| จริง           | หมายถึง | ตรงกับการกระทำของนักเรียนเกือบทุกครั้ง       |
| จริงบ้าง       | หมายถึง | ตรงกับการกระทำของนักเรียนและบางครั้งก็ไม่ตรง |
| จริงน้อย       | หมายถึง | ตรงกับการกระทำของนักเรียนน้อยครั้งมาก        |
| จริงน้อยที่สุด | หมายถึง | ตรงกับการกระทำของนักเรียนน้อยมาก             |

แบบสอบถามด้านนิสัยทางการเรียน

ข้อที่	ข้อความ	จริงที่สุด	จริง	จริงบ้าง	จริงน้อย	จริงน้อยที่สุด
1.	ด้านการวางแผนในการเรียน					
	ข้าพเจ้าจัดตารางเวลาเรียนสำหรับการเรียนแต่ละวัน	.....	.....	.....	.....	.....
2.	ข้าพเจ้าซ้อมบทเพลงตามแผนการซ้อมที่วางไว้	.....	.....	.....	.....	.....
3.	ข้าพเจ้าเตรียมตัวซ้อมบทเพลงให้เล่นได้คล่องก่อนเข้าเรียนกับครูอย่างสม่ำเสมอ	.....	.....	.....	.....	.....
4.	เมื่อข้าพเจ้าทราบกำหนดการสอบข้าพเจ้าไม่ได้วางแผนในการซ้อมดนตรีเพื่อเตรียมตัวสอบทันที	.....	.....	.....	.....	.....
5.	ก่อนข้าพเจ้าลงมือซ้อมดนตรี ข้าพเจ้าทำความเข้าใจถึงสิ่งที่ต้องการซ้อมนั้นอย่างแจ่มแจ้งเสียก่อน	.....	.....	.....	.....	.....
6.	ข้าพเจ้าพยายามซ้อมดนตรีให้เสร็จที่โรงเรียนเพื่อลดการนำไปซ้อมต่อที่บ้าน	.....	.....	.....	.....	.....
7.	การเตรียมตัวก่อนเข้าเรียน					
	ข้าพเจ้าซ้อมบททวนบทเพลงก่อนเข้าเรียนนานพอสมควร	.....	.....	.....	.....	.....
8.	ข้าพเจ้าทบทวนคำอธิบายต่างๆในบทเพลงก่อนเข้าเรียน	.....	.....	.....	.....	.....
9.	ก่อนข้าพเจ้าไปเรียน ข้าพเจ้าพยายามทำการบ้านของแต่ละวันให้เสร็จสม่ำเสมอ	.....	.....	.....	.....	.....
10.	เมื่อถึงชั่วโมงเรียนข้าพเจ้ามักจะง่วงนอน หรือเมื่อมากจนไม่อยากเข้าเรียน	.....	.....	.....	.....	.....

## แบบสอบถามด้านความทะเยอทะยาน

ข้อที่	ข้อความ	จริง ที่สุด	จริง	จริง บ้าง	จริง น้อย	จริงน้อย ที่สุด
1.	ด้านความทะเยอทะยานทางการเรียน ในการเรียนเครื่องดนตรีปฏิบัติสากลข้าพเจ้า จะต้องทำให้ได้คะแนนสูง และพยายามทำ ให้ประสบความสำเร็จตามความมุ่งหวัง	.....	.....	.....	.....	.....
2.	ข้าพเจ้ารู้สึกไม่สนุกกับบทเรียนและบทเพลง ที่ยาก	.....	.....	.....	.....	.....
3.	ข้าพเจ้าอยากเรียนเครื่องดนตรีปฏิบัติสากล ให้เก่งๆ เพื่อที่จะได้ไปเรียนต่อในระดับที่ สูงขึ้น	.....	.....	.....	.....	.....
4.	ข้าพเจ้าคิดว่าในอนาคตจะต้องเป็น นักดนตรีที่มีชื่อเสียงของประเทศให้ได้	.....	.....	.....	.....	.....
5.	ข้าพเจ้ามักจะเปรียบเทียบผลการเรียนของ ตนเองเสมอๆ เพื่อพัฒนาตนเองให้เรียนได้ดี ขึ้น	.....	.....	.....	.....	.....
6.	ข้าพเจ้าไม่ชอบที่มีการสอบ	.....	.....	.....	.....	.....
7.	ข้าพเจ้าเชื่อว่าผลการเรียนเด่นเป็น ความสำเร็จในชีวิตส่วนหนึ่ง	.....	.....	.....	.....	.....
8.	ข้าพเจ้าอยากประสบความสำเร็จในการ เรียนวิชาเครื่องดนตรีปฏิบัติสากล	.....	.....	.....	.....	.....
9.	เมื่อได้เรียนกับเพื่อนที่เล่นดนตรีเก่งมากๆ นั้น ข้าพเจ้ารู้สึกไม่ชอบที่ได้แข่งขันกับเขา	.....	.....	.....	.....	.....
10.	ข้าพเจ้าเชื่อว่า จะเรียนได้ดีขึ้นถ้ามีการ แข่งขันกัน	.....	.....	.....	.....	.....

**แบบสอบถามด้านความกระตือรือร้น**

ข้อที่	ข้อความ	จริงที่สุด	จริง	จริงบ้าง	จริงน้อย	จริงน้อยที่สุด
	<b>ด้านความกระตือรือร้น</b>					
1.	เมื่อข้าพเจ้าได้รับมอบหมายบทเพลงจากครู ข้าพเจ้าจะรีบกลับไปซ้อมทันที	.....	.....	.....	.....	.....
2.	ข้าพเจ้าเรียนวิชาเครื่องดนตรีปฏิบัติสากลด้วยความสนุกสนานมากกว่าความเบื่อหน่าย	.....	.....	.....	.....	.....
3.	ข้าพเจ้ามีความตั้งใจจริงในการซ้อมดนตรีให้บรรลุเป้าหมายที่วางไว้	.....	.....	.....	.....	.....
4.	ข้าพเจ้าชอบอ่านบทความที่เกี่ยวกับดนตรีเสมอๆ	.....	.....	.....	.....	.....
5.	ในขณะที่เรียนวิชาเครื่องดนตรีปฏิบัติสากล ข้าพเจ้าสนใจที่ครูพูดอยู่ตลอดเวลา	.....	.....	.....	.....	.....
6.	ข้าพเจ้าใช้เวลาว่างในการซ้อมดนตรีเป็นประจำสม่ำเสมอ	.....	.....	.....	.....	.....
7.	เมื่อขณะซ้อมดนตรีอยู่ก็ตาม ถ้ามีสิ่งรบกวน ข้าพเจ้ามักจะซ้อมต่อไปได้ตามปกติ	.....	.....	.....	.....	.....
8.	เมื่อครูตำหนิว่าสระเพร่าในการซ้อมดนตรี ข้าพเจ้าจะปรับปรุงตัวเอง	.....	.....	.....	.....	.....
9.	เมื่อข้าพเจ้าเรียนเพลงที่ยากนั้น ข้าพเจ้ารู้สึกตื่นเต้น สนุก และท้าทาย	.....	.....	.....	.....	.....
10.	ข้าพเจ้าต้องการให้มีเวลาเรียนวิชาเครื่องดนตรีปฏิบัติสากลเพิ่มขึ้น	.....	.....	.....	.....	.....

## แบบสอบถามด้านความรับผิดชอบตนเอง

ข้อที่	ข้อความ	จริง ที่สุด	จริง	จริงบ้าง	จริง น้อย	จริงน้อย ที่สุด
	<b>ด้านความรับผิดชอบตนเอง</b>					
1.	ข้าพเจ้ารีบซ่อมบทเพลงทันทีที่ครูมอบหมายเพลงให้ข้าพเจ้า	.....	.....	.....	.....	.....
2.	เมื่อจะเรียนวิชาเครื่องดนตรีปฏิบัติในวันพรุ่งนี้ ข้าพเจ้าซ่อมดนตรีก่อนแล้วค่อยออกไปเที่ยวข้างนอก	.....	.....	.....	.....	.....
3.	ข้าพเจ้าไม่เคยขาดเรียนวิชาเครื่องดนตรีปฏิบัติสากล ถ้าไม่จำเป็น	.....	.....	.....	.....	.....
4.	ข้าพเจ้าฝึกซ่อมบทเพลงที่ได้รับมอบหมายยังไม่ดีพอและยังไม่บรรลุเป้าหมายที่ตั้งไว้ ข้าพเจ้าจะทำต่อไปอย่างเต็มความสามารถ	.....	.....	.....	.....	.....
5.	เมื่อครูตำหนิเรื่องการซ่อมดนตรี ข้าพเจ้ามีแผนต่อการปรับปรุงตนเอง	.....	.....	.....	.....	.....
6.	เมื่อขณะซ่อมดนตรีถูกรบกวน ข้าพเจ้าสามารถซ่อมดนตรีต่อไปได้อย่างมีสมาธิ	.....	.....	.....	.....	.....
7.	เวลาเรียนข้าพเจ้ามีความตั้งใจเรียนตลอดทั้งชั่วโมง	.....	.....	.....	.....	.....
8.	ข้าพเจ้าซ่อมบทเพลงก็ต่อเมื่อมีความพอใจหรือมีอารมณ์ในการซ่อมดนตรีเท่านั้น	.....	.....	.....	.....	.....
9.	เมื่อเจอบทเพลงยากๆ ข้าพเจ้าจะซ่อมทบทวนหลายๆครั้งข้าพเจ้าเล่นได้แล้วจึงผ่านไป	.....	.....	.....	.....	.....
10.	ในการเรียน ถ้าครูถามถึงสิ่งต่างๆ ในการเรียนข้าพเจ้ามักจะตอบคำถามไม่ได้	.....	.....	.....	.....	.....

## แบบสอบถามสัมพันธภาพครูกับนักเรียน

ข้อที่	ข้อความ	จริง ที่สุด	จริง	จริงบ้าง	จริง น้อย	จริงน้อย ที่สุด
1.	ครูแสดงความรัก ความเอาใจใส่ และ ความห่วงใย แก่ข้าพเจ้า	.....	.....	.....	.....	.....
2.	ครูชอบขู่ว่าจะให้คะแนนไม่ดีหรือให้ F เพราะข้าพเจ้าไม่ขยันซ้อม	.....	.....	.....	.....	.....
3.	ครูมักจะรับฟังเหตุผลต่างๆเมื่อนักเรียน ประสบปัญหาในการซ้อมดนตรี	.....	.....	.....	.....	.....
4.	ครูเมินเฉยเมื่อเจอนักเรียนข้างนอก	.....	.....	.....	.....	.....
5.	ครูชมเชย เมื่อข้าพเจ้าขยันในการ ฝึกซ้อมดนตรี	.....	.....	.....	.....	.....
6.	ครูพูดให้กำลังใจเมื่อต้องการให้ข้าพเจ้า ปรับปรุงการซ้อมบทเพลงให้ดีขึ้น	.....	.....	.....	.....	.....
7.	เมื่อข้าพเจ้าทำความผิด ครูลงโทษอย่างมี เหตุผลเสมอ	.....	.....	.....	.....	.....
8.	ครูให้คำแนะนำในการฝึกซ้อมดนตรีให้ มีประสิทธิภาพแก่ข้าพเจ้า	.....	.....	.....	.....	.....
9.	ครูสนใจแต่นักเรียนที่เล่นดนตรีเก่ง	.....	.....	.....	.....	.....
10.	ครูให้ความเป็นกันเองต่อนักเรียน	.....	.....	.....	.....	.....

## แบบสอบถามสัมพันธภาพนักเรียนกับเพื่อน

ข้อที่	ข้อความ	จริง ที่สุด	จริง	จริงบ้าง	จริง น้อย	จริงน้อย ที่สุด
	<b>ความจริงใจต่อเพื่อน</b>					
1.	เพื่อนมีความจริงใจต่อข้าพเจ้า	.....	.....	.....	.....	.....
2.	ข้าพเจ้าไม่เคยอิจฉาเพื่อนที่เรียนเก่งกว่า	.....	.....	.....	.....	.....
3.	ข้าพเจ้าชอบพูดโกหกเพื่อน	.....	.....	.....	.....	.....
4.	ข้าพเจ้าไม่ขัดทอความผิดต่างๆ ให้เพื่อน	.....	.....	.....	.....	.....
	<b>ความห่วงใยซึ่งกันและกัน</b>					
5.	เพื่อนมีความห่วงใย คอยเตือนให้ข้าพเจ้า ซ้อมดนตรีเมื่อใกล้เวลาสอบ	.....	.....	.....	.....	.....
6.	เพื่อนมีความห่วงใยเมื่อข้าพเจ้าเมื่อข้าพเจ้า ไม่สบายและขาดเรียน	.....	.....	.....	.....	.....
	<b>การช่วยเหลือซึ่งกันและกัน</b>					
7.	เมื่อเพื่อนมีปัญหาส่วนตัวต่างๆ ข้าพเจ้า ช่วยเหลือแนะนำ	.....	.....	.....	.....	.....
8.	เมื่อเพื่อนลืมนอุปกรณ์การเรียนข้าพเจ้าช่วย เป็นธุระให้เพื่อน	.....	.....	.....	.....	.....
	<b>การทำกิจกรรมต่างๆร่วมกัน</b>					
9.	เพื่อนกับข้าพเจ้าทำกิจกรรมทางดนตรี ด้วยกัน และต่างฝ่ายต่างให้ความร่วมมือ เป็นอย่างดี	.....	.....	.....	.....	.....
10.	ข้าพเจ้ากับเพื่อนไม่เคยทำกิจกรรมใดๆ ร่วมกันเลย	.....	.....	.....	.....	.....

**แบบสอบถามบรรยากาศการเรียนการสอน**

ข้อที่	ข้อความ	จริง ที่สุด	จริง	จริงบ้าง	จริง น้อย	จริงน้อย ที่สุด
	<b>บรรยากาศการเรียนในห้องเรียน</b>					
1.	ห้องเรียนสะอาดเป็นระเบียบเรียบร้อย	.....	.....	.....	.....	.....
2.	ห้องเรียนมีอากาศถ่ายเทได้ดี	.....	.....	.....	.....	.....
3.	ห้องเรียนมีความเป็นส่วนตัวเงียบสงบ	.....	.....	.....	.....	.....
	<b>วิธีการสอนของครู</b>					
4.	ครูสอนตรงเนื้อหาที่เรียน	.....	.....	.....	.....	.....
5.	ครูเอาใจใส่นักเรียนทุกคน	.....	.....	.....	.....	.....
6.	ครูพูดเสียงดังฟังชัด	.....	.....	.....	.....	.....
7.	ครูจัดกิจกรรมการเรียนให้สอดคล้องกับ เนื้อหาวิชาที่สอน	.....	.....	.....	.....	.....
8.	ครูมีวิธีการสอนที่น่าสนใจ	.....	.....	.....	.....	.....
	<b>สื่อการสอน</b>					
9.	อุปกรณ์เครื่องดนตรีในการเรียนมีเพียงพอ กับจำนวนนักเรียน	.....	.....	.....	.....	.....
10.	อุปกรณ์เครื่องดนตรีในการเรียนมีความ คงทน	.....	.....	.....	.....	.....

การหาค่าความเชื่อมั่นของแบบสอบถามด้านนิสัยทางการเรียน

ลำดับข้อ	ค่าความเชื่อมั่น
1	3.13
2	3.60
3	3.76
4	3.36
5	3.41
6	3.32
7	3.49
8	3.22
9	3.33
10	3.74
รวม	0.76

ค่าความเชื่อมั่นด้านนิสัยทางการเรียนเท่ากับ 0.76

การหาค่าความเชื่อมั่นของแบบสอบถามด้านความทะเยอทะยาน

ลำดับข้อ	ค่าความเชื่อมั่น
1	4.10
2	3.50
3	4.45
4	3.69
5	3.84
6	3.21
7	3.31
8	4.25
9	3.40
10	3.07
รวม	0.76

ค่าความเชื่อมั่นด้านความทะเยอทะยานเท่ากับ 0.76

การหาค่าความเชื่อมั่นของแบบสอบถามด้านความกระตือรือร้น

ลำดับข้อ	ค่าความเชื่อมั่น
1	3.74
2	4.00
3	3.89
4	3.27
5	4.13
6	3.53
7	3.13
8	4.07
9	3.82
10	4.18
รวม	0.87

ค่าความเชื่อมั่นด้านความกระตือรือร้นเท่ากับ 0.87

การหาค่าความเชื่อมั่นของแบบสอบถามด้านความรับผิดชอบต่อตนเอง

ลำดับข้อ	ค่าความเชื่อมั่น
1	3.66
2	3.45
3	4.31
4	4.10
5	3.89
6	3.10
7	3.90
8	2.67
9	3.73
10	3.44
รวม	0.81

ค่าความเชื่อมั่นด้านความรับผิดชอบต่อตนเองเท่ากับ 0.81

การหาค่าความเชื่อมั่นของแบบสอบถามด้านสัมพันธภาพระหว่างครูกับนักเรียน

ลำดับข้อ	ค่าความเชื่อมั่น
1	4.06
2	3.50
3	4.05
4	4.16
5	3.99
6	3.83
7	3.59
8	4.34
9	3.60
10	4.19
รวม	0.87

ค่าความเชื่อมั่นด้านสัมพันธภาพระหว่างครูกับนักเรียนเท่ากับ 0.87

การหาค่าความเชื่อมั่นของแบบสอบถามด้านสัมพันธภาพระหว่างนักเรียนกับเพื่อน

ลำดับข้อ	ค่าความเชื่อมั่น
1	3.75
2	3.80
3	4.10
4	3.52
5	3.40
6	3.56
7	3.88
8	3.66
9	4.00
10	4.64
รวม	0.68

ค่าความเชื่อมั่นด้านสัมพันธภาพระหว่างนักเรียนกับเพื่อนเท่ากับ 0.68

## การหาค่าความเชื่อมั่นของแบบสอบถามด้านบรรยากาศระหว่างการเรียนรู้การสอน

ลำดับข้อ	ค่าความเชื่อมั่น
1	3.17
2	3.65
3	2.83
4	3.91
5	3.77
6	3.94
7	3.87
8	3.65
9	3.35
10	3.56
รวม	0.83

ค่าความเชื่อมั่นด้านบรรยากาศระหว่างการเรียนรู้การสอนเท่ากับ 0.83

**การปรับระดับของข้อมูล**  
**จาก Ordinal Scale เป็น Nominal Scale**

**นิสัยทางการเรียน**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	15.00	1	0.8	0.8	0.8
	16.00	1	0.8	0.8	1.6
	18.00	1	0.8	0.8	2.5
	22.00	1	0.8	0.8	3.3
	23.00	1	0.8	0.8	4.1
	24.00	4	3.3	3.3	7.4
	25.00	3	2.5	2.5	9.8
	26.00	5	4.1	4.1	13.9
	27.00	1	0.8	0.8	14.8
	29.00	1	0.8	0.8	15.6
	30.00	7	5.7	5.7	21.3
	31.00	6	4.9	4.9	26.2
	32.00	7	5.7	5.7	32.0
	33.00	7	5.7	5.7	37.7
	34.00	10	8.2	8.2	45.9
	35.00	8	6.6	6.6	52.5
	36.00	4	3.3	3.3	55.7
	37.00	15	12.3	12.3	68.0
	38.00	9	7.4	7.4	75.4
	39.00	9	7.4	7.4	82.8
	40.00	6	4.9	4.9	87.7
	41.00	5	4.1	4.1	91.8
	42.00	4	3.3	3.3	95.1
	43.00	1	0.8	0.8	95.9
	44.00	2	1.6	1.6	97.5
	46.00	2	1.6	1.6	99.2
	48.00	1	0.8	0.8	100.0
	Total	122	100.0	100.0	100.0

ความทะเยอทะยาน

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17.00	1	0.8	0.8	0.8
	22.00	2	1.6	1.6	2.5
	23.00	3	2.5	2.5	4.9
	24.00	1	0.8	0.8	5.7
	25.00	1	0.8	0.8	6.6
	26.00	2	1.6	1.6	8.2
	27.00	3	2.5	2.5	10.7
	28.00	2	1.6	1.6	12.3
	29.00	1	0.8	0.8	13.1
	30.00	4	3.3	3.3	16.4
	31.00	4	3.3	3.3	19.7
	32.00	3	2.5	2.5	22.1
	33.00	3	2.5	2.5	24.6
	34.00	8	6.6	6.6	31.1
	35.00	5	4.1	4.1	35.2
	36.00	8	6.6	6.6	41.8
	37.00	10	8.2	8.2	50.0
	38.00	10	8.2	8.2	58.2
	39.00	5	4.1	4.1	62.3
	40.00	4	3.3	3.3	65.6
	41.00	9	7.4	7.4	73.0
	42.00	8	6.6	6.6	79.5
	43.00	7	5.7	5.7	85.2
	44.00	8	6.6	6.6	91.8
	45.00	4	3.3	3.3	95.1
	46.00	2	1.6	1.6	96.7
	47.00	3	2.5	2.5	99.2
	50.00	1	0.8	0.8	100.0
	Total	122	100.0	100.0	100.0

## ความกระตือรือร้น

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	11.00	1	0.8	0.8	0.8
	20.00	1	0.8	0.8	1.6
	21.00	1	0.8	0.8	2.5
	25.00	1	0.8	0.8	3.3
	26.00	4	3.3	3.3	6.6
	27.00	2	1.6	1.6	8.2
	28.00	2	1.6	1.6	9.8
	30.00	2	1.6	1.6	11.5
	31.00	4	3.3	3.3	14.8
	32.00	3	2.5	2.5	17.2
	33.00	7	5.7	5.7	23.0
	34.00	8	6.6	6.6	29.5
	35.00	7	5.7	5.7	35.2
	36.00	4	3.3	3.3	38.5
	37.00	7	5.7	5.7	44.3
	38.00	5	4.1	4.1	48.4
	39.00	8	6.6	6.6	54.9
	40.00	10	8.2	8.2	63.1
	41.00	8	6.6	6.6	69.7
	42.00	7	5.7	5.7	75.4
	43.00	6	4.9	4.9	80.3
	44.00	4	3.3	3.3	83.6
	45.00	3	2.5	2.5	86.1
	46.00	7	5.7	5.7	91.8
	47.00	6	4.9	4.9	96.7
	48.00	2	1.6	1.6	98.4
	49.00	1	0.8	0.8	99.2
	50.00	1	0.8	0.8	100.0
Total		122	100.0	100.0	100.0

ความรับผิดชอบต่อตนเอง

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	11.00	1	0.8	0.8	0.8
	14.00	1	0.8	0.8	1.6
	20.00	1	0.8	0.8	2.5
	25.00	2	1.6	1.6	4.1
	26.00	2	1.6	1.6	5.7
	27.00	1	0.8	0.8	6.6
	28.00	2	1.6	1.6	8.2
	29.00	3	2.5	2.5	10.7
	30.00	6	4.9	4.9	15.6
	31.00	5	4.1	4.1	19.7
	32.00	2	1.6	1.6	21.3
	33.00	5	4.1	4.1	25.4
	34.00	12	9.8	9.8	35.2
	35.00	8	6.6	6.6	41.8
	36.00	7	5.7	5.7	47.5
	37.00	12	9.8	9.8	57.4
	38.00	8	6.6	6.6	63.9
	39.00	3	2.5	2.5	66.4
	40.00	8	6.6	6.6	73.0
	41.00	11	9.0	9.0	82.0
	42.00	6	4.9	4.9	86.9
	43.00	4	3.3	3.3	90.2
	44.00	3	2.5	2.5	92.6
	45.00	5	4.1	4.1	96.7
	46.00	1	0.8	0.8	97.5
	47.00	1	0.8	0.8	98.4
	48.00	1	0.8	0.8	99.2
	50.00	1	0.8	0.8	100.0
	Total	122	100.0	100.0	100.0

## สัมพันธภาพระหว่างครูกับนักเรียน

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	0.8	0.8	0.8
	17.00	1	0.8	0.8	1.6
	20.00	1	0.8	0.8	2.5
	21.00	1	0.8	0.8	3.3
	23.00	1	0.8	0.8	4.1
	25.00	1	0.8	0.8	4.9
	27.00	2	1.6	1.6	6.6
	28.00	1	0.8	0.8	7.4
	29.00	2	1.6	1.6	9.0
	30.00	3	2.5	2.5	11.5
	31.00	2	1.6	1.6	13.1
	32.00	3	2.5	2.5	15.6
	33.00	6	4.9	4.9	20.5
	34.00	6	4.9	4.9	25.4
	35.00	6	4.9	4.9	30.3
	36.00	3	2.5	2.5	32.8
	37.00	4	3.3	3.3	36.1
	38.00	7	5.7	5.7	41.8
	39.00	5	4.1	4.1	45.9
	40.00	4	3.3	3.3	49.2
	41.00	9	7.4	7.4	56.6
	42.00	3	2.5	2.5	59.0
	43.00	6	4.9	4.9	63.9
	44.00	8	6.6	6.6	70.5
	45.00	8	6.6	6.6	77.0
	46.00	4	3.3	3.3	80.3
	47.00	10	8.2	8.2	88.5
	48.00	6	4.9	4.9	93.4
	49.00	2	1.6	1.6	95.1
	50.00	6	4.9	4.9	100.0
Total		122	100.0	100.0	100.0

สัมพันธภาพระหว่างนักเรียนกับเพื่อน

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	16.00	1	0.8	0.8	0.8
	17.00	1	0.8	0.8	1.6
	27.00	2	1.6	1.6	3.3
	28.00	2	1.6	1.6	4.9
	29.00	2	1.6	1.6	6.6
	30.00	1	0.8	0.8	7.4
	31.00	1	0.8	0.8	8.2
	32.00	6	4.9	4.9	13.1
	33.00	5	4.1	4.1	17.2
	34.00	3	2.5	2.5	19.7
	35.00	8	6.6	6.6	26.2
	36.00	10	8.2	8.2	34.4
	37.00	12	9.8	9.8	44.3
	38.00	10	8.2	8.2	52.5
	39.00	6	4.9	4.9	57.4
	40.00	16	13.1	13.1	70.5
	41.00	3	2.5	2.5	73.0
	42.00	7	5.7	5.7	78.7
	43.00	8	6.6	6.6	85.2
	44.00	6	4.9	4.9	90.2
46.00	7	5.7	5.7	95.9	
48.00	1	0.8	0.8	96.7	
49.00	2	1.6	1.6	98.4	
50.00	1	0.8	0.8	99.2	
78.00	1	0.8	0.8	100.0	
Total		122	100.0	100.0	100.0

## บรรยากาศการเรียนการสอน

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	13.00	1	0.8	0.8	0.8
	14.00	1	0.8	0.8	1.6
	23.00	1	0.8	0.8	2.5
	24.00	1	0.8	0.8	3.3
	25.00	3	2.5	2.5	5.7
	27.00	5	4.1	4.1	9.8
	28.00	5	4.1	4.1	13.9
	29.00	1	0.8	0.8	14.8
	30.00	3	2.5	2.5	17.2
	31.00	4	3.3	3.3	20.5
	32.00	10	8.2	8.2	28.7
	33.00	9	7.4	7.4	36.1
	34.00	7	5.7	5.7	41.8
	35.00	10	8.2	8.2	50.0
	36.00	5	4.1	4.1	54.1
	37.00	5	4.1	4.1	58.2
	38.00	13	10.7	10.7	68.9
	39.00	9	7.4	7.4	76.2
	40.00	4	3.3	3.3	79.5
	41.00	4	3.3	3.3	82.8
	42.00	2	1.6	1.6	84.4
	43.00	2	1.6	1.6	86.1
	44.00	5	4.1	4.1	90.2
	45.00	3	2.5	2.5	92.6
	46.00	1	0.8	0.8	93.4
	47.00	4	3.3	3.3	96.7
	48.00	2	1.6	1.6	98.4
	50.00	2	1.6	1.6	100.0
	Total	122	100.0	100.0	100.0

## BIOGRAPHY



<b>NAME</b>	Miss. Sasivimon Changrian
<b>DATE OF BIRTH</b>	25 January 1975
<b>PLACE OF BIRTH</b>	Bangkok, Thailand
<b>INSTITUTETIONS ATTENDED</b>	Bangkok Univeresity, 1995: Bachelor of Education Mahidol University,2005 Master of Arts (Music)
<b>HOME ADDRESS</b>	654 Charunsanitwong 40 Road, Bangyikan, Bangphad, Bangkok Thailand E-mail: jobbery@sms.ac, job_berry@yahoo.com, jobbox25@yahoo.com