

***The Relationship between Study habits, Attitudes, and Teaching Behavior
and Achievement in Learning of Bachelor Level Students
of Rajamangala University of Technology Lanna***

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Abstract

The research entitled the relationship between Study habits, attitudes, and teaching behavior and achievement in learning of bachelor level students of Rajamangala University of Technology Lanna aimed to 1) to study habits, attitudes, and teaching behavior and achievement in learning of Rajamangala University of Technology Lanna and 2) to study the relationship between Study habits, attitudes, and teaching behavior and achievement in learning of Rajamangala University of Technology Lanna undergraduate students.

The subjects were 1036 students sampled by Krejcie and Morgan; 357 students were from Faculty of Business Administration and Liberal Arts, 357 students were from Faculty of Engineering, and 322 students were from Faculty of Fine Arts and Architecture. The instruments used in this research were Study habits, attitudes, and teaching behavior questionnaire (Likert's scale) and achievement in learning record sheet. The data were analyzed by mean, standard deviation, Pearson product – moment correlation coefficient.

The results showed that;

1. Students' study habits, was at high level, attitudes and opinion towards teaching behavior were at fair level.
2. The correlation between study habits and achievement in learning was statistically significant at 0.01 level. The correlation coefficient of two variables was 0.246
3. The correlation between attitudes and achievement in learning was statistically significant at 0.01 level. The correlation coefficient of two variables was 0.311
4. The correlation between teaching behavior and achievement in learning was statistically significant at 0.01 level. The correlation coefficient of two variables was 0.542

Keywords: Study habits, Attitudes, and Teaching behavior and Achievement in learning

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Introduction

Education is a word that can be described as the improvement of human livelihood. It is well identified as human's knowledge and abilities, and also the growth of nation. Moreover, this can develop human's intelligence in cognitive, psychomotor, and affective domain and also enhance in terms of knowledge, thoughts, and morality in order to live happily.

Higher education has been conducted the students' knowledge indicators, which are called learning achievement indicators. They can assess the patience, attempt, and students' intention so the instructor has to assess the students according to teaching objectives. To enhance the students' to reach the expected learning achievement, there are various related factors such as students' habit, learning attitude, teaching behavior, classmates, and interpersonal difference.

Objectives

1. To study students' habit and learning attitude of bachelor degree students at Rajamangala University of Technology Lanna
2. To study the relationship between students' habit and learning attitude, teaching behavior, and the students' learning achievement

Methodology and methods

Population

The population used in this research were bachelor degree 11,370 students of Rajamangala University of Technology Lanna that had been enrolled for academic year 2016. (Registration office: 2016)

Faculty	Number of students		
	M	F	Total
Faculty of Business Administration and Liberal Arts	1411	3630	5041
Faculty of Engineering	3829	550	4379
Faculty of Fine Arts and Architecture	1020	930	1950
Total	6260	5110	11370

Subjects

The subjects used in this research were 1036 students selected by applying Krejcie and Morgan methodology. The subjects were from faculty of Business Administration and Liberal Arts, faculty of Engineering, and faculty of Fine Arts and Architecture.

Faculty	Number of students
Faculty of Business Administration and Liberal Arts	357
Faculty of Engineering	357
Faculty of Fine Arts and Architecture	322
Total	1036

Research instruments

The instrument used in this research was designed by researchers which was characterized by Likert Scale in collecting data consisted of closed questions about habits, learning attitudes and teaching behavior together with learning achievement. The instrument was validity according to experts' evaluation and suggestions. The content of each items was valid (IOC: Index of Congruence) and reliability. The Alpha Coefficient: α according to Cronbach was used to find the reliability. The learning habits of questionnaire was reliable at 0.76, the learning attitude was reliable at 0.76 and the teaching behavior questionnaire was reliable at 0.74.

Data analysis

The data were analyzed according to these steps; (1) the data were collected and analyzed, and (2) the data were analyzed by the mean score, the standard deviation, and Pearson product – moment correlation coefficient

Results

The subjects in this research were Bachelor degree students from Rajamangala University of Technology Lanna. There were 287 male students which was 51.81% and 267 female students which was 48.19%, total number was 554 students.

This table shows the number of students according to the age range;

Age range	Number of students	Percentage
26 – 30	5	0.90
20 - 25	525	94.77
20 or less than	24	4.33

This table shows students' grade point average from faculty of Business Administration, faculty of Engineering, and faculty of Fine Arts and Architecture;

Grade point average (GPA)	Number of students	Percentage
3.50 – 4.00	41	7.40
3.00 – 3.49	191	34.48
2.50 – 2.99	205	37.00
2.00 – 2.49	104	18.77
20 or less than	13	2.35

The results of students' habit, attitude, and teaching behavior are show as follows;

Faculty of Business Administration and Liberal Arts

The overall result about students' habit is good level consists of (1) attending every classes and on time, (2) submitting assignments on time, and (3) taking notes for main ideas. The least result about students' habit is reading prepared handouts for the next class.

The overall result about attitude is good level consists of (1) learning results in good career path, (2) learning leads to country development, and (3) learning brings about good relationship. The least result about attitude is learning results in depressed life.

The overall result about teaching behavior is fair level consists of (1) instructors always answer to students' questions, (2) instructors threat students equally, and (3) instructors are well-prepared for the class. The least result about teaching behavior is instructors can differentiate the problematic contents and find the solutions with scientific ways.

Faculty of Engineering

The overall result about students' habit is good level consists of (1) paying attention in class, (2) sharing and learning among classmates, and (3) following up the class when absence. The least result about students' habit is chatting and talking to classmates.

The overall result about attitude is fair level consists of (1) learning results in good career path, (2) learning leads to up to date knowledge and abilities, and (3) learning brings about good relationship. The least result about attitude is learning brings about being bad person.

The overall result about teaching behavior is fair level consists of (1) instructors arrange happy learning classroom, (2) instructors teach according to students' interest and needs, and (3) instructors usually observe students while learning. The least teaching behavior is instructors encourage students to think creatively which leads to self-learning.

Faculty of Fine Arts and Architecture

The overall result about students' habit is fair level consists of (1) paying attention to the class, (2) asking questions, and (3) applying knowledge from what students have learned in class. The least result about students' habit is chatting and talking to classmates.

The overall result about attitude is fair level consists of (1) learning results in good career path, (2) learning leads to up to date knowledge and abilities, and (3) learning brings about good relationship. The least result about attitude is learning brings about being bad person.

The overall result about teaching behavior is fair level consists of (1) instructors arrange happy learning classroom, (2) instructors encourage students' experiences to use in their daily life, and (3) instructors are well-prepared for the class. The least result about teaching behavior is instructors' teaching are impressive.

Overall results

1. Students' study habits, was at high level, attitudes and opinion towards teaching behavior were at fair level.
2. The correlation between study habits and achievement in learning was statistically significant at 0.01 level. The correlation coefficient of two variables was 0.246
3. The correlation between attitudes and achievement in learning was statistically significant at 0.01 level. The correlation coefficient of two variables was 0.311
4. The correlation between teaching behavior and achievement in learning was statistically significant at 0.01 level. The correlation coefficient of two variables was 0.542

The results of relationship between students' habit and attitude, and teaching behavior together with learning achievement shows that coefficient correlation between habit and attitude in learning, and teaching behavior together with learning achievement is at 0.246 to 0.542. The result means that learning attitude is positively related to learning achievement significantly different at .01

Discussion

From the research results of the relationship between habit and learning attitude, and learning achievement show that coefficient correlation between habit and attitude in learning, and teaching behavior together with learning achievement is at 0.246 to 0.542. The result means that learning attitude is positively related to learning achievement significantly different at .01 which relates to the research hypothesis and Duangduan Panthumanawin (1976:174). She has claimed that "when students are interested in learning, they are willing to learn however some has bad attitude, they are not willing to learn."

Moreover, Sucha Chan-aim and Surang Chan-aim (1978:78) and Surang Khotrakul (1993:191) also stated that if students have good attitude towards learning, they can learn effectively, in contrast, if they have bad attitude, they may be bored and not willing to learn anymore.

Conclusions and recommendations

Developing students to have positive attitude towards learning;

- Supporting students every time they show the positive attitude towards learning, letting them know the values and rewarding them
- Setting up a group including both positive and negative students, assigning them to discuss

Developing students to have good learning habits;

- Instructors may provide some useful information such as teaching schedule, working and learning environment, effective learning, note-taking and etc.
- Instructors may practice and provide some effective learning techniques and always follow up their students.

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