



ปัจจัยนักเรียน พบว่า นักเรียนส่วนใหญ่ ไม่ได้รับการเตรียมความพร้อมในระดับอนุบาล มีปัญหาในการใช้ภาษา โดยเฉพาะภาษาไทยในการสื่อความหมาย ทำให้ขาดความตั้งใจเรียน มีพฤติกรรมหนีเรียนและคบเพื่อนที่มีลักษณะเดียวกับตนเอง

ปัจจัยผู้ปกครองและสภาพครอบครัวของนักเรียน พบว่า ผู้ปกครองไม่ได้รับการศึกษาภาคบังคับ ไม่สามารถสื่อสารภาษาไทยได้ ฐานะครอบครัวยากจน ประกอบอาชีพเกษตรกรรมและรับจ้าง สภาพสิ่งแวดล้อมทางบ้านเป็นอุปสรรคต่อการส่งเสริมการเรียนรู้ของนักเรียน

The logo of Chiang Mai University is a circular emblem. In the center is a detailed illustration of an elephant standing and facing left. Above the elephant's head is a traditional Thai umbrella (parasol). The entire central design is enclosed within a circular border. The border contains the university's name in Thai script at the top and 'CHIANG MAI UNIVERSITY 1964' in English at the bottom. There are decorative floral motifs on either side of the elephant.

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**Thesis Title** Factors Relating to Underachievement in Learning of Grade Levels 1-2 Students  
in a Highland School, Chiang Rai Province

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### ABSTRACT

The objective of this research is to analyze factors concerning failure in students' learning capability of Grade Levels 1-2 of Ban Santikiree School in Chiang Rai province. These factors were analyzed in terms of low scholastic achievement, absenteeism, and school dropouts. Data were obtained from 58 students who were among those with low scholastic achievement, absenteeism behavior and dropouts, and also from 16 teachers. The structured-interview forms were used as the research tools. The data were analyzed by using content analysis, and presented by using analytical description process.

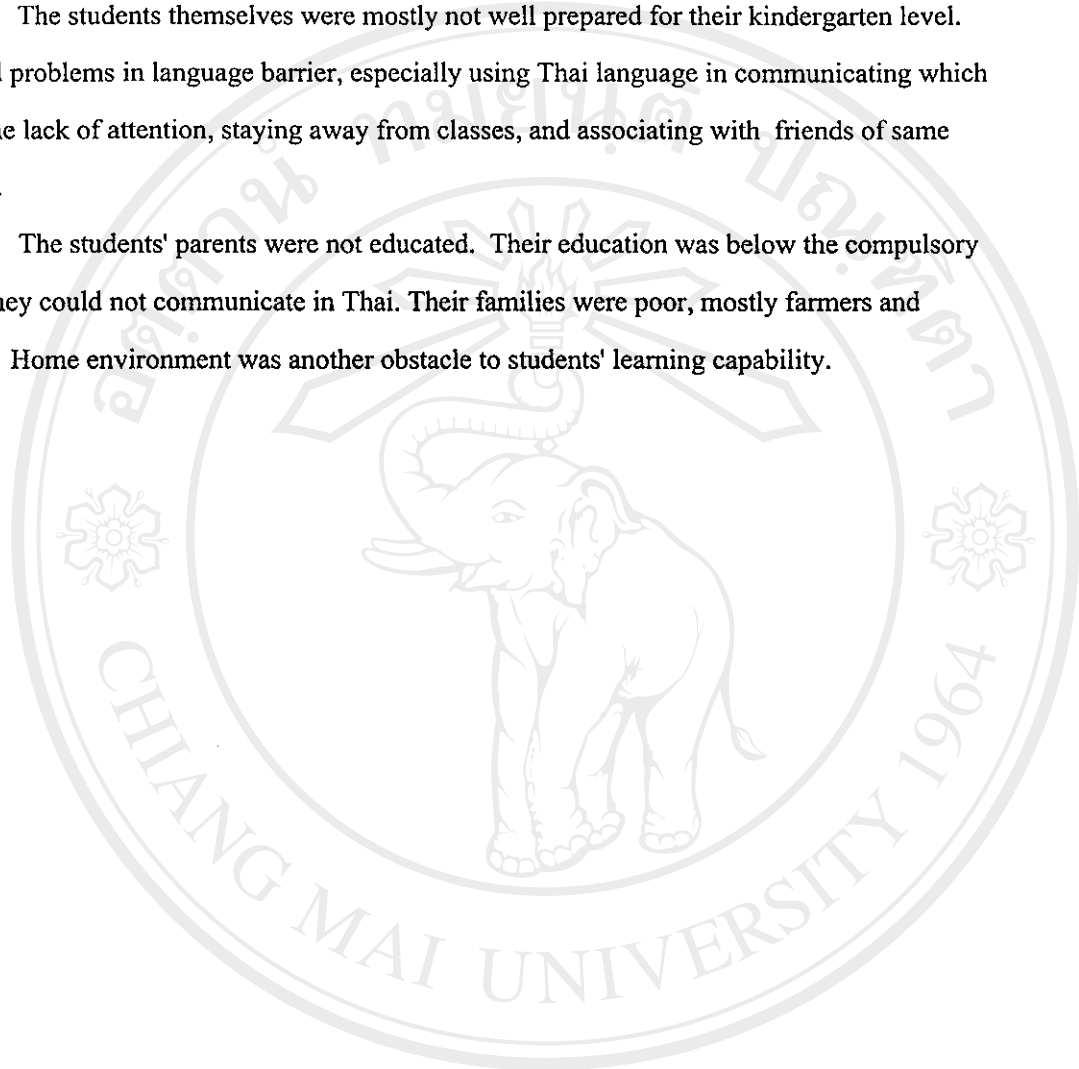
The research findings revealed that the four factors relating to the failure of students' learning capability could be divided into the school educational management, the teachers, the students themselves, their parents and family. The findings were as follows.

For the school educational management, most parts of the curriculum did not respond to local conditions. There was no development in the local curriculum. Integrated curriculum was not yet disseminated.

The teachers were found to be new government officials who had only one-year working experience in teaching. Every teacher held responsibility for out-of-school activities in addition to their routine teaching. There were insufficient teachers in the fields of Thai language, primary education, computer and library.

The students themselves were mostly not well prepared for their kindergarten level. They had problems in language barrier, especially using Thai language in communicating which caused the lack of attention, staying away from classes, and associating with friends of same behavior.

The students' parents were not educated. Their education was below the compulsory level. They could not communicate in Thai. Their families were poor, mostly farmers and workers. Home environment was another obstacle to students' learning capability.



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