

The Development of the Learning Achievement in the Course Politics, Economy and Society Using CIPPA Model Instruction *

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Abstract

The efficiency of the students' performances is primarily dependent on the teachers' instructional management. The roles of the teachers, therefore, involve the preparation of the academic contents, practical skills, instructional design, instructional materials, project models, activities and learner assessment and evaluation tools. This research and development study aimed to 1) analyze the instructional methods, materials and guidelines as well as learning activities based on the learner-centered CIPPA Model; and 2) compare the mean scores of the students' learning achievement and their satisfaction before and after the implementation of the CIPPA Model in the instruction. This research study employing the CIPPA Model was combining the methods of qualitative research with quantitative and statistical research. The sample groups in the study were divided into 2 Independent Groups: 1) the Pre-Experimental Group; and 2) the Experimental Group who were instructed using the CIPPA Model. The research instruments comprised 1) learning achievement tests to be administered before and after the experiment; 2) aptitude tests to assess the students' analytical thinking, communication skills and creativity; and 3) questionnaires to assess the students' satisfaction towards the course Politics, Economy and Society.

The research findings could be summed up as follows:

1. The instruction based on the CIPPA Model enabled the students to take part in the learning activities physically, socially and emotionally, to understand the lessons, and to explain, elaborate and answer questions well. In addition, the thinking, analytical, team-working and communicative skills were enhanced, and the thirst for knowledge was encouraged, as reflected through the students' scores and performance reports as well as scenario-based activities which could evidently sum up the results of the instruction.

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2. The students' learning achievement after the CIPPA Model had been implemented was significantly higher than that before the experiment at the .05 level. It was found that the students' mean score of the achievement test before the achievement test after the experiment was 65.33 ($\bar{X} = 65.33$). The mean score increased by 7.87 points, or 13.70%.

3. As for the students' satisfaction towards the instruction, it was found that the students in the First Semester of the Academic Year 2013 was at the 'High' level ($\bar{X} = 3.79$). The satisfaction of the students in the First Semester of the Academic Year 2014 was at the 'High' level ($\bar{X} = 4.20$). In the Second Semester of the Academic Year 2014 when the CIPPA Model was implemented, the students' satisfaction was at the 'Highest' level ($\bar{X} = 4.47$).

Keywords: CIPPA Model, Learning achievement, Students' satisfaction

Introduction

In the 2014 World Economic Forum (WEF) rankings, Thailand was ranked number 87 in the competitiveness of the education quality, 9 numbers below the country's standing in 2013. In addition, IMD World Competitiveness Center comparing 60 countries around the globe based on 4 components: economic capability, efficiency of the public sector, efficiency of the private sector, and infrastructure including education ranked Thailand number 29 in the competitiveness in 2014. Consequently, people in the Thai society nowadays are widely engaged in the criticism of the causes of the problem which are likely related to the quality of educational instruction, especially at the university level. The ones who play a key role in driving this form of education forward are "the instructors". Therefore, the instructors must reconsider their roles and duties and make rectification based on the awareness that the value of learning lies in the ability to turn the lessons into practical use.

In an experiment to develop the instructional system, "the instructor" adjusted the instructional methods to accommodate the concept of learner-centered instruction focusing not only on imparting the knowledge and skills from the instructor to the students, but also on enhancing the students' skills to think, analyze, synthesize and make use of knowledge application and to live and work with others in the society.

Research Objectives

(1) To analyze the instructional methods and materials and the management of learning activities to develop the instruction and improve the instructional materials.

(2) To compare the scores of the students' satisfaction and learning achievement in the course Politics, Economy and Society before and after the implementation of the CIPPA Model in the instruction.

(3) To develop the students' skills using the learner-centered CIPPA Model in the instruction of the course Politics, Economy and Society.

Research Instruments

The research instruments designed by the researcher (the instructor) and employed for the data collection included the following:

(1) Lesson plans based on the CIPPA Model

(2) Learning achievement tests and satisfaction-evaluation questionnaire

(3) The researcher designed the following research instruments: CIPPA-Model lesson plans and Classroom assessment and evaluation tests for the course Politics Economy and Society categorized into 2 types: 1) Summative Test, and 2) Formative Test; for example, testing the students' knowledge, assessing and evaluating the students' projects, reports, teamwork, Group presentation evaluation form etc.

Data Collection

The researcher employed the research process of Denzin's triangulation to collect quantitative and qualitative data to support or confirm the accuracy and believability of the data using 3 types of methods: observation (based on the behavior), verification (based on the performance), and survey (based on the questionnaire).

The researcher designed the instructional format based on the learner-centered CIPPA Model or the mixed format of 5 main concepts: 1) Constructivism, 2) Group Process and Cooperative Learning, 3) Learning Readiness, 4) Process Learning, and 5) Transfer of Learning.

Research Population and Sample Groups

1) The Control Groups (the Pre-Experimental Groups) included 34 first-year students of Naresuan University International College in the First Semester of the Academic Year 2013 (Semester 1/2013), and 48 first-year students in the First Semester of the Academic Year 2014 (Semester 1/2014).

2) The CIPPA-Model Instruction Experimental Group included 21 first-year students who enrolled in the course Politics, Economy and Society in the Second Semester of the Academic Year 2014 (Semester 2/2014).

The Process of CIPPA Model Instruction

CIPPA is a principle that can be used to organize different learning activities for the students. The process of CIPPA Model instruction allows for a variety of methods and processes that could be arranged into various patterns. The process consists of 7 steps as follows (Khaemmanee, 2002):

Step 1 Review of the existing knowledge

This step reviews the students' existing knowledge on the topic of the lesson to provide a linkage between old and new knowledge. The instructor can make use of a variety of instructional methods.

Step 2 Search for new knowledge

This step encourages the students to search for new knowledge from information or knowledge sources prepared by the instructor.

Step 3 Study to understand new information/knowledge and to connect the new knowledge to the existing knowledge

This step encourages the students to study and understand the acquired information/knowledge. The students must create meanings for new information/experiences by themselves using different processes such as the thinking process and the group process in a discussion before summarizing their understanding of the information based on the connection between the new information and the existing knowledge.

Step 4 Exchange the knowledge and understanding with group members

This step relies on the group dynamics to act as a tool to check and broaden the students' knowledge and understanding as well as to assist the students in sharing their knowledge and understanding with others and, simultaneously, to benefit from the knowledge and understanding of others.

Step 5 Summarize and organize the knowledge

This step summarizes all the acquired knowledge, both old and new, and systematically organizes the learned lesson to help the students remember what they have learned more easily.

Step 6 Practice and/or exhibit the performance

This step provides an opportunity for the students to showcase their performance as a result of the knowledge construction. This helps them to repeat or check their understanding, to exercise their creative thinking, and to exhibit the results of their practice.

Step 7 Apply the knowledge

This step promotes the students to practice using their knowledge and understanding in a variety of situations in order to increase their expertise, understanding, problem-solving ability and memory on the topic concerned.

Steps 1-6 constitute the process for the construction of knowledge in which the instructor can provide activities to continually engage the students in learning interactions and process learning. Each step provides various types of activities that help promote physical, intellectual, emotional and social participation and help make the students alert and able to learn and acquire the knowledge well.

Step 7 assists in the students' application of the knowledge, hence completing the CIPPA principle.

Research Results

In this research, the researcher analyzed the pre-experimental data before and after the implementation of the CIPPA Model instruction using the statistical devices of Mean and Standard Deviation. The analysis following the CIPPA Model instruction employed both statistical and qualitative methods. Moreover, the students' satisfaction and learning achievement results before and after the CIPPA Model instruction were compared. The results of the data analysis could be divided into 5 parts as follows:

Table 1: A summary of the analysis comparing the students' satisfaction and learning achievement results before and after the implantation of CIPPA Model instruction

	Semester 1/2013 (Pre-experiment Group)	Semester 1/2014 (Pre-experiment Group)	Semester 2/2014 (Experiment- Group)	\bar{X}	S.D
Learning Achieveme nt	61.15	53.79	65.33	59.95	6.2 8
Students' satisfaction	3.79	4.20	4.47	4.15	0.3 4

Source: The Researcher

1. The analysis of the learning achievement results before the implementation of the CIPPA Model instruction revealed that:

(1) The mean percentage of the learning achievement results of the first-year students at Naresuan University International College in Semester 1/2013 was $\bar{X} = 61.15\%$. The mean percentage of the results of the Midterm Examination and the Final Examination was lower than 50%.

(2) The mean percentage of the learning achievement results of the sample group in Semester 1/2014 was $\bar{X} = 53.79\%$. The mean percentage of the results of the Midterm Examination and the Final Examination was lower than 50% (37.40%).

(3) The percentage of the number of students with the learning results of $X \geq C$ (passing the criteria) was 50% in Semester 1/2013, and only 29.17% in Semester 1/2014. The combined mean percentage of the two semesters was $\bar{X}_c = 39.52\%$.

2. The analysis of the students' satisfaction towards the course Politics, Economy and Society before the implementation of the CIPPA Model instruction revealed that:

(1) For the sample groups' satisfaction towards the course Politics, Economy and Society, the mean score of the course evaluation rated by the students was 3.79 in Semester 1/2013, and 4.20 in Semester 1/2014. The combined mean score of the 2 semesters (Semester 1/2013 and Semester 1/2014) was at the 'High' level ($\bar{X}_c = 4.00$), with a low Standard Deviation (S.D. = 0.29). In addition, the mean percentage of the learning achievement results was 61.15% in Semester 1/2013 and 53.79% in Semester 1/2014. The combined mean percentage of the

learning achievement results in the two semesters was $\bar{X}_c = 57.46\%$, with the Standard Deviation of (S.D. = 10.51).

From the problems encountered in the instruction of the course Politics, Economy and Society in Semester 1/2013 and Semester 1/2014, it could be seen that the students' learning achievement results were unsatisfactory. Moreover, the students themselves stated that they had problems understanding the course contents due to the political and economic lexicon that they found too difficult and the volume of the contents that they found too staggering and boring. Furthermore, from the observation of the students' classroom discussions on the current political and economic affairs which were part of the course contents, the researcher found that most of the students projected political satisfactions and knowledge that were incompatible to the universal principle of politics and economy. To tackle these challenges, the researcher put more emphasis on the instructional development that would result in more student participation in class and class activities to enhance the students' knowledge and understanding of each system of politics and government according to the international standards. The students were required to understand the people's roles and duties in political participation, the economic system and the social structure related and connected to the political system and, in turn, affecting the social characteristics and structure. In addition, the researcher aimed to increase the students' learning achievement level and to instill in the students satisfactions and analytical thinking skills based on accurate knowledge. The CIPPA Model, therefore, was implemented in the classroom instruction to enhance the benefits of classroom instruction.

3. The 7 Steps of the Experiment, Analysis, and Synthesis of the CIPPA Model Lesson Plans

Table 2: The analysis of the CIPPA Model instruction with the sample group consisting of the students who enrolled in the course Politics, Economy and Society in Semester 2/2014

<p>Step 1 Review/check the existing knowledge</p> <p>Objectives: The CIPPA Model is implemented with an emphasis on the construction of knowledge:</p> <ul style="list-style-type: none">-To enable the students to recall their existing knowledge to provide a linkage between old and new knowledge.

- To check the students' readiness to learn new things and, if the students lack necessary basic knowledge, to provide the basic knowledge before teaching new thing
- To help the students realize what they know and what they do not know.
- To help the instructor know the students' levels of aptitude and provide instruction that is relevant and suitable to the students' problems and needs.
- To help the instructor avoid teaching what the students already know about, and thus avoiding boring them.

Instructional Methods/Techniques:

1. Check the students' existing knowledge through activities such as asking and answering questions, brainstorming, testing, practical training, problem-solving, etc.
2. Before starting a new topic/lesson, the researcher (the instructor) always reviews the students' existing knowledge.

Result Analysis: Fewer than 30% of the students participated in the process of questions and answers and expressed their opinions during the instructor's evaluation of the students' existing knowledge. The methods of observation and discussion about political, economic and social situations were consequently employed to assess and evaluate the students' knowledge as well as to provide information on the overall course contents all through the semester to give the students motivation for the study.

Step 2 Search for new knowledge

Objective: The CIPPA Model is implemented with an emphasis on the process learning:

- To enable the students to practice skills to search for knowledge by themselves so that they have the skills necessary for life-long learning.

Instructional Methods/Techniques:

- Build motivation by posing challenging questions to encourage expressions of different opinions and meaningful searches for information.
- Organize hands-on activities that require information searches from technological media.
- Organize activities to practice the process for the knowledge search comprising planning, assigning responsibilities, assigning tasks, searching for a variety of information, evaluating information sources, designing search methods, and thinking logically to figure out answers, etc.

Result Analysis: The students evaluated the instruction using an open-ended questionnaire. Moreover, the researcher (the instructor) made observations of activities designed

by the researcher herself; for example, each student was asked to give a presentation on the economy and politics of a country of his/her choice in the form of an economic and social development policy presentation. It was found that the students were able to search for new knowledge based on documentary studies and technological searches and to present a variety of ideas on the policy for economic and social development.

Step 3 Study and create new information and knowledge and make connections with the existing knowledge

Objectives: The CIPPA Model is implemented with an emphasis on the construction of knowledge:

- To help the students come to a true understanding of the lesson, create meaningful learning for themselves and remember the learning well.
- To help the students practice the process of knowledge construction, a skill necessary for life-long learning.
- To help the students practice the thinking process, a cognitive process that helps increase the learning effectiveness.

Instructional Methods/Techniques: Learn by exercising the thinking process consisting of elements such as comparing, categorizing, asking questions, interpreting, translating, elaborating, summarizing and giving opinions, etc.

Result Analysis: The students' understanding of the self-study topics were evident in their assigned reports and presentations in class which were linked to the contents of the instructor's lectures and applied in real case studies. The achievement results of the tasks ranged from 'Fair' to 'Very Good'. For the group assignments, the achievement results of the first assignment ranged from 'Needs Improvement' to 'Fair'.

Step 4 Exchange the knowledge and understanding with group members

Objectives: The CIPPA Model is implemented with an emphasis on interaction:

- To help the students broaden and deepen their knowledge and understanding to lead to the perception of viewpoints that are different than their own.
- To help the students verify and adjust their knowledge and understanding to lead to the adjustment of their intellectual structure.
- To enable the students to perceive the value of participatory learning, of learning from one another, and of learning about relationships and living with others.

Instructional Methods/Techniques:

- Practice the social process; for example, the use of the group process, grouping techniques, forms, methods and techniques of participatory learning, listening, responding, accepting, making observations, giving feedback, etc.

- Practice the thinking process; for example, thought adjusting, thought extending, thought broadening, using logics, critical thinking, problem-solving, and creative thinking.

- Exchange the knowledge and opinions with others and develop the ability to communicate, convey meanings and present one's concepts independently.

Result Analysis: The students were able to learn the information about various countries and case studies from their classmates. This gave them more diverse knowledge and viewpoints. Having the students both present the information and ask and answer questions created a higher level of the thinking process and learning exchange. The scenario-based activities concerning the process of the American presidential election encouraged the students to search for additional information by themselves through more systematic planning and management, coordination among group members and among different groups according to the roles assigned and the advice given by the instructor. These all contributed to the success of the activities.

Step 5 Summarize and organize the knowledge

Objectives: The CIPPA Model is implemented with an emphasis on the construction of knowledge and process learning:

- To help the students see the overall picture of the subject of learning.

- To help the students memorize the knowledge for convenient use, as it has been organized systematically for easy recall and retrieval.

- To help the students develop cognitive strategies which constitute advanced thinking skills.

- To make the students aware of the process of their learning and help them develop the metacognition ability which constitutes an advanced thinking skill.

Instructional Methods/Techniques:

- Practice the cognitive strategies focusing on the production of various tools such as tests, checklists, etc.

Result Analysis: Having the students continually select case studies for their presentations and make economic and political analyses enabled the students to memorize and understand the knowledge and to make use of the knowledge conveniently. Consequently, the learning achievement results met the criteria set by the instructor.

Step 6 Practice and/or exhibit the knowledge and performance

Objectives: The CIPPA Model is implemented with an emphasis on the construction of knowledge and process learning:

- To provide opportunities for the students to showcase their knowledge and abilities which will enable them to use and develop multiple intelligence and to instill in them the confidence and pride in their learning process and in what they have learned.
- To help the students verify their knowledge and understanding as well as adjust the knowledge and understanding as appropriate.
- To help the students exhibit evidence for their learning and check if the learning has achieved its objectives.
- To help the students connect the learning to real life and make use of the knowledge in their lives and in solving problems.

Instructional Methods/Techniques:

- Practice presentation skills using various methods according to the students' abilities and aptitudes (multiple intelligence).
- Verify the knowledge and understanding.
- The instructor and friends make observations and give feedback.
- Adjust the knowledge and understanding to suit the students' daily-life usage.

Result Analysis: The students practiced creating their own works through classroom presentations and scenario-based activities which enabled them to connect the learning and knowledge to real-life usage.

Step 7 Apply the knowledge

Objectives: The CIPPA Model is implemented with an emphasis on the application of knowledge:

- To help the students make use of the knowledge in real life, which will make the knowledge more meaningful.
- To help the students create deeper learning from hands-on practice.
- To enable the students to practice the application of the knowledge in various situations to increase their expertise, understanding, problem-solving ability and memory on the topics concerned.

Instructional Methods/Techniques:

- Give various examples of problems that are different from classroom lessons and that enable the students to make use of their knowledge to solve the problems.

Result Analysis:

- The students' information search assisted by the critical thinking process and used to form a unique economic, political and social policy for national development as well as the students' participation in providing comments on other students' policies helped connect the lessons to the daily-life usage.

- The American presidential election scenario enabled the students to learn about the roles, problems, solutions, critical thinking, synthetic thinking and creative thinking involved in the policy presentations and technological exploitations. The scenario-based activity enabled the students to make use of their theoretical knowledge, studies, and planning in daily-life application and to work with other individuals or other groups.

Synthesized by the researcher (cited from Khaemmanee, 2002)

4. The analysis of the data concerning the students' satisfaction towards the course and the learning achievement results of the CIPPA-Model instruction

(1) Regarding the students' responses to the questionnaire designed by Naresuan University International College, out of the 21 students in the CIPPA Model Experimental Group in the course Politics, Economy and Society, 15 students (71.43%) responded to the questionnaire asking about their satisfaction towards the course's instructional quality. The students' satisfaction (after the CIPPA Model instruction experiment) towards the instructional quality was found to be at the level of 'Very Good' ($\bar{X}=4.47$), or within the range of 4.21 – 5.00. The distribution of the scores considered from the Standard Deviation scores (S.D. = 0.52-0.64) revealed that the scores of all the sections and of all the sections combined had the range of 0.00-1.00, which could be interpreted that the data had a low level of distribution. It could, therefore, be concluded that the opinions of the questionnaire respondents expressed satisfaction that were not dissimilar to one another.

(2) The questionnaire designed by the researcher (the instructor) could be summarized as follows:

Regarding the students' class attendance in Semester 2/2014, most of the students (14 students or 66.67%) were absent fewer than 3 times, 4 students (19.05%) were absent 3-6 times, and 3 students (14.29%) did not respond to the question.

Regarding the students' interest in the course before enrolling in the course, out of 21 students, 5 students (23.81%) were interested in the course at the 'High' level, 10 students (47.62%) were interested in the course at the 'Medium' level, 2 students (9.52%) were

interested in the course at the ‘Low’ level, and 4 students (19.05%) did not respond to the question.

Regarding the expectations of the 21 students who enrolled in the course Politics, Economy and Society, it was found that 7 students (33.33%) expected to receive ‘Very Good’ grades (A and A-), 8 students (38.10%) expected to receive ‘Good’ grades (B+, B, and B-), 2 students (9.52%) expected to receive ‘Fair’ grades (C+, C, and C-), and 4 students (19.05%) did not respond to the question.

The satisfaction of the first-year students in Naresuan University International College towards the instruction of the course Politics, Economy and Society in Semester 2/2014 after the implementation of CIPPA Model instruction were found to have the mean score of $\bar{X} = 4.50$, or within the range of 4.21-5.00, which could be interpreted that the students’ satisfaction towards the course were at the ‘Very Good’ level, with the Standard Deviation of 0.588. The details of each section are as follows:

Regarding the overall teaching effectiveness, the mean score of the students’ satisfaction towards the course was at the ‘Very Good’ level $\bar{X} = 4.45$, with the Standard Deviation of (S.D. = 0.58). It could, therefore, be concluded that the questionnaire respondents projected the satisfaction towards the course (after the implementation of the CIPPA Model instruction) regarding the teaching effectiveness within the range of 4.21-5.00.

Regarding the learning skill, in overall the questionnaire respondents projected the satisfaction towards the instruction (after the implementation of the CIPPA Model) at the ‘Very Good’ level $\bar{X} = 4.53$, with the Standard Deviation of (S.D. = 0.60), which could be interpreted that the questionnaire respondents projected slightly different opinions from one another.

5. The analysis of the suggestions for the improvement of the instruction based on the responses to the open-ended questions.

The synthesis of the responses to the open-ended questions from the students in the Experimental Group could be summarized as follows:

Regarding the best method to practice the skills based on the forms of instruction employed the most frequently with the students, 28.00% of the students opined that the individual and group presentation method constituted the best practice for the instruction, followed by the discussion method (20.00%), and the self-study method (12.00%) respectively.

From Question 2: “Identify the activity or assignment that you like the most”, 66.67% of the students in the Experimental Group stated that the activity they liked the most was the scenario-based activity in which the researcher (the instructor) designed a mock

American election, followed by the classroom presentation of political, economic and social policies (19.05%), and the debate (9.52%) respectively.

From Question 3: “Give your opinion on some negative things in this subject/class”, the (Experimental-Group) students’ opinions were synthesized, with the following results. 8 students (42.11%) did not give any negative opinions, 15.79% opined that some of the lessons were too difficult, 10.53% expressed negative opinions about the classroom conditions, and 10.53% admitted that they themselves did not pay enough attention to the lessons.

From Question 4: Asking the students to provide recommendations/ comments/ suggestions, the researcher synthesized the recommendations, comments and suggestions of the (Experimental-Group) students in Semester 2/2014, with the following results. 30.77% of the students liked the instructor’s instructional methods and 23.08% suggested that there should be more activities for the course.

A summary of the analysis comparing the students’ satisfaction and learning achievement

1. When the learning achievement results of the students in the Pre-Experimental Groups (taught in a control classroom) in Semester 1/2013 and Semester 1/2014 were compared, it could be seen that the students’ mean score in Semester 1/2014 dropped by 12% (from 61.15 to 53.79) while the students’ overall satisfaction towards the course rose by 7.69% (from 3.79% to 4.20%).

2. When the learning achievement results and satisfaction of the students in the Pre-Experimental Groups taught in a control classroom (in Semester 1/2013 and Semester 1/2014) were compared with those of the Experimental Group (in Semester 2/2014), it was found that the learning achievement results of the Experimental Group were higher than those of the Pre-Experimental Groups, and that the overall satisfaction of the students in the Experimental group was also higher than those of the Pre-Experimental Groups.

An analysis of the instruction-The use of scenario-based activities to develop the instruction of the course Politics, Economy and Society

The scenario-based activities were co-designed by the researcher (the instructor) and the students (the CIPPA Model Experimental Group). The students were engaged in critical thinking while solving problems in the mock situation. As a result, they learned to solve problems that might arise in real life. The students were assigned specific roles to play under a situation with a specific format and a set of rules. The situation provided opportunities to

think, analyze, judge and make decisions that were similar to what could happen in real life. The activities led to the learning of skills required in thinking, researching, problem-solving, situation-controlling and decision-making in the students' lives. Moreover, the activities encouraged the students to work as a team, to build strong relationships with team members, to accept others' opinions, to have self-discipline, to be responsible, and to be confident to think, act and express themselves in their decision-making and problem-solving under the mock situation.

A Summary of Results

1. The learning achievement results of the sample group instructed based on the CIPPA Model in Semester 2/2014 were significantly higher than those of the students instructed in a control classroom. The mean score of the CIPPA Model sample group was $\bar{X} = 65.56\%$ whereas the mean scores of the Pre-Experimental Groups were $\bar{X} = 61.15\%$ and $\bar{X} = 53.79\%$ in Semester 1/2013 and Semester 1/2014 respectively.

2. The percentage of the number of students in the CIPPA Model sample group whose learning achievement results complied with the scoring criteria ($X \geq C$) was $\bar{X} = 61.90\%$ whereas those of 38.10% of the students ($\bar{X} = 38.10\%$) were lower than the scoring criteria. On the other hand, the results of the Pre-Experimental Groups showed that those of 39.58% of the students ($\bar{X} = 39.58\%$) complied with the scoring criteria ($X \geq C$) and those of 60.42% of the students were lower than the scoring criteria. This meant that the students' mean score of the learning achievement results after the implementation of the CIPPA Model instruction was 22.32 points (56.39%) higher than that of a control classroom.

3. Regarding the students' satisfaction towards the instructor as compared to their learning achievement results, it was found that the students in Semester 1/2013 and in Semester 1/2014 were satisfied with the instructor at the 'High' level ($\bar{X} = 4.00$), and that the students in Semester 2/2014 who were instructed based on the CIPPA Model were satisfied with the instructor at the 'Very High' level ($\bar{X} = 4.47$).

4. Regarding the learning achievement results of the Pre-Experimental Groups and the Experimental Group instructed by the learner-centered CIPPA Model instruction, it was found that the results of the Experimental Group was higher at the significant level of .05, which was in accordance with the research hypothesis. In addition, it was revealed that the mean score of the learning achievement results of the Pre-Experimental Groups was $\bar{X} = 57.46$ whereas that of the Experimental Group was $\bar{X} = 62.91$, an increase of 5.45 points or 9.48%.

Also, the satisfaction level increased by more than 10%. This was in accordance with Thepwinyakit (2014)'s research study entitled "A CIPPA Model Classroom Action Research for the Improvement of the Instruction of the 'Contemporary Thai Society' Subject" which designed learning activities and studied the students' scores before and after the instruction as well as their satisfaction(s) towards the 'Contemporary Thai Society' subject using the CIPPA Model instruction to improve the instructional quality. The mean score of the students' self-evaluation and tests revealed that the score of the post-test was higher than that of the pre-test. Similarly, Panyaphinyophon (2007) states that a teacher's action research acts as a mirror reflecting what happens in the instruction as well as what happens to the students and helps the teacher to systematically and continually learn the facts of the instruction and connect them to the results affecting the students, which will eventually lead to the teacher's development of his/her instructional knowledge and understanding.

Recommendations

1. The researcher found that instruction is a key to the students' achievement of the curriculum's goals. How well the students learn is primarily dependent upon the teacher's instruction. The teacher's role requires that he/she prepares the contents in the forms of knowledge and practical training, designs the instruction, instructional media, projects, activities and tools for assessing and evaluating the students' learning results which will greatly affect their academic achievement. Moreover, the instruction focusing on the scenario-based activities concerning an election and the students' projection of their political, economic and social policies applied from the knowledge learned in class are relevant to the 21st Century learning.

2. The scenario-based activities involving a mock election corresponded with the method of participatory instruction and narrative instruction. The key questions are 'Where?', 'Who?', 'What/How?', and 'What situation?'. The teacher uses these questions to start the discussion and let the students connect the narrative by themselves and help one another create work as assigned. The implementation of this method of instruction in this research study gave the students opportunities to make full use of their experience and ideas and to exchange knowledge and thoughts in their discussions. As a result, their learning broadened and their satisfaction towards the instruction significantly increased.

3. From the research study found that the most importantly, the instructor must learn to observe, analyze, synthesize and solve problems, to adjust his/her instructional

methods at any given time during the instruction, and to be even more diligent in self-improvement than the students. This corresponded with the opinion of Phanit (2014) who states that a teacher must be “a student” in a truer sense than the students he/she teaches.

Suggestion for future research

1. Feasibility study for the “item bank” tests for teacher could make test-taking easier, faster and more efficient as a new practice in test development. Item banking can potentially bring many potential benefits such as teachers can select good test items which meet the measurement objectives and the content from the item bank to suit their students’ abilities in each of the area of testing, this will enable teachers to build a test which contains items located on a common, linear scale and based on a variety of options or objectives which is highly effective in item analysis and assessment

2. To study the readiness of the PLC (Professional Learning and Community) that are part of the discourse in teacher education, professional development, and educational policy in the early 21 century through process for teacher learning and collaboration, designed specifically to enhance instruction and the quality of education for each student.

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