

Abstract

Thesis Title : Canonical Correlations of Prathomsueksa 6 Students' Learning and Thinking Styles in Office of Chiangrai Primary Education Services Area 3

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Degree : Master of Education

Major Field : Research and Educational Evaluation

Academic Year : 2012

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The purpose of this study aimed to the Prathomsueksa 6 students' learning and thinking styles in the Office of Chiangrai Primary Education Services Area 3, as well as the canonical correlations of the Prathomsueksa 6 students' learning and thinking styles in the Office of Chiangrai Primary Education Services Area 3. For data gathering, 3,529 out of the 148 schools of the Office of Chiangrai Primary Education Services Area 3 were randomly sampled in the academic year 2011. As used as a sample group, 346 respondents out of the 13 schools ranging from the 18 classrooms were selected by the two-stage random sampling technique. For data gathering, a questionnaire related to student's learning styles and an aptitude test on student's thinking styles were both conducted with those studying in the 6th primary education level.

The findings of the study were as follows:

1. In aspects of the Prathomsueksa 6 students' independent, risky, cooperative, self-esteem, competitive, and participatory learning styles found in the Office of Chiangrai Primary Education Services Area 3, it was stated that their risky learning style with its mean of 21.92 and its standard deviation of 3.59, their self-esteem learning style with its mean of 20.14 and its standard deviation of 3.50, their participatory learning style with its mean of 18.95 and its standard deviation of 3.36, their independent learning style with its mean of 18.14 and its standard deviation of 2.87, their cooperative learning style with its mean of 18.02 and its standard deviation of 2.84, as well as their competitive

learning style with its mean of 15.50 and its standard deviation of 2.69 were respectively rated at a higher level.

2. In aspects of the Prathomsueksa 6 students' relative , analytical, and referential thinking styles found in the Office of Chiangrai Primary Education Services Area 3, it was stated that their relative thinking style with its mean of 6.80 and its standard deviation of 2.27, their analytical thinking style with its mean of 6.51 and its standard deviation of 2.06, as well as their referential rthinking style with its mean of 6.39 and its standard deviation of 1.06 were respectively rated at a higher level.

3. In terms of the analysis of the canonical correlations of learning and thinking styles, it was also stated that the co-efficient of canonical correlations with its significant difference of 0.01 found in the 1st set of their learning and thinking styles were respectively rated at 0.272, 0.199, and 0.085; otherwise, the co-efficient of canonical correlations with its significant difference of 0.01 found in the 2nd set of their learning and thinking styles remained indifferent significance. As compared the variance of the co-efficient of canonical correlations on Eigen values with the 3 sets of their learning and thinking styles remained indifferent significance with its mean of 0.74, 0.040, and 0.007, it was stated that the 1st set of their thinking styles with its maximum co-efficient of canonical correlations were averaged at 7.40 %, meanwhile both the 2nd and 3rd sets of their thinking styles were not significantly different. However, it was also found that the canonical correlations of learning styles were not related to their thinking styles estimated in the 1st set of learning and thinking styles with its constructed co-efficient of $\geq .30$. In analyzing their 2 sets of learning styles in relations to a set of thinking styles, it was stated that both their analytical thinking styles with its constructed co-efficient of 0.946, their competitive thinking styles with its constructed co-efficient of 0.663, as well as their self-esteem thinking styles with its constructed co-efficient of 0.392 were all seen. Also, the double constructed co-efficient of canonical correlations found in their competitive and self-esteem learning styles were respectively averaged at 43.90, and 15.40; otherwise, their analytical thinking styles were rated at 89.50 %.