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The objective of this study was to study the learning styles of Kasetsart University students and to compare learning styles by class level, fields of study and academic achievement. One thousand Kasetsart University students were randomly selected to respond to the student learning styles questionnaire developed by Grasha and Reichman. The data for the study was analyzed by using percentage and Chi-square test. The result showed that Kasetsart University students favored the collaborative learning style at high level, participant learning style at middle level and the independent learning style at low level.

Comparisons of students' learning styles, class level, fields of study, and academic achievement indicated that the students' learning styles were not statistically significant associated with class level and field of study at .05 and .01 respectively. The academic achievement of students were highly significant associated with the learning styles at .01 level. Students who were ranked as a high achiever, middle achiever, and low achiever favored the collaborative learning style at high level and the participant learning style at middle level. High achiever and middle achiever favored the independent learning style at low level. Low achiever favored the competitive, and independent learning styles at low level.