

THESIS TITLE : THE RELATIONSHIPS BETWEEN CHILD-REARING PRACTICES,  
STUDY HABITS AND COGNITIVE STYLES OF PRATHOMSUKSA VI  
STUDENTS

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### **ABSTRACT**

The purpose of the study was to study the relationships between child-rearing practices, study habits and cognitive styles of Prathomsuksa 6 students in Khon Kaen municipal area. The sample surveyed was composed of 255 Prathomsuksa 6 students studying in their first quarter of academic year 1994. Subjects were selected by Stratified Random Sampling. The total of the 255 subjects were chosen from 2 schools, Sanambin School and Anubarn Khon Kaen School, which are administered under The National Commission on Primary Education, Ministry of Education. Information obtained from The Child-Rearing Practices Questionnaire, The Study Habits Questionnaire and The Cognitive Styles Questionnaire were examined using Pearson's Product-Moment Correlation Coefficient. The t-test was utilized to determine

the significance. Chi-square test was also used to determine the test of independence and the Contingency Coefficient was then calculated.

### Findings :

1. A relationship between democratic child-rearing practices and students' study habits was found statistically significant at .01 level of confidence.
2. A relationship between strict child-rearing practices and students' study habits was found statistically significant at .01 level of confidence.
3. A relationship between indifferent child-rearing practices and student's study habits was found statistically significant at .01 level of confidence.
4. A relationship between students' study habits and their analytic-descriptive styles was found not statistically significant at .05 level of confidence.
5. A relationship between students' study habits and their categorial-inferential styles was found not statistically significant at .05 level of confidence.
6. A relationship between students' study habits and their relational styles was found not statistically significant at .05 level of confidence.
7. A relationship between child-rearing practices and students' cognitive styles was found not statistically significant at .05 level of confidence.