

PRASUT ROONWONGMAS : THE RELATIONSHIP BETWEEN EXPLANATORY STYLE AND MATHEMATICS LEARNING ACHIEVEMENT AMONG MATHAYOM SUKSA THREE STUDENTS IN SECONDARY SCHOOLS UNDER THE JURISDICTION OF THE DEPARTMENT OF GENERAL EDUCATION, BANGKOK METROPOLIS. THESIS ADVISOR : ASSO.PROF. THEERAPORN UWANNO, Ph.D. 104 PP. ISBN 974-578-683-7

The purposes of this descriptive research were to study the relationships between the explanatory style in the internality dimension, stability dimension and globality dimension with mathematics learning achievement and to formulate the algebraic equation to predict mathematics learning achievement among Mathayom Suksa three students in secondary schools under the jurisdiction of the department of General Education, Bangkok Metropolis by using the explanatory style as the predictor. The sample included 386 students. The instrument in this research was the Mathematics Attributional Style Questionnaire (MASQ) constructed according to Seligman's Learned Helplessness theory.

The results show that:

1. The mean of mathematics learning achievement of the positive mathematics explanatory style students is significantly higher than the mean of mathematics learning achievement of the negative mathematics explanatory style students ( $P < .05$ ).

2. The students' attributions for the bad events about mathematics in the internality dimension, stability dimension and globality dimension have significant negative linear correlations with mathematics learning achievement ( $P < .05$ ).

3. The mathematics explanatory style in the internality dimension, stability dimension and globality dimension, together, can significantly predict the mathematics learning achievement ( $P < .01$ ).