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KEY WORD : CRITICAL THINKING / YONISOMANASIKARA PRINCIPLES / RAJABHAT
UNIVERSITY STUDENTS / CRITICAL THINKING TEST

PHONGLUCK JITGAROON : AN INQUIRY INTO CRITICAL THINKING
CHARACTERISTICS ACCORDING TO YONISOMANASIKARA PRINCIPLES OF
RAJABHAT UNIVERSITY STUDENTS. THESIS ADVISOR : ASSOC.PROF.
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SAMRAN MEEJANG, Ph.D., 333 pp. ISBN 974-53-1556-7.

This study was a descriptive research study the main method of which was quantitative. The purposes of the research were to develop a test for critical thinking characteristics according to Yonisomanasikara principles of Rajabhat University Students and to analyzes critical thinking characteristics according to Buddhistic Yonisomanasikara principles of Pibulsongkram Rajabhat University students classified by gender, field of study and year of study. The population was 5,653 Pibulsongkram Rajabhat students of 2004 academic year, 800 students were sampled by stratified random sampling method. Tools was "Critical Thinking Characteristics of Rajabhat University students according to Yonisomanasikara Principles Test" developed in this study. The SPSS Program version 11.5 was used for statistical analysis which were \bar{X} , S.D., frequency, percent, t-test (Independent), one-way and two-way ANOVA. The major findings were as follows:

1. "Critical Thinking Characteristics according to Yonisomanasikara Principles Test" was developed and there are 40 objectives situational questionnaires with one question and three choices for each. The reliability of this test estimated by Cronbach's Alpha coefficient was .7980.
2. The main results in analyzing Pibulsongkram Rajabhat University students' critical thinking characteristics according to Yonisomanasikara Principles were :
 - 2.1 Most students' critical thinking characteristics considered for all or separated aspects were in the middle level. The Scientific and Educational students' critical thinking were in the same high level, higher than both Business and Artistic students'.
 - 2.2 Male and female students' critical thinking characteristics were different at .05 level of significance, and female students' mean was higher.
 - 2.3 Educational, Scientific, Business and Artistic critical thinking were different at .05 level of significance which Educational students' were different from Business and Artistic students' while Scientific students' were different from Business and Artistic students.
 - 2.4 Students in every year of study were different at .05 level of significance which the second year's characteristics were higher than the first's and the third's.
 - 2.5 Students in every field and year of study were at least rational.
 - 2.6 There was an interaction between field of study and year of study upon students' critical thinking characteristics according to Yonisomanasikara principles at .05 level of significance.

Department Educational Policy, Management and Leadership

Field of study Higher Education

Academic year 2004

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