

ABSTRACT

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Key Words: LEARNING STYLES, ACHEIVMENT, STUDENTS' PERCEPTUAL
LEARNING STYLE PREFERENCE

Name: ROBERT DOUGLAS SWARTZ

Thesis Title: A COMPARATIVE CORRELATIONAL STUDY OF GRADES SIX
TO EIGHT STUDENTS' PERCEPTUAL LEARNING STYLE
PREFERENCE AND THEIR LEARNING ACHIEVEMENT AT PAN-
ASIA INTERNATIONAL SCHOOL, THAILAND

Thesis Advisor: DR. YAN YE

The purpose of this study was to investigate the perceptual learning styles of the grades six to eight middle school students in Pan-Asia International School located in Bangkok, Thailand. This study was also to determine the preferred learning styles of the students and compare those learning styles with the students' learning achievement. The research was conducted from December 14 to 16, 2015 in the first semester of the 2015-2016 academic school year at Pan-Asia International School. In this study, Reid's Perceptual Learning Styles Questionnaire was used as the primary source of data collection. The data collected from the questionnaire was analyzed by Percentage & Frequency, Means & Standard Deviations, One Way ANOVA and Pearson Product – Moment Correlation Coefficient. This study found that the participants preferred group learning style followed by mixed, kinesthetic, individual

& auditory, tactile and visual learning styles. There was no significant difference between the grade six to eight middle school students' learning achievement, according to their most preferred learning style. The results of this study demonstrated that the grades six to eight middle school students did favor group projects as their most preferred learning style. There was no relationship between learning styles and learning achievement. Teachers should be aware of what learning styles are and how students are predetermined to prefer their own unique learning styles. Any teacher has their own methods of classroom instruction. Some teachers are aware of learning styles and can use learning styles to help with classroom engagement and higher student learning achievement. It is recommended that Pan-Asia International School uses current data to plan future professional development and school-wide changes in teacher instruction to help create a learning environment that best supports students' learning styles.

Field of Study: Curriculum and Instruction
Graduate School of Education
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Advisor's signature