

ABSTRACT

I.D. No.: 5419508

Key Words: PERSONALITY TYPES, LEARNING ACHIEVEMENT, EXTRAVERSION, INTROVERSION, LECTURE-BASED COURSE, PRACTICE-BASED COURSE

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Thesis Title: A STUDY OF RELATIONSHIP BETWEEN PERSONALITY TYPES AND LEARNING ACHIEVEMENT IN DEPARTMENT OF ADVERTISING, ALBERT LAURENCE SCHOOL OF COMMUNICATION ARTS, ASSUMPTION UNIVERSITY OF THAILAND

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There are a lot of researches have been done on the relationship between the personalities and learning, however, the researcher was unable to locate any research studies looking specifically at personality types (introversion and extraversion) and learning achievement in Thailand. Besides when the difference in personalities can affect the learning achievement, it is also very interesting whether the difference in the type of courses can also produce the different outcome as the learning achievement or not. So in this study the researcher examined relationship between personality types and learning achievement in lecture-based and practice-based courses by using Jung's personality type theory as a framework. The surveys that consisted of 3 sections were distributed to 107 fourth year students in the Department

of Advertising, Albert Laurence School of Communication Arts, Assumption University of Thailand as the sample of the study. Three sections in the survey were general demographic section, personality type section and learning achievement section. Each of the section gathered the data as their name implied. The types of courses (lecture-based and practice-based) were categorized by using credit structure that was created by the Albert Laurence School of Communication Arts, Assumption University of Thailand. The researcher used the descriptive analysis to gather data about the personality types and learning achievement in different types of courses, and then continued with the correlational analysis to find the relationship by using Pearson product-moment correlation coefficient. From the personality type section, none of the sample was introverted. From the learning achievement section, all courses were in the similar range. The results of the correlational analysis showed there was no significant relationship at .05 between the personality types (either introverted or extraverted) and learning achievement in two different types of courses (lecture-based and practice-based).

Field of Study: Curriculum and Instruction

Graduate School of Education

Academic Year 2013

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