Title	Analysis of Factors Influencing the Potential of Self-Directed Learning of Students of Private Universities in Bangkok using Multi-level Linear Model.
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Academic year	2010

Abstract

The purposes of this research are to study the relationship between individual-level variables and group-level variables in the aspect of the Potential of self-directed learning of students in private universities and to analyze the influence of individual-level variables and group-level variables, which affect the potential for self- directed learning of students in private universities. Population used in this study is students study in academic year 2009 of private universities, which are members with the Association of private higher education Institution of Thailand located in Bangkok. Using the multi-stage random sampling so-called Hierarchical Linear Mode created by Raudenbush & Bryk (1987), the samples of this research are 990 students and 165 instructors. Independent individual-level variables apply in this model are academic achievement, achievement motivation, classmate relationships and future expectations. Independent group-level variables are composed of classroom atmosphere and services of focused private universities. Dependent variable is the potential of self-directed learning classified by Guglielmino into 8 elements: openness to learning opportunities, self concepts effective learner, initiative and independence in learning, informed acceptance of responsibility for one's own learning , love of learning, creativity, positive orientation to the future, ability to use basic study skills and problem solving skills. In this research, I demonstrate not only mean, standard deviation and coefficient distribution as descriptive statistics but also the simple correlation analysis and multilevel analysis as inferential statistics.

The result represents that for individual level: academic achievement, achievement motivation, classmate relationships, and future expectation are positively correlated with the potential of self-directed learning with statistical significance at 0.01 level. For multi-level analysis indicates that academic achievement(GPA), achievement motivation(MOTIVA) and future expectation(EXPECT) have effect on the potential of self-directed learning (SDL) at 0.01 level of statistical significant which is able to explain the variation of the potential of self-directed

learning (SDL) at 45.6 percent. The equation is as following: SDL = 128.56 + 3.017 (GPA) + 0.676 (MOTIVA) + 0.481 (EXPECT).

Moreover, for group level, I detect that classroom atmosphere and services of focused private universities are positively correlated with the average potential of self-directed learning with statistical significance at the 0.01 level. For multilevel analysis, classroom atmosphere(AIR) has an influence on the average potential of self-directed learning(MEANSDL) at 0.05 level of statistical significant, which is able to explain the variation of the potential of self-directed learning at 11.3 percent. The equation is as following: MEANSDL = 128.4 + 2.059 (AIR). Besides, classroom atmosphere and services of focused private universities(SERVICE) influence achievement motive with statistical significance at the 0.05 level, which is able to explain the variation of achievement motivation at 3.8 percent. The equation as shown: MOTIVA = 0.677 + 0.015(AIR) + 0.011(SERVICE).